

IDENTIFICATION OF BULLYING AMONG TENURED AND NON-TENURED  
FACULTY IN COLLEGES OF AGRICULTURAL AND LIFE SCIENCES AT LAND-  
GRANT UNIVERSITIES

A Dissertation

by

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## ABSTRACT

This study examines bullying behaviors of higher education faculty in colleges of agricultural and life sciences at land grant universities within the United States. More specifically, this study examines the faculty status, tenured versus non-tenured, in identifying if one status prevails over the other as bullying and/or being bullied. This discovery leads to recommendations for educational outreach efforts that create awareness, identification, and a remediation program to address bullying among higher education faculty.

This study explores demographic variables such as tenure status, gender, years at current university, title, and race. Analyses were also calculated to look for significant differences in bullying tenured versus non-tenured faculty.

An adapted questionnaire was sent to a random sample of tenured and non-tenured faculty members in departments in colleges of agricultural and life sciences at 66 land-grant universities to determine if bullying occurs and if so, who the prominent bullies were among tenured and non-tenured faculty. Analyses did not show a statistically significant difference among faculty status in witnessing bullying. However, data did show a statistically significant difference with experiencing bullying in tenured status for attributing the personal characteristic of a health condition or disability as a reason for being bullied. There was also a statistically significant difference among tenured and non-tenured faculty when looking at the demographics of years worked at current university in the 0-5 years and 21 years or more categories. There were also statistically significant differences in tenure status for gender and race, specifically

between the race categories of Black or African and White. A greater number of non-tenured faculty and a greater number of female faculty showed to be bullied in higher education in colleges of agricultural and life sciences.

## DEDICATION

I would like to dedicate this dissertation of study to my two beautiful children, Kindall and Brayson. You both give me all the strength, love, hope, and laughter a mom could ever want. May you both be filled with love, happiness, and laughter all your days. May you always stand up for others and never experience the horrible effects of bullying in your life.

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CHAPTER I  
INTRODUCTION

**Background**

The motivation behind this study comes from my own personal experiences of witnessing faculty bullying and being bullied while working at a large land-grant university. I worked in an office that handled faculty tenure and promotion processes and grievances. I witnessed faculty who came forward with grievances be told they had no grievance. I saw faculty denied tenure and promotion due to personality differences, not due to performance issues. I made a complaint to my own personal therapist about my supervisor having anger outburst and using threatening language out loud which was then passed on to my boss and I was told I needed to find another job or I would be “let go.” Faculty and staff were afraid to report bullying because of the person who had the final say in if they were awarded tenure, promotions, or even raises. One director was fired after finally standing up to this bully. This experience personally made me hate going to work for fear of retaliation which in the end did occur to me.

In another office on campus I saw a supervisor bully their staff by publicly degrading them, calling them failures. These bullied employees cried at work, reported being depressed, and missed work due to their treatment. These experiences and witnessed encounters were the driving force of my motivation to conduct this study.

Mobbing, a term used in countries such as Canada, New Zealand, United Kingdom, Northern Ireland, and Finland is characterized by an event or series of events that takes place when an individual or group wishes to rid itself from someone who they

may deem as a threat to their existence or position (Westhues, 2005). Many targets of mobbing never come forward in fear of retaliation or loss of jobs and when the victims do come forward with information of possible mobbing events, they are confronted by poor leadership and lack of support in administration (McKay, Arnold, Fratzl, & Thomas, 2008). Westhues, Professor of Sociology at the University of Waterloo in Canada and author of several books and case studies regarding academic mobbing across the world, notes that each discipline within each institution has its own culture which threatens positions and careers of practitioners in that discipline (Westhues, 2005). Mobbing in academia can result from these threats, hurting not only the department and university, but also affecting the mobbing target. Results can include unjustified termination, health issues, and in severe cases, even death. Watson reported that Westhues described workplace mobbing as a “common and bloodless form of workplace mayhem” that usually does not include violence (2007, p. 256).

In the United States, the preferred term “bullying” is used in place of the term mobbing, as used in countries outside of the United States, as also noted by Keashly and Neuman (2010). For purposes of this study, the study population work at land-grant universities within the United States and therefore the term “bullying” will be used. The term mobbing will be used when referencing those researchers outside of the United States.

These academic bullies hurt the university by decreasing new hires and faculty productivity while increasing stress for everyone involved leading to lost work hours, increased sick leave, and increased medical bills and use of prescription drugs. Fogg

(2008) reported that the changing environment of full-time versus part-time faculty, and tenured-track versus non-tenured track faculty encourages this bullying environment.

Fogg reported that the changing environment of full-time versus part-time faculty and tenured-track versus non-tenured track faculty encourages this bullying environment. Fogg (2008) estimated that there are currently between 40 to 65% appointments for part-time faculty in academia. Another issue that Fogg attributes towards academic bullying is that those who are appointed to positions of department chair and dean often lack adequate management training.

### **Statement of the Problem**

Although known throughout corporate America, the mobbing phenomenon in countries outside of the United States has been labeled as bullying within the United States, and has not been looked at closely at the higher education faculty level, more specifically among tenured and non-tenured faculty in the Colleges of Agricultural and Life Sciences in higher education within the United States of America.

### **Purpose of the Study**

The purpose of this study is to determine if academic bullying occurs among tenured and non-tenured faculty in the colleges of agricultural and life sciences at land-grant universities and if it does occur, then to determine its prevalence among the different faculties. If bullying occurs within colleges of agriculture, then one may infer that it possibility occurs in other colleges as well. This discovery would lead to recommendations for educational outreach efforts that create awareness, identification, and a remediation program to address bullying. By understanding the perceptions and

actual occurrences of bullying within these departments, anti-bullying policies can be implemented, educational outreach training can be provided, and bullying can be reduced or prevented. This would create a more friendly work environment and higher quality of life for all faculty members in every department.

The objectives for this study were to answer the following questions:

1. Does bullying occur among tenured and non-tenured faculty in the colleges of agriculture and life sciences at land-grant universities?
2. If bullying does occur, who are the prominent bullies?
3. In what ways does bullying in higher education affect faculty's health and mental well-being?

### **Significance of the Study**

The Higher Education Bullying Survey is an important tool to assess if bullying is occurring among tenured and non-tenured faculty. The information gained from this study will be able to aid administrators and faculty themselves in the identification, prevention, and remediation of such acts. Knowing the key ways in identification and prevention will help departments, colleges, and universities be more productive in gaining and retaining award winning professors, researchers, and administrators as well as increasing productivity and a happier work environment.

### **Definition of Key Terms**

**Bullying:** Behavior(s) by a person (or a group of people) that intimidates, degrades, offends, threatens, or humiliates a faculty member (or group of faculty members).

Bullying negatively affects the physical or psychological health of the targeted

employee(s). Bullying generally involves repeated actions but it can also be a single action. Researchers suggest that many behaviors can contribute to bullying. Bullying often involves an abuse or misuse of power. However, many bullying situations involve employees bullying their peers.

**Non-tenure:** Faculty who either teach part-time or teach full-time but who are not on a tenure track line.

**Tenure track:** A probationary period for a faculty member to meet specific requirements in order to be granted tenure.

**Tenure:** A Faculty position that presumes the faculty member is competent in their field and their continuing service cannot be halted unless specific conditions are met.

### **Limitations and Delimitations**

The researcher is only able to delimit the findings of this study to faculty in colleges of agricultural and life sciences and excludes all other colleges. One limitation is the survey instrument is based on self-report answers and because of the sensitive nature of the topic respondents could have concealed information they did not want revealed. Another limitation is the small response rate. The small N limited greatly the power of inferential statistics, making it almost impossible to detect any statistically significant associations or differences.

### **Assumptions**

It is assumed that the faculty respondents were truthful when completing the survey containing both close-ended and open-ended questions. It is assumed that the instrument in this study showed reliability and variability and measured whether

bullying was occurring within colleges of agricultural and life sciences at non-land grant and land grant universities.



## CHAPTER II

### REVIEW OF LITERATURE

#### **Workplace Mobbing and Bullying Defined**

Westhues, Professor of Sociology at the University of Waterloo in Canada and author of several books and case studies regarding academic mobbing across the world, notes that each discipline within each institution has its own culture which threatens positions and careers of practitioners in that discipline (Westhues, 2005). Mobbing in academia can result from these threats, hurting not only the department and university, but also affecting the mobbing target. Results can include unjustified termination, health issues, and in severe cases, even death. Watson (2007) reported that Westhues described workplace mobbing as a “common and bloodless form of workplace mayhem” (= p. 256) that usually does not include violence. Workplace mobbing is a potential way for a group to rid themselves of someone who, in the group’s mind, has separated themselves from their group think. The goal of workplace mobbing is to not only eliminate, but also humiliate a target, forcing them to leave (Watson, 2007). Watson uses Westhues’ indicators to determine when mobbing may be happening. Examples of indicators are lack of due-process, resistance to external review, secret meetings, weak charges filed against the target, the target may be an overachiever among the group, and a unanimous group opinion regarding the target (Watson, 2007). Watson (2007) also stated in his review that leaders trying to manage an environment which lacks authoritative standards tend to side with the majority opinion.

Keashly and Neuman (2010) report bullying as “harassing, offending, socially excluding someone or negatively affecting someone’s work ideas” and has to occur on a repeated and regular basis over a period time lasting at least six months in time.

### **Background of Workplace Mobbing and Bullying**

Fogg (2008) describes academic bullying in higher education by providing examples of how bullies demonstrate their behavior. Bullies interrupt the target if the target is talking at meetings, roll their eyes as the target is speaking, spread rumors about the target, and even physically harm the target. Academic bullies hurt the university by decreasing new hires and faculty productivity while increasing stress for everyone involved leading to lost work hours, increased sick leave, and increased in medical bills and use of prescription drugs. Fogg reported that the changing environment of full-time versus part-time faculty and tenured-track versus non-tenured track faculty encourages this bullying environment. Fogg (2008) estimated that there are currently between 40 to 65% appointments for part-time faculty in academia. Another issue that Fogg attributes towards academic bullying is that those who are appointed to positions of department chair and dean often lack adequate management training. Campus administrators need to recognize the signs of academic bullying, but in order to accomplish this they need to be educated on the phenomenon and how to prevent it before it snowballs. A system needs to be in place to support administrators in eliminating academic bullying. Guidelines and consequences also must be set forth to prevent academic bullying from occurring.

Westhues was a target and survivor of academic mobbing in higher education and this drives his passion and reasoning for exposing this phenomenon. He described

five stages that occur in workplace mobbing based on data he gained through interviews, although each case is actually different (Westhues, 2005). The first stage occurs when the target is avoided and ostracized by the group. The second stage includes harassment of the target, making their life difficult. Stage three occurs when a critical incident occurs and the group suggests a formal action has to be done against the target. The fourth stage consists of mediation, appeals, and hearings that occur after the formal action. Stage five is the elimination of the target from the group in the form of early retirement, quitting, termination, disability, death from stress-related illnesses, or even suicide (Westhues, 2004a).

### **Theoretical Framework**

Westhues (2004a) explained that workplace mobbing stems from common impulses in mammals known as a pecking order. This happens when a group gangs up on one of their own, in particular a new arrival. The target is constantly attacked by individuals of the group, with the goal of getting rid of the target. Westhues (2004a) claims there are no easy and quick fixes to this behavior; however, education on the indicators of academic mobbing and training to stop mobbing can significantly help stop the practice. Suggestions for curtailing academic mobbing are freeing the workplace from scapegoats, spreading the power around, minimizing adversarial, zero-sum proceedings, discouraging legalism and grievance cultures, avoiding mediators that claim they are neutral because they usually side with whomever has the upper hand, and providing opportunities for people to communicate and discuss openly their concerns in a nonbiased environment (Westhues, 2004b). Westhues (2006) described many

academic mobbings as social movements that were mainly campus-based with the mobbers possessing specific and personal goals of ousting the target.

Westhues (2006) listed ten measures for administrators to implement to curtail academic mobbing. First, administrators should not focus on the individual, but the actual issue, situation, or behavior. The second measure is that administrative decision-making needs to replace quasi-judicial campus tribunals in order to deter a bullying environment. For the third measure, Westhues argued that allegations and charges should be avoided unless evidence proves otherwise. The fourth measure in curtailing academic mobbing included keeping policy manuals short and having fair, simple, and clear rules. The fifth measure included entertaining a mobbing hypothesis, not just the null hypothesis, when a demand to punish a professor arises. The sixth measure used specific depersonalized explanations as to why a professor may not be a part of the group or department any longer. The seventh measure included being mindful regarding all reasons to which academic mobbings may take place. Westhues suggested for the eighth measure that free expression and open dialogue outlets should be held throughout campus. A ninth measure is for administrators at all levels to stay open and flexible. The tenth measure described is to actually answer internal mail of all sorts such as e-mail, campus mail, letters, memos and calls. Westhues' ten administrative measures are listed in Table 1.

Table 1

*Westhues' Ten Recommended Administrative Measures*

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Focus on the situation, issue, behavior, not the person.

Replace quasi-judicial campus tribunals with administrative decision-making.

Unless evidence compels them, avoid forensic words like allegations and charges.

Keep the rules clear, fair, and simple; keep policy and procedure manuals short.

In the face of demands that a professor be punished, entertain not just the null hypothesis but the mobbing hypothesis.

Seek proximate, specific, depersonalized explanations for why some professor is on the outs, as opposed to distant, general, personal explanations.

Encourage mindfulness of all the bases on which academic mobbing occur.

Defend free expression and encourage dialogic outlets for it on campus.

Keep administration open and loose.

Answer internal mail.

---

Similar to Westhues' ten measures, Hecker, (2007) in *Workplace Mobbing: A Discussion for Librarians*, discussed four stages derived from Heinz Leymann's earlier work. The stages are unresolved conflict, ostracism, the target informs administration through an informal or formal complaint, and the target is separated from the workplace. Hecker (2007) discussed Leymann's social theory in explaining how mobbing happens to a certain type of person more so than other types. Leymann (1990) explained the five phase model describing a mobbing episode. The first phase includes the initial conflict:

interaction, situation, opinion or interaction causing the tipping point for mobbing to begin. Phase two is the time period where the mobbing victim is the subject to continuous abuse and other mobbers are recruited to join in on the mobbing, also known as the recruitment phase. Phase three is the time period when management enters the picture at the victim's request, even though management may have already been aware of the situation prior to the request. The fourth phase is considered the re-victimization period where management realigns themselves with the mobbers. The last phase, phase five, is known as the expulsion phase in which the victim is terminated from the workplace. Termination can result in proactive management or as constructive dismissal (Leymann, 1990). Mobbing groups can arise from factors causing open conflict such as race, religion, gender, age, disability, ethnicity, political beliefs, or any other group. Mobbing can potentially cause severe trauma to the target resulting in Post-Traumatic Stress Disorder (PTSD). Heckler (2007) offers strategies to reduce or eliminate mobbing. Westhues (2005) says there is a checklist of mobbing indicators (see Table 2) to look for in identification of mobbing environments. First, administrators must recognize what a mobbing situation is and if one is rising or has already risen. A good leader can recognize this situation and step in before it becomes a mobbing situation. Educating administrators and others in management and leadership roles regarding mobbing is the key to preventing it in the workplace. Good leaders and managers should make sure they listen to those who come forward with reports of mobbing. Leaders need to support the anti-mobbing environment and the target. Hecker (2007) describes mobbing as unethical and uncivil. Administrators who are aware of academic mobbing

can save their organizations large sums of money as well as their employees' health and well-being.

Table 2  
*Westhues' Checklist of Mobbing Indicators*

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By standard criteria of job performance, the target is at least average, probably above average.
Rumors and gossip circulate about the target's misdeeds: "Did you hear what she did last week?"
The target is not invited to meetings or voted onto committees, is excluded or excludes self.
Collective focus on a critical incident that "shows what kind of man he really is."
Shared conviction that the target needs some kind of formal punishment, "to be taught a lesson."
Unusual timing of the decision to punish, e.g., apart from the annual performance review.
Emotion-laden, defamatory rhetoric about the target in oral and written communications.
Formal expressions of collective negative sentiment toward the target, e.g. a vote of censure, signatures on a petition, meeting to discuss what to do about the target.
High value on secrecy, confidentiality, and collegial solidarity among the mobbers.
Loss of diversity of argument, so that it becomes dangerous to "speak up for" or defend the target.
The adding up of the target's real or imagined venial sins to make a mortal sin that cries for action.
The target is seen as personally abhorrent, with no redeeming qualities; stigmatizing, exclusionary labels are applied.
Disregard of established procedures, as mobbers take matters into their own hands.
Resistance to independent, outside review of sanctions imposed on the target.
Outraged response to any appeals for outside help the target may make.
Mobbers' fear of violence from target, target's fear of violence from mobbers, or both.

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McKay, Arnold, Fratzi and Thomas (2008) conducted a study at a mid-sized Canadian university to examine workplace bullying among faculty, instructors, and librarians. The authors' study focused more on non-physical forms of hostility and aggression, but also recorded violence in incivility if present. Internationally, there is a

growing interest to expose bullying and develop educational awareness of the negative impact it creates on employees. Ireland, England, Australia, and Canada have legislative initiatives on bullying prevention (McKay, Arnold, Fratzl, & Thomas, 2008). Costs associated with workplace bullying include high turnover rate, negative working conditions, and unethical treatment of employees (McKay, Arnold, Fratzl & Thomas, 2008). Namie and Namie (2003) discovered that the over 80% of workplace bullying is caused by a superior over their subordinate.

McKay, Arnold, Fratzl and Thomas (2008) conducted a unique study on bullying as it pertained to academia. The authors looked at academic studies conducted in New Zealand, the United Kingdom, Northern Ireland, Finland, Norway, and Canada. Through their study, McKay, Arnold, Fratzl and Thomas (2008) discovered that bullying occurred top-down from those in higher positions, peer-to-peer, and bottom-up from students. Administration was inadequate in addressing bullying behaviors and bullying had been experienced by faculty within the last five years. Twale and De Luca (2008) point out that institutional norms, academic culture, system change and structures within the organization are all core causes of inappropriate behavior in academia.

Academic mobbing in higher education is similar to domestic abuse. Faculty do not come forward to tell their stories of unfair treatment because of fear of loss of their department, network, and income support (Westhues, 2005). In domestic abuse, if one of the parties is being treated horribly, they may be fearful of going forward and filing charges because they depend on the other party for income and support. Bullying is a serious phenomenon. It is imperative that administration takes an active role in



preventing academic bullying. For this to occur, there needs to be educational initiatives as well as support from higher administration in implementing action steps designed to discover bullying situations and prevent these situations from continuing.

One focal point to examine is leadership and if leaders actually have a leadership background, or if they were just placed in their position due to years of service or alignment with other leaders. Another aspect to think about is how bullies may be liked by some, but hated by others. Leadership research has mainly focused on effective aspects more so than destructive ones (Pelletier, 2010). Because of the limited research, it is important to examine those persons in authoritative positions and analyze if they really should be in those positions. Westhues (2005) noted that each discipline within each institution has its own culture which threatens the positions and careers of each practitioner in that discipline. Mobbing in academia results from these threats, not only hurting the department and university, but also causing grave effects to the mobbing target. This can lead to poor teaching, reduced research monies, unjustified termination, health issues, and in severe cases, death.

Another focal point to examine is the conceptual framework that creates a bullying environment within the academic environment. Twale and DeLuca (2008) build off of Salin's (2003) conceptual framework showing how likely an existing work environment leads to ingredients for bullying to take place. Figure 1 shows the conceptual framework of bullying from Salin (2003) and Figure 2 shows the adapted conceptual framework of bullying from Twale and DeLuca (2008.) By understanding the work environment

dynamics, identification, prevention and stopping bullying will be key factors to implementation with institutions of higher education.

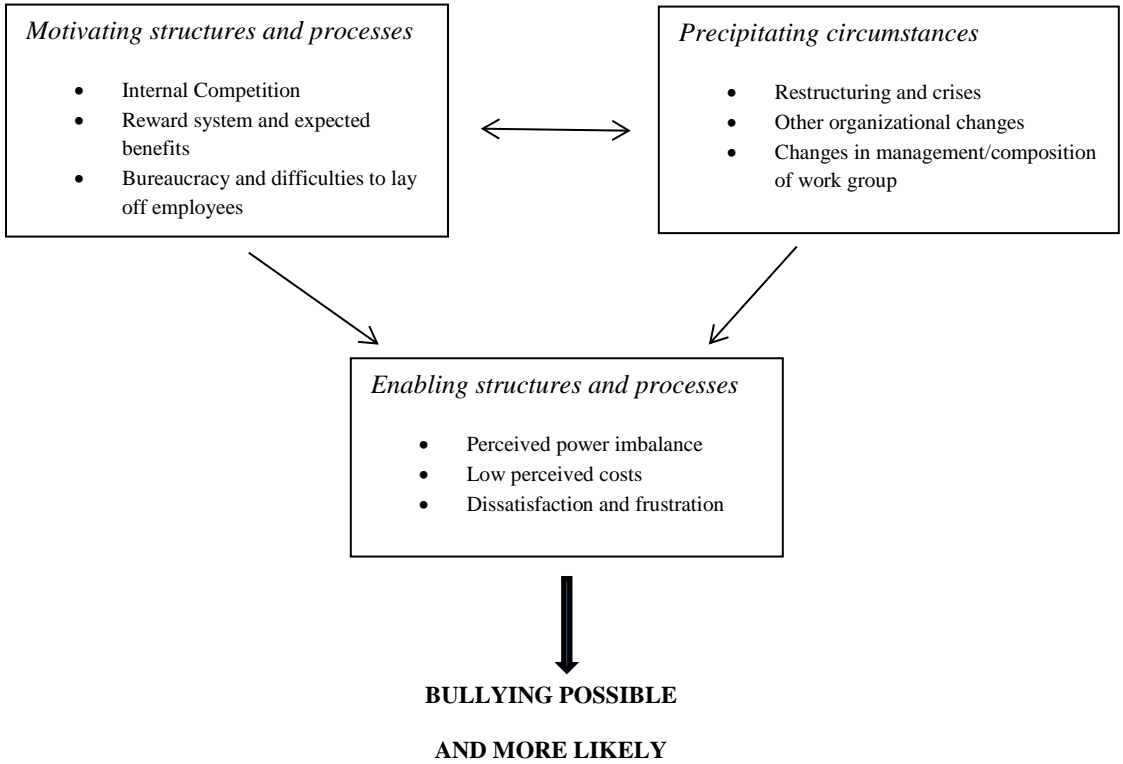


Figure 1. Salin's (2003) enabling, motivating and precipitating structures and processes in the work environment that contribute to bullying.

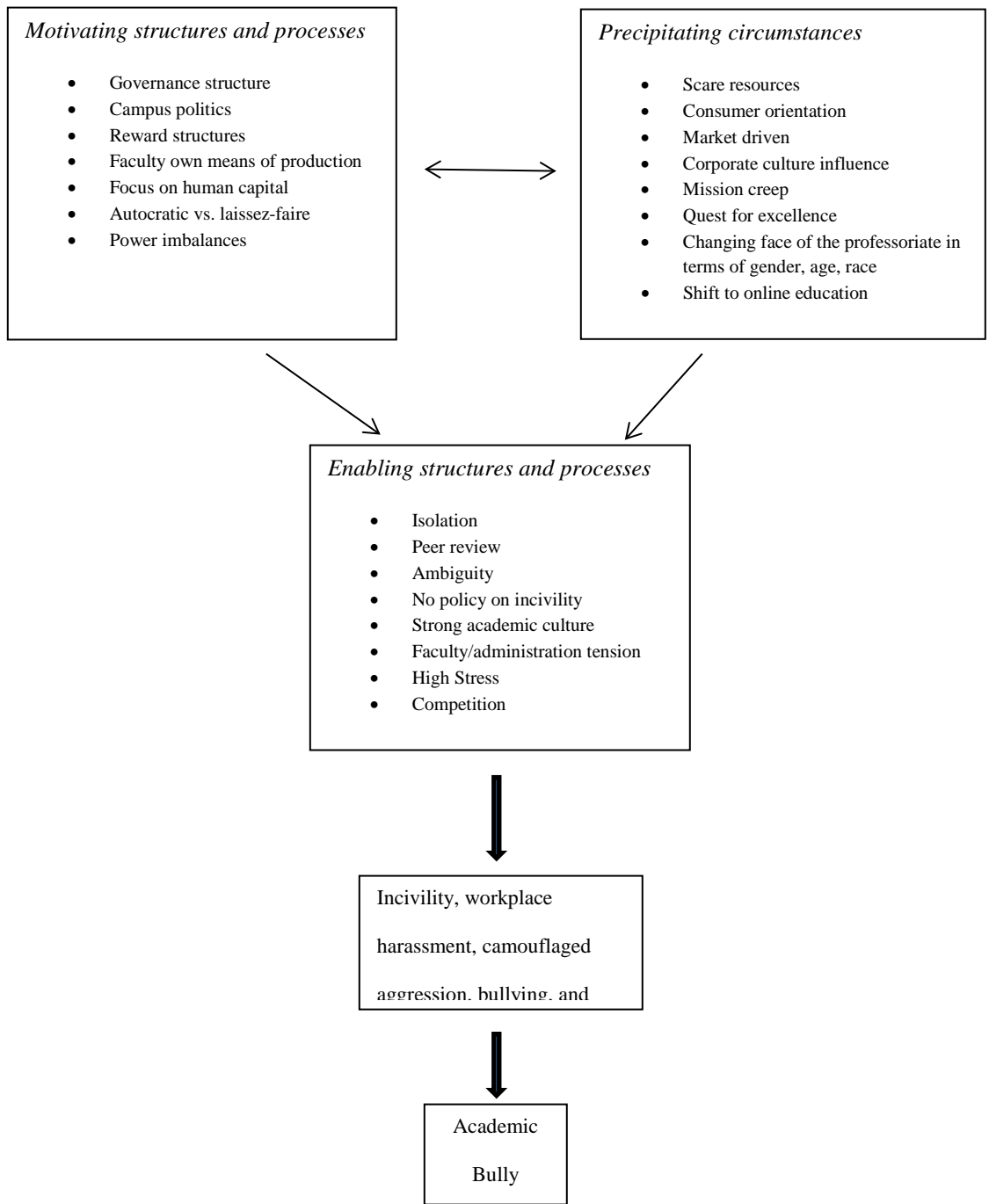


Figure 2. Twale & Deluca's (2008) conceptual framework of bullying.

Keashly and Neuman's 2010 article focused on faculty experiences and behavior. The authors noted that witnesses are a key indicator to the organizational climate by being aware of what is happening to others and they can be a part of preventing those bullying acts from happening. Keashly and Neuman (2010) reported that administrators and supervisors tend to be the bullies in environments where there are power differences, such as higher education. The authors also reported that three or more bullies targeted faculty twice as much as were staff (Keashly & Neuman, 2010). Individuals suffer physical, psychological, and emotional damages, as well as groups and organizations as a whole all from the fallout of bullying (Keashly & Neuman, 2010). Keashly and Neuman, 2010, reported in their study that aggressors tend to bully more indirectly and passively when they feel exposed or a lack of control over their targets and junior faculty are bullied more than tenured faculty. Early action is critical in bully prevention, clear processes and policies are needed to be in place, including following through with delegating consequences for bullying activities. Keashly and Neuman, 2010, also suggested the development of administrators and faculty in learning skill development and negotiations, and mediation skills to help with bullying prevention. This development offers earlier action, is less adversarial, and permits all parties control of the process and outcomes.

Sedivy-Benton, Strohschen, Cavazos, and Boden-McGill (2015) conducted interviews on female faculty who had been bullied in which six themes surfaced from their data: positionality, differences, jealousy, clandestine decision-making, accountability/leadership, and blame the victim. Positionality did not prove to be a

buffer from bullying. Those bullied stated that one or more differences such as race, gender, religion, national origin, disability, sexual orientation, etc. were why they were targeted by bullies. Being a high achiever was reason to being bullied. Bullies intentionally left out those they bullied from important decision making activities. Lack of leadership, accountability, and consequences were reasons why bullying has been allowed to continue for long periods of time. Bullying was found to be presented in a way so that victims were the ones to blame. Sedivy-Benton et al., (2015) reported one key survival strategy for victims were to become detached from the environment and to attach themselves to an environment to be positive and supportive.

Raineri, Frear, and Edmonds (2011) reported “bullying occurs through non-physical abusive behaviors in which an individual or a gang targets a victim due to personal inadequacies or personal gain.” (p.22). The authors studied bullying among faculty and administrators in midsize colleges and universities in the northeast and central locations of the United States by having subjects report observations of bullying. Their study reported discounting a person’s accomplishments was the most frequent type of bullying behavior (Raineri, et al., 2011). The authors reported administrators’ most frequent bullying was blocking the target’s career goals, followed by discounting accomplishments, consistent scrutiny, setting the target up for failure, and use of resources needed. Raineri, et al., (2011) found faculty bullies tend to cause more constant scrutiny, public criticism, and discounted accomplishments. The authors also reported three-quarters of bullies are male, range from 41-70 years of age, and there is an

increase in bullying involving ranked positions, with senior faculty being the majority of bullies.

Cassel (2011) reported recognizing the prevalence of bullying and mobbing of faculty is the first vital step for prevention of bullying behavior in higher education. Cassel (2011) also reported that faculty continue to be bullied and mobbed by administration and have similar bullying experiences with other faculty.

### **Summary of Review of Literature**

Mobbing in academia affects the person being bullied and the organization as a whole (Westhues, 2005). Faculty productivity is decreased while stress levels are increased which lead to lost work hours, increase in sick leave, and an increase in medical bills (Fogg, 2008). Many researchers other than Westhues have addressed the bullying issue in academia and helped with the identification and prevention of bullying (Leymann, 1990; Fogg, 2008; Hecker, 2007; McKay et al., 2008; Namie and Namie, 2003; Pelletier, 2010; Salin, 2003; Twale and DeLuca, 2008; and Watson, 2007). Many tools have been created in the identification and framework of bullying in the workplace such as Westhues' five stages that occur in workplace mobbing (2005) and his recommended administrative measures (2006), Salin's (2003) conceptual framework of bullying, and Twale and DeLuca's (2008) adapted conceptual framework of bullying.

CHAPTER III  
METHODOLOGY

**Purpose of Study**

This study on academic bullying was aimed at identifying if bullying occurs among tenured and non-tenured faculty in colleges of agriculture and life sciences at land-grant colleges in the United States of America.

Objectives for this study were:

- 1) Does bullying occur among tenured and non-tenured faculty in colleges of agriculture and life sciences at land-grant universities?
- 2) If bullying does occur, who are the prominent bullies?
- 3) In what ways does bullying in higher education affect faculty's health and mental well-being?

**Study Design**

A survey instrument called the "Workplace Bullying Survey," created and utilized by the University of Massachusetts (UMASS) at Amherst Campus Coalition on Workplace Bullying (2011), was adapted by the researchers and named "Higher Education Faculty Bullying Survey" (See Appendix A) for use in this study. The adapted survey changed from surveying all employees in the workforce environment at one university to surveying tenured and non-tenured faculty only in higher education in agricultural and life sciences colleges at land grant universities in the United States. Other adaptations included the removal of UMASS references to and addition of references of the subject's university and their specific department. Two background

questions were removed completely and the gender question only had the answers of male and female to choose. The Hispanic or Latino only question was added in the race category of the adapted survey. The adapted survey also collected the tenured and non-tenured faculty status of each subject and the working title at the subject's university/college. Workplace bullying was changed to just bullying within the survey. The original survey limited subjects to think about the past two years for witnessing any incidents of bullying, whereas the adapted survey asked if the subjects had ever witnessed bullying at their university. The categories of people who were doing the bullying were changed by breaking down the faculty member selection into tenured faculty member and non-tenured faculty member; supervisor and co-worker categories were removed and replaced with lecturer and extension specialist. The adapted survey added the categories of currently occurring and one year ago to select when the subject recollected the last time they witnessed bullying in their department. The original survey limited subjects to the past two years in experiencing bullying as well. The adapted survey asked subjects if they ever experienced bullying in their department. The adapted survey removed the offices of union, Whitmore Administration, Faculty/Staff Assistance Program, Ombuds Office, and the Equal Opportunity and Diversity Office selections from offices that helped with the bullying problem and added the Dean of Faculties as a selection. Question thirteen in the adapted survey replaced the phrase "at work" with "in my department" in the statements. The word Coalition was removed from the adapted survey. Question 15 of the adapted survey replaced union activity with community service involvement as a personal characteristic to being bullied. A pilot study was



conducted to establish validity and reliability of this instrument using faculty in the college of agriculture and life sciences at five non-land grant universities.

Validity and reliability of the instrument was established by conducting a pilot study, computing a Cronbach's coefficient alpha to assess reliability, and having a panel of tenured faculty, versed in survey design, from the department of Agricultural Leadership, Education, and Communications at one college of agriculture and life sciences to review the instrument for face and content validity. The faculty members found the instrument to have adequate face and content validity. Cronbach's alpha was calculated on the statement items in Question twelve in the pilot study and the result was 0.961 which showed this scale to have a high internal consistency (Field, 2009). The survey was then administered to tenured and non-tenured faculty in colleges of agriculture and life sciences at land-grant universities to determine if bullying is occurring within these colleges, and if occurring, to identify who were the prominent bullies.

The questionnaire included both closed and open-ended questions. This approach allowed for themes to be identified from answers to the open-ended questions as well as identifiers among the closed ended questions. A mixed method design was used for this study to see if the qualitative and quantitative methods produced a single phenomenon (Fraenkel & Wallen, 2009).

## **Population and Sample**

The pilot study population used a random sample (Saslow, 1982) of 351 (Dillman, Smyth, & Christian, 2009) tenured and non-tenured faculty members in departments within colleges of agricultural and life sciences at five non-land grant universities in the United States. In spring 2014, e-mail addresses of faculty were obtained by the researcher from agricultural and life sciences department websites at five non-land grant universities. Ninety-six (27%) subjects opened the survey. Thirty-eight (39%) of those 96 who opened the survey started answering questions. Thirty-two respondents (84%) of those who started the survey actually completed the survey with one (3%) respondent only looking at each question but not answering any questions within the survey. The total completed respondents for the pilot study totaled 31 (9%) of those who received the survey. Of those who completed the survey, two (6%) identified as department head, fifteen (48%) identified as professor, four (13%) identified as associate professor, seven (23%) identified as assistant professor, one (3%) identified as senior lecturer, and two (6%) identified as other. Females were underrepresented in this population consisting of only five (16%) and the remaining twenty-six (84%) of respondents were males. Of the twenty-nine (94%) who responded, tenured faculty comprised 17 (55%) of this population leaving 12 (39%) non-tenured. Of the thirty (97%) reporting their race, one (3%) reported Asian, one (3%) reported Hispanic, and 28 (90%) reported Caucasian.

The target population of this study consisted of 4200 tenured and non-tenured faculty members in departments in colleges of agricultural and life sciences at 66 land-

grant universities, derived from the 1862 and 1890 Morrill Acts, in the United States. A random sample of the population was utilized in this study (Saslow, 1982). Three hundred fifty-one e-mails (Dillman, Smyth, & Christian, 2009) were sent to faculty in colleges of agricultural and life sciences at land-grant universities with seven percent opting out from participation in the study. Of those subjects who did not opt out, 182 (52%) faculty opened the survey. Fifty (27%) out of the 182 subjects who opened the survey actually began answering questions and 38 (76%) out of those fifty subjects who started actually completed the survey. Overall, those who completed the survey out of all those who received it were 38 (11%) respondents.

To control for nonresponse error (Miller & Smith, 1983; Lindner, Murphy, & Briers, 2001; Shinn, Baker, & Briers, 2007), the researcher sent a pre-invite email (Appendix C) alerting potential subjects of the study. An email invite (Appendix D) was then sent out to the sample with a follow-up reminder email (Appendix F) sent to them as well. Because the response rate was low, a comparison of early to late respondents was conducted to help eliminate the nonresponse error (Miller & Smith, 1983; Lindner, Murphy, & Briers, 2001; Shinn, Baker, & Briers, 2007).

### **Quantitative Research**

Statistical Package for Social Science (SPSS) 23 was used to analyze all quantitative data (Field, 2009). The researcher utilized a 95% confidence interval with an 80/20 split which consists of a sample size of N=351 (Dillman, Smyth, & Christian, 2009). IRB approval was first obtained in order to conduct this research (Appendix B). A Pearson Chi-Square test (Field, 2009) was performed on all questions to see if there

was a statistical difference between tenured and non-tenured faculty statuses and answers selected.

### **Instrumentation**

The “Higher Education Faculty Bullying Survey” was adapted (Appendix A) by the researchers from the “Workplace Bullying Survey” (Williams & Ruiz, 2012a), and was distributed to a random sample of the population via online e-mail. The survey included demographic information of working title, tenured or non-tenured status, duration of employment at current university, gender, and race. The instrument also examined perceptions of bullying, personal experiences with bullying, seeking help about bullying, and impact of bullying on one’s mental and physical health and work performance.

All data were collected in the spring and fall of 2014. The authors of the “Workplace Bullying Survey” (Williams & Ruiz, 2012a) were contacted through e-mail in August 2013, requesting permission to use the survey, which the authors agreed to allow the use of their survey. The researchers accessed all college of agricultural and life sciences faculty members’ e-mails at non-land grant universities for the pilot study and land-grant universities for the target study in the United States through the university websites at each university to produce a random sampling of participants.

Both pilot study and target study participants were sent a pre-notice e-mail with information sheet first making them aware of the survey that was to follow (Appendix C). All participants were then sent an email invite with a link to take the online survey (Appendix D). The participants then accessed the questionnaire through a link by using

the Qualtrics survey system which was submitted to faculty via e-mail. To increase respondent rates (Dillman, Smyth, & Christian, 2009), a follow-up email was sent to the pilot study participants (Appendix E) and the target study participants (Appendix F) two times before the survey was closed.

A mixed method design (Figure 3) was used to determine if quantitative and qualitative methods converge on a single phenomenon (Fraenkel & Wallen, 2009). A quantitative analysis was performed to look at the frequencies of reported answers. Crosstabs were performed on each question and a Pearson Chi-Square test at the 95% confidence level and the .05 significance level was utilized to compare the two groups, tenured and non-tenured faculty. Because of the nature of the triangulation of the quantitative portion of the study, a qualitative analysis was performed on the open-ended question of the survey.

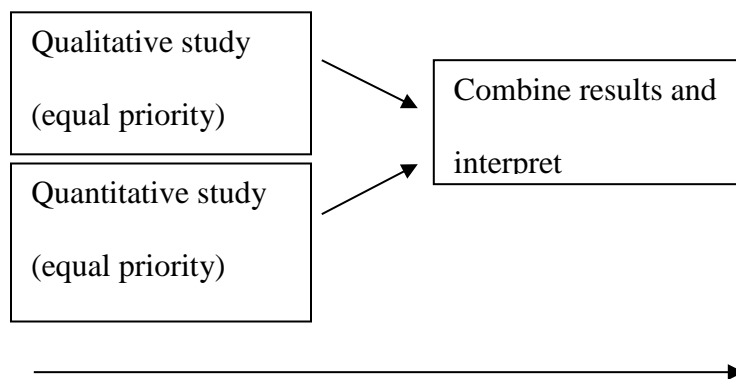


Figure 3. *Frankel & Wallen's (2009) triangulation design.*

## **Qualitative Research**

One question on the survey allowed respondents to record their answers in free text form to describe their experiences involving bullying. Because of the nature of the triangulation of the quantitative portion of the study, an analysis on the qualitative answers was performed to see if there were themes or patterns that surfaced within open-ended survey answers (Merriam, 2009; Lincoln & Guba, 1985; Erlandson et al., 1993). Two different researchers established confirmability by independently cross-checking and cross-validating the open-ended answers to determine if any categories emerged. Both researchers found similar categories and met to review them to establish credibility of pattern and theme analysis (Patton, 2002; Lincoln & Guba, 1985; Erlandson et al., 1993). An audit trail providing dependability and confirmability (Lincoln & Guba, 1985; Erlandson et al., 1993) was created to track responses to the original (raw) data source by coding responses with the following sequence: number of respondent; the letter M or F, representing male or female; and the letters T or N-T, representing tenured faculty or non-tenured faculty. Responses were analyzed from the narrative provided (referential adequacy) using thick description for transferability on the meaning of bullying. The category labels that emerged were feelings of isolation and/or wanting to leave their current university, being bullied indirectly, and emotional and physical bullying.

## CHAPTER IV

### FINDINGS

This study consisted of tenured and non-tenured faculty in colleges of agricultural and life sciences at land grant universities in the United States in the fall semester of 2014. Tenured and non-tenured faculty from 20 universities in 18 states completed the survey, used as a tool to assess the prevalence of bullying in higher education.

The purpose of this study was to determine if academic bullying occurs among tenured and non-tenured faculty in colleges of agricultural and life sciences at land-grant universities and if it does occur, then to determine its prevalence among tenured and non-tenured faculty. If bullying occurs within these colleges, then one may infer that it is a possibility that it occurs in other colleges as well. This discovery would lead to recommendations for educational outreach efforts that create awareness, identification, and a remediation program to address bullying.

Data collected from the Higher Education Faculty Bullying Survey, adapted by the researchers, provide responses that examine tenure status and bullying experiences, both witnessed and experienced. Chapter four presents demographic information from respondents and analyses on data reported.

Data analysis was reported in the following categories: bullying being witnessed, bullying being experienced, negative effects attributed to being bullied, and personal characteristics attributed to the cause of being bullied.

## **Demographics of Respondents**

There were 38 (11%) respondents who completed the Workplace Bullying survey. The demographics collected from all respondents include professional and personal information. The professional data collected included tenure status, faculty title, and years worked at current university. Personal data collected included gender and ethnicity (Table 3). Cross tabulations and Pearson Chi-Square tests were performed on the respondents' demographics to see if there was a statistically significant difference among groups. There was a statistically significant difference between tenured and non-tenured faculty members on the background information of years worked at current university at the 0-5 years and 21 years or more categories. The background demographic information category of gender also showed a statistically significant difference between tenured and non-tenured faculty. The last demographic category showing a statistical significant difference among tenured and non-tenured faculty was race. The two races showing a statistically significant difference between tenured and non-tenured faculty was Black or African and White. However, there were only two respondents in the category of Black or African and therefore there were not enough respondents to check for differences accurately. The Pearson Chi-Square test was statistically significant at the 0.05 level with  $p = 0.018 < 0.05$ .



Table 3  
*Respondent Demographics, N=38*

Demographic	N	Percent
All Respondents	38	100%
Tenure Status	29	76.3
Tenured	9	23.7
Non-tenured		
Faculty Title		
Dean	1	2.6
Department Head	2	5.3
Professor	16	42.1
Associate Professor	9	23.7
Assistant Professor	5	13.2
Lecturer	1	2.6
Extension Agent	2	5.3
Other	5	13.2
Years worked at current university		
0-5 years	6	15.8
6-10 years	11	28.9
11-15 years	1	2.6
16-20 years	3	7.9
21 years or more	17	44.7
Ethnicity		
Asian	1	2.6
Black or African	2	5.3
Hispanic	2	5.3
Native Hawaiian	1	2.6
White	32	84.2
Gender		
Male	25	65.8
Female	13	34.2

Tenure Status: Tenured faculty comprised of twenty-nine (76.3%) reporting with only nine (23.7%) reporting non-tenured faculty status. This data was all self-reported by respondents.

Faculty Title: Sixteen (42.1%) respondents identify as Professor, nine (23.7%) are Associate Professors, five (13.2%) are Assistant Professors, five (13.2%) selected the category of other, two (5.3%) selected Department Head and Extension Agents, and the last two smallest groups reporting are Deans and Lecturers with one (3.6%) reporting for each. No respondents selected the faculty titles of Associate Department Head, Senior Lecturer, and Adjunct Professor.

Years Worked at Current University: There are five categories for years respondents have been at their current university. Seventeen (44.7%) respondents selected working at their current university for 21 or more years. Eleven (28.9%) respondents selected the 6 to 10 years at their current university. Six (15.8%) of respondents selected the 0 to 5 years category for years at current university. The last two categories 16 to 20 years and 11 to 15 years represented four (10.5%). A Chi-Square test was performed to find a difference between tenured and non-tenured faculty and years worked at their current university. After performing the Chi-Square test, it was found there was a difference,  $\chi^2(4, N = 38) = 25.25, p < .001$ .

Gender and Ethnicity: Twenty-five (65.8%) of respondents are male and thirty-two (84.2%) reported they are white. Black or African and Hispanic respondents both tie as the next two largest groups with two (5.3%) respondents for each. Asian and Native Hawaiian groups tie as the least represented groups with one (2.6%) respondent

representing each group. A Chi-Square test was performed for gender and tenure status and the percentage of participants did significantly differ by gender,  $\chi^2(1, N = 38) = 5.520, p = .019$ . A Chi-Square test was also performed on the demographic of race, resulting in a statistical difference,  $\chi^2(4, N = 38) = 11.893, p = .018$ .

### **Familiarity of Bullying Overall Responses**

The Higher Education Faculty Bullying Survey, adapted by the researchers, addresses two major themes: witnessing bullying taking place and experiencing bullying. The first two questions examine how familiar faculty are with the term of bullying and have they ever attended a workshop about bullying. Questions three through six ask faculty about being an actual witness to bullying actions in their departments at their university. Questions seven through fourteen ask faculty about experiencing bullying and the effects of bullying actions. The remaining questions, request demographic information such as years worked at current university, gender, race, working title at their current university and current faculty status of tenured or non-tenured status.

Familiarity of Bullying and Workshop Attendance Overall Rates: Respondents were asked to rate how familiar or unfamiliar they were with the term bullying. For the purpose of being consistent among subjects' interpretations and the purpose of this study, the researchers defined bullying as "behavior(s) by a person (or group of people) that intimidates, degrades, offends, threatens, or humiliates a faculty member (or group of faculty members). Bullying negatively affects the physical or psychological health of the targeted employee(s). Bullying generally involves repeated actions but it can also be a single action." Researchers (Westhues, 2004a; Westhues 2004b; Westhues, 2005;

Leymann, 1990; Twale & DeLuca, 2008; Rayner et al., 2002; Pelletier, 2010; Namie & Namie, 2003; Duffy & Sperry, 2012) suggest that many behaviors can contribute to bullying. Bullying often involves an abuse or misuse of power. However, many bullying situations involve employees bullying their peers.

All respondents were able to choose from three choices: very familiar, somewhat familiar and very unfamiliar when asked to rate their familiarity of the term “bullying.” In the target study population (Figure 4) twenty-seven (71.1%) of respondents were familiar with the term “bullying” as defined by the researchers. Ten (26.3%) respondents selected they were somewhat familiar with the term, and one (2.6%) respondents reported being very unfamiliar with the term.

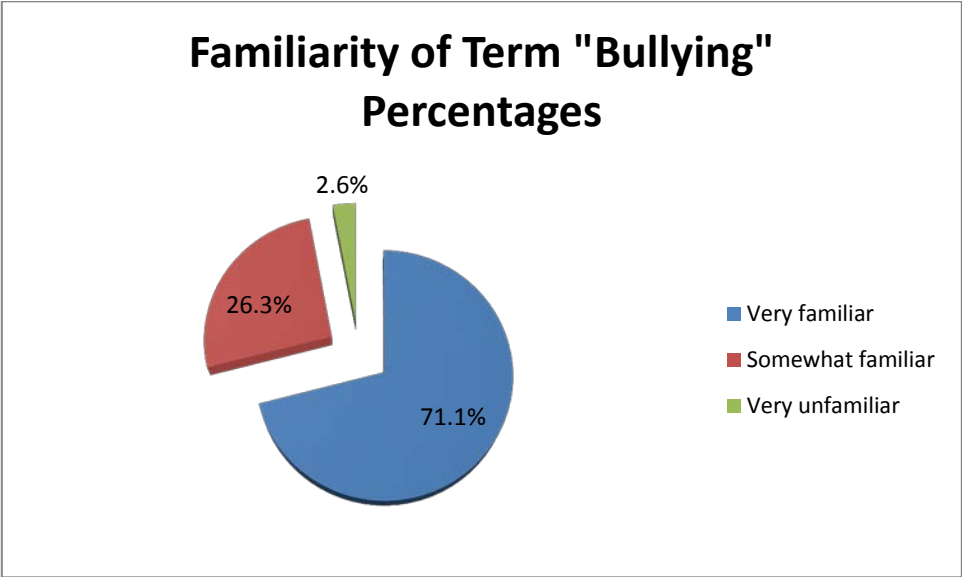


Figure 4. Overall familiarity with the term bullying.

The second question in the survey asked respondents if they have ever attended a workshop about bullying. Answers to select from were yes and no. Respondents completed this question with seven (18.9%) respondents said they had indeed attended a workshop about bullying while the remaining 30 (81.1%) selected they had not attended a workshop on bullying (Tables 4).

Table 4  
*Overall Percentages of Respondents Attending Bullying Workshop, N=37*

Attended Bullying Workshop	<i>f</i>	Overall %
Yes	7	18.9
No	30	81.1
Total	37	100.0

### **Witnessed Bullying Overall Responses**

Respondents were asked if they had ever witnessed incidents of bullying at their university. Responses to choose from were yes, no and I'm not sure. Thirty-one (81.6%) respondents reported they have indeed witnessed incidents of bullying at their university. Five (13.1%) selected no and two (5.3%) respondents selected I'm not sure (Table 5). Those respondents who selected no or I'm not sure were then instructed to skip to question five of the survey.

Table 5

*Overall Percentages of Witnessed Incidents of Bullying at Own University, N=38*

Witnessed Incidents of Bullying at University?	<i>f</i>	Overall %
Yes	31	81.6
No (skip to Q5)	5	13.1
I'm not sure (skip to Q5)	2	5.3
Total	38	0

Those respondents selecting “yes,” they had indeed witnessed an incident of bullying went on to question four of the survey to select categories describing the person or people who were doing the bullying in the most recently-witnessed incident.

Categories to choose from were undergraduate student, administrator, tenured faculty member, non-tenured faculty member, lecturer, staff member, graduate student, someone of higher rank than me (but not my supervisor), someone of lower rank than me, an extension specialist, and don't know. Twenty (52.6%) respondents selected tenured faculty as the person doing the bullying at the respondent's university. Seventeen (44.7%) respondents selected administrators as the ones doing the bullying. One (2.6%) respondent selected undergraduate student, two (5.3%) selected non-tenured faculty member, three (7.9%) selected staff member, three (7.9%) selected someone of higher rank than me (but not my supervisor), two (5.3%) selected someone of lower rank than me, and one (2.6%) selected an extension specialist (Table 6).

Table 6

*Overall Percentages of Person or People Who Were Doing the Bullying as Witnessed at Own University, N=38*

Person doing bullying	<i>f</i>	Overall %
Tenured Faculty member	20	52.6
Administrator	17	44.7
Staff member	3	7.9
Someone of higher rank than me (but not my supervisor)	3	7.9
Non-tenured Faculty member	2	5.3
Someone of lower rank than me	2	5.3
Undergraduate student	1	2.6
An Extension Specialist	1	2.6
Lecturer	0	0
Graduate student	0	0
Don't know	0	0
*multiple answers can be selected per respondent	50	
Total		

Respondents were then asked in question five of the survey, to the best of their knowledge, had they ever witnessed any incidents of bullying in their department. Twenty-four (63.1%) of respondents selected yes, they have witnessed bullying incidents within their own department. Twelve (31.6%) selected no and two (5.3%) selected I'm not sure (Table 7). Those who answered yes they had witnessed bullying within their own department were then asked to answer question six of the survey. The fourteen (36.9%) of respondents who selected no or I'm not sure were directed to skip to question seven of the survey.

Table 7

*Overall Percentages of Witnessed Incidents of Bullying Within Own Department, N=38*

Witnessed Incidents of Bullying Within Own Department?	<i>f</i>	Overall %
Yes	24	63.1
No (skip to Q7)	12	31.6
I'm not sure (skip to Q7)	2	5.3
Total	38	100.0

Question six of the survey asked respondents to select when the last incident of bullying in their department they witnessed had occurred. Ten (38.5%) of respondents selected currently occurring, six (23.1%) selected 1 year ago, five (19.2%) selected 2-3 years ago, two (7.7%) selected 4-5 years ago, one (3.8%) selected 6-10 years ago or more, and two (7.7%) selected I'm not sure (Table 8).

Table 8

*Overall Percentages of Timeframe of Last Witnessed Incidents of Bullying Within Own Department, N=26*

Timeframe of Last Witnessed Incidents of Bullying Within Own Department	<i>f</i>	Overall %
Currently occurring	10	38.5
1 year ago	6	23.1
2-3 years ago	5	19.2
4-5 years ago	2	7.7
6-10 years ago	1	3.8
I'm not sure	2	7.7
Total	26	100.0



### Experiencing Bullying Overall Responses

Respondents were asked if they had ever experienced bullying directed towards them in their department in question seven of the survey. Twenty (52.6%) respondents confirmed yes, they had indeed experienced being bullied directed towards them in their department. Seventeen (44.8%) selected no, and one (2.6%) respondent selected I'm not sure (Table 9). Those who answered no and I'm not sure were directed to skip to question twelve of the survey.

Table 9  
*Overall Percentages of Experienced Incidents of Bullying Within Own Department,*  
 N=38

Experienced Incidents of Bullying Within Own Department?	<i>f</i>	Overall %
Yes	20	52.6
No (skip to Q12)	17	44.8
I'm not sure (skip to Q12)	1	2.6
Total	38	100.0

Question eight asked respondents who had experienced bullying within their department to approximate how many times they had experienced bullying. Answers to choose from were once, two or three times, four or five times, or more than five times. Three (14.3%) respondents selected once, eight (38.1%) selected 2-3 times, two (9.5%) selected 4-5 times, and eight (38.1%) selected more than five times (Table 10).

Table 10  
*Overall Percentages of Approximate Times Experienced Bullying Within Own Department, N=21*

Approximate Times Experienced Incidents of Bullying Within Own Department	<i>f</i>	Overall %
Once	3	14.3
2-3 times	8	38.1
4-5 times	2	9.5
More than five times	8	38.1
Total	21	100.0

Question nine asked those same twenty (52.6%) respondents who answered yes in question seven of the survey to think about the most recent incident of bullying in their department they had experienced and to select the category or categories of the person or people who were doing the bullying. Categories to select from were administrator, tenured faculty member, non-tenured faculty member, staff member, someone of higher rank (but not my supervisor), and don't know. Respondents could choose multiple answers for this question. Ten (45.5%) respondents selected administrator, eight (36.4%) selected tenured faculty member, one (4.5%) selected non-tenured faculty member, one (4.5%) selected staff member, and one (4.5%) selected someone of higher rank than me (but not my supervisor) (Table 11 and Figure 5).

Table 11  
*Overall Percentages of Person or People Who Were Doing the Bullying as Experienced, N=21*

Person/People Doing the Bullying (mark all that apply)	<i>f</i>	Overall %
Administrator	10	45.5
Tenured Faculty Member	8	36.4
Non-Tenured Faculty Member	1	4.5
Staff Member	1	4.5
Someone of higher rank than me (but not my supervisor)	1	4.5
Undergraduate student	0	0
Lecturer	0	0
Graduate student	0	0
Someone of lower rank than me	0	0
An Extension Specialist	0	0
Don't know	0	0
*Multiple categories could be selected	21	
Total		

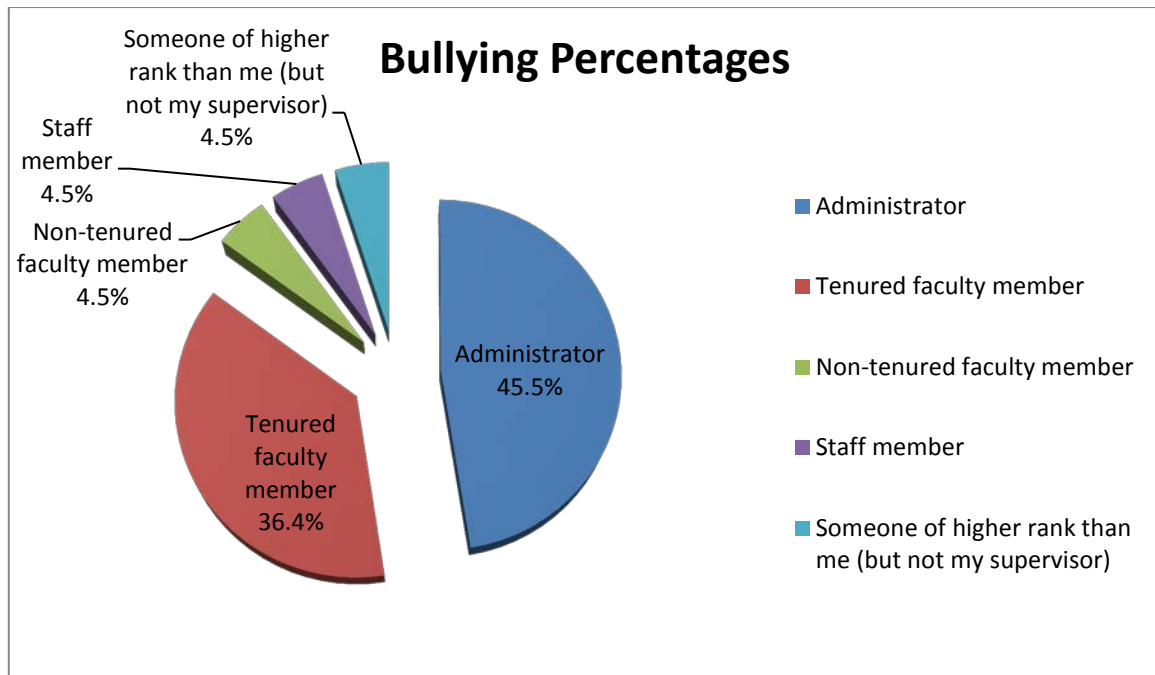


Figure 5. *Percentages of people selected as doing the bullying.*

Those same respondents who answered yes in question seven were then asked if they did seek help from certain programs/offices or if they did not seek help at all. Answers to select from were did not seek help, department head/program faculty, human resources, and other (please specify). Fifteen (68.2%) respondents selected they did not seek help and were then directed to skip to question twelve of the survey. The category of other (please specify) came in second with four (18.2%) respondents selecting this choice. Human resources came in third with two (9.1%) percent respondents selecting it. Lastly, department head/program faculty was selected by one (4.5%) respondent (Table 12). The 18.2 percent of respondents who selected the category of other (please specify) were able to submit free text answers. The free text answers included: department chair; couldn't seek help because it was the department head, who has a close personal relationship with the dean; ombudsman; and provost and chancellor.

Table 12  
*Overall Percentages of Programs and/or Offices Sought Out for Help with Bullying,*  
 N=22

Programs and/or offices sought out for help with bullying issues	<i>f</i>	Overall %
Did not seek help (skip to Q12)	15	68.2
Department head/program faculty	1	4.5
Human Resources	2	9.1
Other (please specify)	4	18.2
Total	22	100.0

Question eleven of the survey asked respondents how satisfied or dissatisfied they were with the help received, if any. Categories to choose from consisted of somewhat satisfied, somewhat dissatisfied, very dissatisfied, and I did not receive any help. Six (50.0%) selected I did not receive any help. The other three possible choices were two (16.7%) somewhat satisfied, two (16.7%) somewhat dissatisfied, and two (16.6%) very dissatisfied each respectively (Table 13).

Table 13  
*Overall Percentages of Satisfaction with Help Received with Bullying Problem, N=12*

Satisfaction with help received with bullying problem	<i>f</i>	Overall %
Somewhat satisfied	2	16.7
Somewhat dissatisfied	2	16.7
Very dissatisfied	2	16.1
I did not receive any help	6	50.0
Total	12	100.0

Question twelve of the survey asked respondents who had experienced being bullied within their department to go on and rate eight specific statements about the bullying on a Likert scale consisting of strongly disagree, somewhat disagree, somewhat agree, and strongly agree (see Table 14). The first statement was being bullied in my department has negatively affected my work performance. Twelve (35.3%) respondents selected strongly agree. Nine (26.5%) respondents answered strongly disagree, eight (23.5%) answered somewhat agree, and five (14.7%) selected somewhat disagree respectively.

The second statement was “being bullied in my department has lowered my self-confidence.” Ten (31.2%) respondents selected strongly disagree. Nine (28.1%) selected strongly agree, seven (21.9%) choose somewhat agree, and six (18.8%) chose somewhat disagree.

The third statement asked respondents to rate their satisfaction with their job because of being bullied in their department. Thirteen (40.6%) respondents selected they strongly agree with this statement. Nine (28.1%) respondents selected they strongly disagree, six (18.8%) said they somewhat disagree, and four (12.5%) respondents said they somewhat agree.

The fourth statement asked respondents if they stayed home from work due to being bullied within their department. Nineteen (59.3%) respondents said they strongly disagree with this statement. Seven (21.9%) strongly agree, and the remaining respondents equally said they somewhat disagree and somewhat agree with three (9.4%) respondents in each category.

The fifth statement listed asked respondents to rate if being bullied within their department had negatively affected their emotional health or not. Sixteen (50.1%) respondents answered they strongly disagree to this statement. Ten (31.2%) respondents said they strongly agree, four (12.5%) saying they somewhat agree and two (6.2%) respondents stating they somewhat disagree.

The sixth statement asked respondents to rate if being bullied within their department negatively affected their physical health. Nineteen (59.4%) respondents selected they strongly disagree with that statement. Eight (25.0%) respondents selected

strongly agree, four (12.5%) selected somewhat agree, and only one (3.1%) respondent selected somewhat disagree.

The seventh statement of question twelve asked respondents if they have considered changing their jobs because of the bullying they have experienced within their department. Eighteen (56.1%) respondents selected strongly disagree, eleven (34.4%) selected strongly agree, two (6.2%) selected somewhat agree, and one (3.1%) respondent selected somewhat disagree.

The last statement in question twelve asked respondents if being bullied within their department increased their stress level. Thirteen (40.6%) respondents selected they strongly agree with this statement. Eleven (34.4%) selected strongly disagree, five (15.6%) somewhat agree and three (9.4%) selected somewhat disagree with this statement. All of the statement findings are presented in Table 14.

Table 14  
*Overall Percentages of All Respondents Negatively Impacted by Bullying, N=34 for Statement 1; N=32 for Statements 2-8*

Statement	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Being bullied in my department has negatively affected my work performance.	9	26.5	5	14.7	8	23.5	12	35.3	34	100.0
Being bullied in my department has lowered my self-confidence.	10	31.2	6	18.8	7	21.9	9	28.1	32	100.0
I am less satisfied with my job because I have been bullied in my department.	9	28.1	6	18.8	4	12.5	13	40.6	32	100.0
I have stayed home from work because I have been bullied in my department.	19	59.3	3	9.4	3	9.4	7	21.9	32	100.0
Being bullied in my department has negatively affected my emotional health.	16	50.1	2	6.2	4	12.5	10	31.2	32	100.0
Being bullied in my department has negatively affected my physical health.	19	59.4	1	3.1	4	12.5	8	25.0	32	100.0
I have considered changing my job because of the bullying I have experienced in my department.	18	56.1	1	3.1	2	6.2	11	34.4	32	100.0
Being bullied in my department has increased my stress level.	11	34.4	3	9.4	5	15.6	13	40.6	32	100.0



## **Qualitative Research Overall Responses**

### *Categories Emerging from Bullying Experiences*

Question thirteen of the survey asked the study population to describe in their own terms how their experience with bullying in their own department or at their university has affected them. Twenty-three (60.5%) of participants responded to question thirteen. Of those twenty-three respondents, four (17.3%) said they had not experienced bullying (2, M, T; 3, M, T; 27, M, T; 36, M, T). One respondent had been bullied but said they did not have long term effects from the bullying (11, F, T). There were three categories that emerged from respondents' recounts of being bullied. Categories emerging from respondents included feelings of isolation and/or wanting to leave their current positions; being bullied indirectly; emotional bullying and physical bullying.

#### Feelings of Isolation and/or Wanting to Leave Current Position:

One subject commented about feeling isolated by writing:

It makes me not want to work with other people. Individuals who rely on bullying are not professionals and I view them as poor leaders/teachers who have to rely on bullying because they cannot rely on their own leadership. (6, M, T)

Another individual wrote, "Bullying has made me stay away from any meetings or social gatherings that I did not absolutely have to attend. It isolated me" (8, M, T).

One respondent shared: "Although the bullying occurred I dealt with it by not working with the person anymore" (10, M, T).

Not only did bullying lead to one respondent leaving their university but they were also stressed emotionally and the university suffered financially as well. The respondent said:

In addition to the impacts noted above, I find it harder to want to recruit students to the department and college. I believe that my whole attitude about academia has lessened as well. Because the bullying behavior happened to others of similar sex and age, it made the situation even more stressful throughout the department. I eventually left (as did others), but I understand that the situation remains in the department. Another impact for the institution is that I will never make a donation to them. (26, F, T)

Another respondent talked about exclusion and wrote “lack of inclusion in collegial and/or graduate student research directly related to my own realm of experience - shut out by faculty who had formed their own clichés or covens” (37, M, T). One respondent explained the feeling of being less valued “I think there is less outright bullying than there is subtle cues that non-TT faculty are less valued (i.e., being ignored and overlooked)” (12, F, N-T).

#### Being Bullied Indirectly:

The second category which arose was being bullied indirectly. One respondent wrote:

I'm honestly not sure that I would use the term 'bullying' to describe my experience. However, as a new faculty member, I would say that it has been implicitly made clear to me that there is a pecking order in a department of presumable equals-- and that I am at the bottom. I have

tried to take initiative in my role and have had my hand slapped or have been rebuffed for not doing it the 'right' way while simultaneously receiving what I perceive as passive-aggressive criticism for not pulling my weight. I don't necessarily feel bullied in the most direct and explicit sense of the word. I do, however, question the true nature of the organizational culture and wonder whether it is similar in other places or whether I am mismatched in my current situation. (24, F, N-T)

Another respondent explained their experience as passive pressure:

A passive form of pressure, not really bullying per se, is when senior faculty ask junior faculty to co-chair really poor students. These students might fit a profile that gains stature for the senior faculty but the junior faculty member does all of the advising work. It's hard to say no this student 'opportunity.' (33, M, N-T)

Another subject explained it as, "It made me realize that I could not ask pointed questions of upper admin" (20, M, T).

The difference between groups is real for some as one respondent noted, "Tenured faculty draw distinctions between themselves and non-tenured or adjunct faculty" (22, M, N-T).

Indirect bullying has effects just as well as direct bullying. One subject explained their bullying experience:

The bullying I received was often indirect. A senior member of my department's faculty viewed me as a competitor for research funding and

worked against my interests with a key funding agency for both our labs (per discussions with the science director of the funding program). When speaking to me in private he would often degrade me and the work my lab was doing. (29, M, T)

Another subject recounted administration doing the bullying:

The University Administration was trying to bully a major change to University policy that would give them more power over both funds and overall control of the University. Essentially they were promoting to all faculty as a done deal, this is what is happening, there is no choice. They presented all this information allowed no questions and ended meetings when questions were uncomfortable. Faculty all across campus organized and finally stood up to them at the last minute. I guess, for now, their bullying was unsuccessful. I'm not sure what will happen in the future. This may not be the exact definition of bullying that you are referring to, but it certainly felt like it when they were presenting it. (18, F, T)

#### Emotional and Physical Bullying:

Emotional and physical bullying occurred when those being bullied were degraded, depressed, isolated, stressed, and physically hurt from bullying acts. One subject described their experience as “complete hell” (16, F, N-T). Another subject wrote, “Emotional and physical stress makes me want to leave the university and higher education. Very detrimental to my performance and quality of life” (17, M, T).

Another respondent described their emotional and psychological experience as, “Emotionally and psychologically damaging, incapacitating. I feel like I have been infected, polluted” (21, M, T).

Environment toxicity was cited for leaving their university as one respondent reported:

I have recently accepted an offer from another university. I actively sought alternative employment to escape the toxic environment generated by the Chairman of our department for me and many junior and senior faculty members. (7, M, T)

Another respondent didn't explain many details on how the bullying was being conducted but noted, “Bullying was in a non-academic office where staff members just down right bullied another staff member. It was ridiculously childish” (38, F, N-T).

The most disturbing statement came from a faculty member who had been both psychologically and physically scarred from bullying wrote:

I have been bullied, degraded, sexually molested, and threatened at various times. The individual told me that if I told anyone, my job would disappear and he would ruin my career. I was terrified because I needed the job. I got more and more depressed to the point where I was unable to even consider trying to find another job. If this person hadn't dropped dead on his own, I probably would have ended up killing myself. I am emotionally disabled as it is. (14, F, N-T)

The last question of the survey in the section about experiences of being bullied, Question 14, listed eleven statements and asked respondents to answer yes, no, or not

sure to personal characteristics that they thought may have contributed to being targeted by bullies (Table 15). The first personal characteristic listed was race, ethnicity, or color. Twenty-eight (93.4%) respondents selected no, that was not a reason for being bullied, while one (3.3%) respondents said it was, and one (3.3%) respondent selected they were not sure. When looking at age as a characteristic to being bullied, twenty-one (70.0%) selected no, three (10.0%) selected yes and six (20.0%) respondents said they were not sure. Twenty-one (70.0%) respondents selected no for sex or gender being a characteristic attributing to bullying. Six (20.0%) selected yes, they felt it sex or gender was an attributing factor to being targets of bullying and three (10.0%) respondents weren't sure. Twenty-eight (93.3%) respondents did not think a health condition or disability was a contributing factor to being bullied but two (6.7%) did believe it was a factor. Twenty-nine (96.7%) respondents said national origin or language spoken was not a contributing factor to being bullied and one (3.3%) selected yes, it was a factor. Twenty-nine (96.7%) also did not think did not think sexual orientation was a contributing factor in being bullied. However, one (3.3%) was not sure if sexual orientation was a factor. Twenty-eight (93.4%) respondents did not feel socio-economic class was a contributing factor to being bullied. One (3.3%) respondent was not sure if socio-economic class was a factor or not. Twenty-seven (90.0%) respondents did not think community service involvement was a contributing factor although three (10.0%) respondents were unsure if their community service involvement may have contributed to being bullied. Twenty-seven (90.0%) respondents did not attribute their political beliefs as a contributing factor to being bullied but one (3.3%) respondent selected that

political beliefs was indeed a contributing factor in being bullied. When asked if another personal characteristic could be a cause for targeting them, thirteen (48.1%) respondents selected no. However, nine (33.0%) respondents said there were other contributing factors not listed and five (18.5%) respondents were not sure. The last statement regarding other contributing factors asked respondents to list what other personal characteristic not already listed was a contributing factor to them being bullied.

Table 15  
*Overall Percentages of Personal Characteristics as Basis to Bullying, N=30 for Characteristics 1-9; N=27 for Characteristic 10*

Personal Characteristic	Yes		No		Not sure		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Race, ethnicity, or color	1	3.3	28	93.4	1	3.3	30	100.0
Age	3	10.0	21	70.0	6	20.0	30	100.0
Sex or gender identity	6	20.0	21	70.0	3	10.0	30	100.0
Health condition or disability	2	6.7	28	93.3	0	0	30	100.0
National origin or language spoken	1	3.3	29	96.7	0	0	30	100.0
Sexual orientation	0	0	29	96.7	1	3.3	30	100.0
Socio-economic class	1	3.3	28	93.4	1	3.3	30	100.0
Community service involvement	0	0	27	90.0	3	10.0	30	100.0
Political beliefs	1	3.3	27	90.0	2	6.7	30	100.0
Another personal characteristic	9	33.4	13	48.1	5	18.5	27	100.0

Faculty listed position and or rank, new faculty appointment, being an adjunct, disagreeing with the bully, religion, and academic professional goals as other personal characteristics attributed for being bullied.

### **Familiarity of Bullying by Tenure Status**

A cross tabulation and Pearson Chi-Square Test at the  $p = 0.05$  significance level was performed on each question to see if there was a statistically significant difference (Field, 2009) between Tenured and Non-tenured faculty responses. Question eleven of the survey, which asked how satisfied or dissatisfied with the help received regarding the particular bullying problem, did show a cross tabulation difference for the answer selection of “I did not receive any help” between tenured and non-tenured faculty. However, after the Pearson Chi-Square test was calculated, it showed there was not a statistical significant difference between the two groups. The second question in the survey that had a cross tabulation difference was question fourteen looking at personal characteristics that a respondent thought was attributed towards being bullied. The personal characteristic being bullied on the basis of a health condition or disability showed a cross tabulation difference and the Pearson Chi-Square test was performed. A significant relationship was found between faculty status and health condition or disability,  $\chi^2(1, N = 30) = 5.893, p = .015$  between tenured and non-tenured faculty responses.

#### *Familiarity of Bullying and Workshop Attendance by Tenure Status Rates: All*

respondents answered question one of the survey regarding their familiarity with the term “bullying.” Possible answers to choose from included very familiar, somewhat familiar, and very unfamiliar. Tenured faculty had the following responses: Twenty-two (75.9%) respondents were very familiar with the term, six (20.7%) were somewhat familiar, and one (3.4%) was very unfamiliar with the term “bullying.” Non-tenured



faculty had the following responses: five (55.6%) were very familiar with the term, four (44.4%) were somewhat familiar, and none were very unfamiliar with the term of “bullying.” A Chi-Square test was performed on question one of the survey and no relationship was found between faculty status and the frequency of familiarity of the term bullying,  $\chi^2(2, N = 38) = 2.182, p = .33$ .

Question two of the survey asked respondents to answer if they had ever attended a workshop about bullying. Answers to choose from were yes and no. Tenured faculty responded with five (17.9%) respondents selecting yes and twenty-three (82.1%) selecting no. Non-tenured faculty answered this question with two (22.2%) respondents selecting yes and seven (77.8%) selecting no. A Chi-Square test was performed on question two of the survey and no relationship was found between faculty status and the frequency of attending a bullying workshop,  $\chi^2(1, N = 37) = 0.085, p = 0.771$ .

### **Witnessed Bullying by Tenure Status**

Study respondents were asked in question three of the survey if they had ever witnessed any incidents of bullying at their current university. Answers to choose from were yes, no (skip to Q5), and I’m not sure (skip to Q5). Tenured faculty responded with twenty-four (82.8%) selecting yes, four (13.8%) selecting no, and one (3.4%) selecting I’m not sure. Non-tenured faculty answered question three with seven (77.8%) respondents selecting yes, one (11.1%) respondent selecting no, and one (11.1%) selecting I’m not sure (Table 16). A Chi-Square test was performed on question three of the survey and no relationship was found between faculty status and the frequency of witnessing bullying at their university,  $\chi^2(2, N = 38) = 0.825, p = 0.662$ .

Table 16

*Witnessed Incidents of Bullying at University by Tenure Status, N=38*

Witnessed Incidents of Bullying at University by Tenure Status	Tenured Faculty		Non-tenured Faculty	
	<i>f</i>	%	<i>f</i>	%
Yes	24	82.8	7	77.8
No (skip to Q5)	4	13.8	1	11.1
I'm not sure (skip to Q5)	1	3.4	1	11.1
Total	29	100.0	9	100.0

Question four of the survey asked those respondents who answered yes in question three to select who the person or people were who they had witnessed doing the bullying. Answers to select from consisted of undergraduate student, administrator, tenured faculty member, non-tenured faculty member, lecturer, staff member, graduate student, someone of higher rank than me (but not my supervisor), someone of lower rank than me, an extension specialist, and don't know. Tenured faculty responded with one (4.1%) selecting undergraduate student, twelve (50.0%) respondents selecting administrator, sixteen (66.6%) selected tenured faculty member, one (4.1%) selected non-tenured faculty member, one (4.1%) selected staff, one (4.1%) respondent selected someone of higher rank than me (but not my supervisor) and one (4.1%) selected someone of lower rank than me. Non-tenured faculty responded with five (71.4%) respondents selecting administrator, four (57.1%) selected tenured faculty member, one (14.2%) selected non-tenured faculty member, two (28.5%) selected staff member, two (28.5%) selected someone of higher rank than me (but not my supervisor), one (14.2%)

selected someone of lower rank than me, and one (14.2%) selected an extension specialist (Table 17).

Table 17  
*Person or People Who Were Doing the Bullying at the University as Witnessed by Tenure Status, N=31*

Person doing bullying (selected by tenure status)	Tenured Faculty (N=24)		Non-tenured Faculty (N=7)	
	<i>f</i>	%	<i>f</i>	%
Undergraduate student	1	4.1	0	0
Administrator	12	50.0	5	71.4
Tenured Faculty member	16	66.6	4	57.1
Non-tenured Faculty member	1	4.1	1	14.2
Lecturer	0	0	0	0
Staff member	1	4.1	2	28.5
Graduate student	0	0	0	0
Someone of higher rank than me (but not my supervisor)	1	4.1	2	28.5
Someone of lower rank than me	1	4.1	1	14.2
An Extension Specialist	0	0	1	14.2
Don't know	0	0	0	0
*multiple answers can be selected per respondent	33		16	
Total				

Question five asked target study respondents if they had ever witnessed any incidents of bullying within their own department. Answers to choose from were yes, no (skip to Q7), and I'm not sure (skip to Q7). Eighteen (62.1%) of tenured faculty responded yes. The rest of tenured faculty responses included ten (34.5%) selecting no and one (3.4%) selecting I'm not sure. Non-tenured faculty responded with six (66.7%) selecting yes, two (22.2%) selected no and one (11.1%) selected I'm not sure (Table 18). A Chi-Square test was performed on question five of the survey and no relationship was

found between faculty status and the frequency of witnessed incidents of bullying within own department,  $\chi^2 (2, N = 38) = 1.116, p = 0.572$ .

Table 18  
*Witnessed Incidents of Bullying Within Own Department by Tenure Status, N=38*

Witnessed Incidents of Bullying Within Own Department by Tenure Status	Tenured Faculty (N=29)		Non-tenured Faculty (N=9)	
	<i>f</i>	%	<i>f</i>	%
Yes	18	62.1	6	66.7
No (skip to Q7)	10	34.5	2	22.2
I'm not sure (skip to Q7)	1	3.4	1	11.1
Total	29	100.0	9	100.0

Respondents answering yes in question five were then asked to the best of their recollection, when did the last incident of bullying in their department they witnessed occur? Answers to choose from were currently occurring, 1 year ago, 2-3 years ago, 4-5 years ago, 6-10 years ago or more, and I'm not sure. Tenured faculty answered this question with eight (40.0 %) selecting it was currently occurring, three (15.0%) selected one year ago, four (20.0%) selected 2-3 years ago, two (10.0%) said it was 4-5 years ago, one (5.0%) selected 6-10 years ago or more, and two (10.0%) respondents selected I'm not sure. Non-tenured faculty completing this question responded with two (33.3%) selecting currently occurring, three (50.0%) selected 1 year ago, and one (16.7%) respondent selected 2-3 years ago (Table 19). A Chi-Square test was performed on question six of the survey and no relationship was found between faculty status and the

timeframe of last witnessed bullying within own department,  $\chi^2(5, N = 26) = 4.030, p = 0.545$ .

Table 19  
*Timeframe Last Witnessed Incidents of Bullying Within Own Department by Tenure Status, N=26*

Timeframe of Last Witnessed Incidents of Bullying Within Own Department by Tenure Status	Tenured Faculty (N=20)		Non-tenured Faculty (N=6)	
	<i>f</i>	%	<i>f</i>	%
Currently occurring	8	40.0	2	33.3
1 year ago	3	15.0	3	50.0
2-3 years ago	4	20.0	1	16.7
4-5 years ago	2	10.0	0	0
6-10 years ago	1	5.0	0	0
I'm not sure	2	10.0	0	0
Total	20	100.0	6	100.0

### Experiencing Bullying by Tenure Status

Question seven asked respondents if they had ever experienced bullying directed towards them within their own department. Answers to select were yes, no (skip to Q12), and I'm not sure (skip to Q12). Sixteen (55.2%) of tenured faculty answered the question with yes while the other thirteen (44.8%) answered no. Non-tenured faculty answered the same question with four (44.4%) answering yes, four (44.4%) selecting no, and one (11.2%) percent answering I'm not sure (Table 20). Faculty who selected no or I'm not sure were asked to skip to Question 12 of the survey. A Chi-Square test was performed on question seven of the survey and no relationship was found between faculty status

and if they had experienced bullying towards them within their own department,  $\chi^2 (2, N = 38) = 3.373, p = 0.185$ .

Table 20  
*Experienced Incidents of Bullying Within Own Department by Tenure Status, N=38*

Experienced Incidents of Bullying Within Own Department by Tenure Status	Tenured Faculty (N=29)		Non- tenured Faculty (N=9)	
	<i>f</i>	%	<i>f</i>	%
Yes	16	55.2	4	44.4
No (skip to Q12)	13	44.8	4	44.4
I'm not sure (skip to Q12)	0	0	1	11.2
Total	38	100.0	9	100.0

Faculty who answered yes, they did experience bullying directly within their own department, were then asked to select how many times they had experienced bullying within their department. Possible answers to choose from were once, two or three times, four or five times, or more than five times. Tenured faculty answered this question with three (17.6%) respondents selecting once, six (35.3%) selected 2-3 times, two (11.8%) selected four or five times, and six (35.3%) selected more than five times. Non-tenured faculty answering this question responded with two (50%) selecting 2-3 times and two (50.0%) selecting more than five times (Table 21). A Chi-Square test was performed on question eight of the survey and no relationship was found between faculty status and the approximate times experienced incidents of bullying within their own department,  $\chi^2 (2, N = 21) = 3.373, p = 0.185$ .

Table 21  
*Times Experienced Bullying Within Own Department by Tenure Status, N=21*

Times Experienced Incidents of Bullying Within Own Department by Tenure Status	Tenured Faculty (N=17)		Non-tenured Faculty (N=4)	
	<i>f</i>	%	<i>f</i>	%
Once	3	17.6	0	0
2-3 times	6	35.3	2	50.0
4-5 times	2	11.8	0	0
More than five times	6	35.3	2	50.0
Total	17	100.0	4	100.0

The same faculty who had experienced bullying within their department were asked to think about their most recent incident of bullying within their department and select the categories of people who were doing the bullying. Answers to choose were administrator, tenured faculty member, non-tenured faculty member, staff member, someone of higher rank than me (but not my supervisor), and don't know. Tenured faculty responded with eight (47.0%) selecting administrator, five (29.4%) selected tenured faculty member, one (5.9%) selected non-tenured faculty member, one (5.9%) selected staff member, one (5.9%) selected someone of higher rank than me (but not my supervisor), and one (5.9%) respondent said they didn't know the title of the one who had bullied them. Non-tenured faculty responded with two (40.0%) selecting administrator and three (60.0%) respondents selecting tenured faculty member (Table 22). A Chi-Square test was performed on question nine of the survey and no relationship was found between faculty status and the person selected as to whom was doing the bullying,  $\chi^2 (5, N = 22) = 2.213, p = .819$ .

Table 22

*Person or People Who Were Doing the Bullying as Experienced by Tenure Status, N=22*

Person/People Doing the Bullying as selected by Tenure Status	Tenured Faculty (N=17)		Non-tenured Faculty (N=5)	
	<i>f</i>	%	<i>f</i>	%
Undergraduate student	0	0	0	0
Administrator	8	47.0	2	40.0
Tenured Faculty Member	5	29.4	3	60.0
Non-Tenured Faculty Member	1	5.9	0	0
Lecturer	0	0	0	0
Staff Member	1	5.9	0	0
Graduate student	0	0	0	0
Someone of higher rank than me (but not my supervisor)	1	5.9	0	0
Someone of lower rank than me	0	0	0	0
An Extension Specialist	0	0	0	0
Don't know	1	5.9	0	0
*Multiple categories could be selected	17	100.0	5	100.0
Total				

Question ten of the survey asked the target study respondents if they asked for help with this particular bullying problem and if they did, to select the offices that helped them. The possible answers to choose from were did not seek help (skip to Q12), your department head/program faculty, human resources, and other (please specify). Tenured faculty responded with ten (58.8%) selecting did not seek help (skip to Q12), one (5.9%) selected their department head/program faculty, two (11.8%) selected human resources, and four (23.5%) selected other (please specify). All five (100.0%) non-tenured faculty selected did not seek help (skip to Q12) (Table 23). A Chi-Square test was performed on question ten of the survey and no relationship was found between faculty status and the office, if one was sought out, selected to get help from,  $\chi^2(3, N = 22) = 3.020, p = .389$ .



Tenured faculty who responded with “other” listed the following answers: department chair, ombudsman, provost and chancellor. One respondent stated, “I did not feel I could seek help because it was my department head, who had a close personal relationship with the dean” (6, M, T).

Table 23  
*Programs and/or Offices Sought Out for Help with Bullying by Tenure Status, N=22*

Programs and/or offices sought out for help with bullying issues by Tenure Status	Tenured Faculty (N=17)		Non-tenured Faculty (N=5)	
	<i>f</i>	%	<i>f</i>	%
Did not seek help (skip to Q12)	10	58.8	5	100.0
Department head/program faculty	1	5.9	0	0
Human Resources	2	11.8	0	0
Other (please specify)	4	23.5	0	0
Total	17	100.0	5	100.0

Question eleven asked target study respondents how satisfied or dissatisfied they were with the help they received, if any, regarding this particular bullying problem. Possible answers to choose from for this question were somewhat satisfied, somewhat dissatisfied, very dissatisfied, and I did not receive any help. Three (33.4%) of tenured faculty reported they did not receive any help. The remaining tenured faculty chose the rest the categories of somewhat satisfied, somewhat dissatisfied, and very dissatisfied evenly with two (22.2%) respondents each (Table 24). All three (100.0%) non-tenured faculty who answered this question reported they did not receive any help. A Chi-Square test was performed on question eleven of the survey and no relationship was found

between faculty status and the satisfaction received from the office, if one was sought out, selected to get help on the bullying matter,  $\chi^2 (3, N = 12) = 4.000, p = .261$ .

Table 24  
*Satisfaction with Help Received with Bullying Problem by Tenure Status, N=12*

Satisfaction with help received with bullying problem by Tenure Status	Tenured Faculty (N=9)		Non-tenured Faculty (N=3)	
	<i>f</i>	%	<i>f</i>	%
Somewhat satisfied	2	22.2	0	0
Somewhat dissatisfied	2	22.2	0	0
Very dissatisfied	2	22.2	0	0
I did not receive any help	3	33.4	3	100.0
Total	9	100.0	3	100.0

Question twelve of the survey asked respondents who answered they had been bullied within their department to rate statements in a four-point Likert scale. The scale consisted of strongly disagree, somewhat disagree, somewhat agree, and strongly agree. The first statement was being bullied in my department has negatively affected my work performance. Tenured faculty respondents answered with five (20.0%) strongly disagreed, four (16.0%) somewhat disagreed, six (24.0%) somewhat agreed, and ten (40.0%) strongly agreed. Non-tenured faculty answered this statement with four (44.4%) strongly disagree, one (11.2%) somewhat disagree, two (22.2%) somewhat agree, and two (22.2%) strongly agree. A Chi-Square test was performed on the first statement in question twelve of the survey and no relationship was found between

faculty status and being bullied in their department negatively affecting their work performance,  $\chi^2(3, N = 34) = 2.203, p = .531$ .

The second statement in this series was being bullied in my department has lowered my self-confidence. Tenured faculty answered responded with six (24.9%) strongly disagree, four (16.7%) somewhat disagree, seven (29.2%) somewhat agree, and seven (29.2%) strongly agree. Non-tenured faculty answered with four (50.0%) strongly disagree, two (25.0%) somewhat disagree, and two (25.0%) strongly agree. A Chi-Square test was performed on the second statement in question twelve of the survey and no relationship was found between faculty status and being bullied in their department lowering their self-confidence,  $\chi^2(3, N = 32) = 3.793, p = .285$ .

The third statement in this series was I am less satisfied with my job because I have been bullied in my department. Tenured faculty answered this statement with five (20.8%) strongly disagree, five (20.8%) somewhat disagree, four (16.7%) somewhat agree, and ten (41.7%) strongly agree. Non-tenured faculty answered this statement with four (50.0%) strongly disagree, one (12.5%) somewhat disagree, and three (37.5%) strongly agree. A Chi-Square test was performed on the third statement in question twelve of the survey and no relationship was found between faculty status and being bullied in their department and job satisfaction,  $\chi^2(3, N = 32) = 3.396, p = .335$ .

The fourth statement in this series was I have stayed home from work because I have been bullied in my department. Tenured faculty answered this statement with thirteen (54.2%) strongly disagree, three (12.5%) somewhat disagree, three (12.5%) somewhat agree, and five (20.8%) strongly agree. Non-tenured faculty answered this

statement with six (75.0%) strongly disagree and two (25.0%) strongly agree. A Chi-Square test was performed on the fourth statement in question twelve of the survey and no relationship was found between faculty status and staying home from work because of being bullied in their department,  $\chi^2(3, N = 32) = 2.486, p = .478$ .

The fifth statement in this series was being bullied in my department has negatively affected my emotional health. Tenured faculty answered this statement with eleven (45.8%) strongly disagree, two (8.3%) somewhat disagree, four (16.7%) somewhat agree, and seven (29.2%) strongly agree. Non-tenured faculty answered this statement with five (62.5%) strongly disagree, and three (37.5%) strongly agree. A Chi-Square test was performed on the fifth statement in question twelve of the survey and no relationship was found between faculty status and being bullied in their department having a negative effect on their emotional health,  $\chi^2(3, N = 32) = 2.467, p = .481$ .

The sixth statement in this series was being bullied in my department has negatively affected my physical health. Tenured faculty answered this statement with thirteen (54.2%) strongly disagree, one (4.2%) somewhat disagree, four (16.7%) somewhat agree, and six (24.9%) strongly agree. Non-tenured faculty answered this statement with six (75.0%) strongly disagree and two (25.0%) strongly agree. A Chi-Square test was performed on the sixth statement in question twelve of the survey and no relationship was found between faculty status and being bullied in their department having a negatively affected their physical health,  $\chi^2(3, N = 32) = 2.105, p = .551$ .

The next statement in the series was I have considered changing my job because of the bullying I have experienced in my department. Tenured faculty responded with

twelve (50.0%) strongly disagree, one (4.2%) somewhat disagree, two (8.3%) somewhat agree, and nine (37.5%) strongly agree. Non-tenured faculty responded with six (75.0%) strongly disagree and two (25.0%) strongly agree. A Chi-Square test was performed on the seventh statement in question twelve of the survey and no relationship was found between faculty status and considering changing jobs because of being bullied within their department,  $\chi^2(3, N = 32) = 1.939, p = .585$ .

The last statement in this series was being bullied in my department has increased my stress level. Tenured faculty responded with eight (33.3%) strongly disagree, two (8.3%) somewhat disagree, four (16.7%) somewhat agree, and ten (41.7%) strongly agree. Non-tenured faculty responded with three (37.5%) strongly disagree, one (12.5%) somewhat disagree, one (12.5%) somewhat agree, and three (37.5%) strongly agree (see Table 25 for tenured faculty and Table 26 for non-tenured faculty). A Chi-Square test was performed on the last statement in question twelve of the survey and no relationship was found between faculty status and an increase in stress level because of being bullied within their department,  $\chi^2(3, N = 32) = .234, p = .972$ .

Table 25

*Percentages of Answers on Negative Impact from Experiencing Bullying in Own Department by Tenured Faculty, N=25, statement 1; N=24, statements 2-8*

Statement answered by Tenured Faculty	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Being bullied in my department has negatively affected my work performance.	5	20.0	4	16.0	6	24.0	10	40.0	25	100.0
Being bullied in my department has lowered my self-confidence.	6	24.9	4	16.7	7	29.2	7	29.2	24	100.0
I am less satisfied with my job because I have been bullied in my department.	5	20.8	5	20.8	4	16.7	10	41.7	24	100.0
I have stayed home from work because I have been bullied in my department.	13	54.2	3	12.5	3	12.5	5	20.8	24	100.0
Being bullied in my department has negatively affected my emotional health.	11	45.8	2	8.3	4	16.7	7	29.2	24	100.0
Being bullied in my department has negatively affected my physical health.	13	54.2	1	4.2	4	16.7	6	24.9	24	100.0
I have considered changing my job because of the bullying I have experienced in my department.	12	50.0	1	4.2	2	8.3	9	37.5	24	100.0
Being bullied in my department has increased my stress level.	8	33.3	2	8.3	4	16.7	10	41.7	24	100.0

Table 26

*Percentages of Answers on Negative Impact from Experiencing Bullying in Own Department by Non-tenured Faculty, N=9, statement 1; N=8, statements 2-8*

Statement answered by Non-Tenured Faculty	Strongly Disagree		Somewhat Disagree		Somewhat Agree		Strongly Agree		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Being bullied in my department has negatively affected my work performance.	4	44.4	1	11.2	2	22.2	2	22.2	9	100.0
Being bullied in my department has lowered my self-confidence.	4	50.0	2	25.0	0	0	2	25.0	8	100.0
I am less satisfied with my job because I have been bullied in my department.	4	50.0	1	12.5	0	0	3	37.5	8	100.0
I have stayed home from work because I have been bullied in my department.	6	75.0	0	0	0	0	2	25.0	8	100.0
Being bullied in my department has negatively affected my emotional health.	5	62.5	0	0	0	0	3	37.5	8	100.0
Being bullied in my department has negatively affected my physical health.	6	75.0	0	0	0	0	2	25.0	8	100.0
I have considered changing my job because of the bullying I have experienced in my department.	6	75.0	0	0	0	0	2	25.0	8	100.0
Being bullied in my department has increased my stress level.	3	37.5	1	12.5	1	12.5	3	37.5	8	100.0

*Personal Characteristics attributed to Bullying by Tenure Status:*

Study respondents who selected they had experienced bullying within their department were also asked if they felt they were targeted for bullying based on certain personal characteristics. The personal characteristics were: race, ethnicity, or color; age; sex or gender identity; health condition or disability; national origin or language spoken; sexual orientation; socio-economic status; community service involvement; political beliefs; or another personal characteristic. Possible answers the respondents could select were yes, no, and not sure.

When looking at the personal characteristic of race, ethnicity, or color, twenty-one (95.5%) of tenured faculty responded no, and one (4.5%) was not sure. Non-tenured faculty answered with one (12.5%) respondent selecting yes, and seven (87.5%) selecting no. A Chi-Square test was performed on faculty status and the personal characteristic of race, ethnicity, or color to see if contributed to being a target of bullying. No relationship was found between faculty status and race, ethnicity, or color,  $\chi^2(2, N = 30) = 3.153, p = .207$ .

The second personal characteristic was age. Tenured faculty responded with three (13.6%) yes, fifteen (68.2%) no, and four (18.2%) selected not sure. Non-tenured faculty responded with six (75.0%) selecting no and two (25.0%) selecting not sure. After a Chi-Square test was performed, no relationship was found between faculty status and age as a personal characteristic for being a target to bullying,  $\chi^2(2, N = 30) = 1.266, p = .531$ .



The third personal characteristic was sex or gender identity. Tenured faculty responded with three (13.6%) selecting yes, seventeen (77.3%) no, and two (9.1%) selecting not sure. Non-tenured faculty answered with three (37.5%) selecting yes, four (50.0%) no, and one (12.5%) not sure. A Chi-Square test was performed and no relationship was found between faculty status and sex or gender identify as a personal characteristic for being a target to bullying,  $\chi^2 (2, N = 30) = 2.362, p = .307$ .

The next personal characteristic was health condition or disability. All twenty-two (100.0%) tenured faculty answering this question selected no. Non-tenured faculty answered with two (25.0%) selecting yes and six (75.0%) selecting no. A Chi-Square test was performed and a significant relationship was found between faculty status and health condition or disability as a personal characteristic for being a target to bullying,  $\chi^2 (1, N = 30) = 5.893, p = .015$ .

The fifth personal characteristic was national origin or the language spoken. Tenured faculty responded with one (4.5%) yes and twenty-one (95.5%) no. All eight non-tenured faculty (100.0%) responded with no. A Chi-Square test was performed and no relationship was found between faculty status and national origin or the language spoken as a personal characteristic for being a target to bullying,  $\chi^2 (1, N = 30) = .376, p = .540$ .

The sixth personal characteristic was sexual orientation. Tenured faculty responded with twenty-one (95.5%) selecting no and one (4.5%) not sure. All eight (100.0%) non-tenured faculty responded with no. A Chi-Square test was performed and

no relationship was found between faculty status and sexual orientation as a personal characteristic for being a target to bullying,  $\chi^2(1, N = 30) = .376, p = .540$ .

Socio-economic was the next personal characteristic. Tenured faculty responded with one (4.5%) yes, twenty (90.9%) no, and one (4.6%) not sure. All eight (100.0%) non-tenured faculty responded with no. A Chi-Square test was performed and no relationship was found between faculty status and socio-economic class as a personal characteristic for being a target to bullying,  $\chi^2(2, N = 30) = .779, p = .677$ .

Twenty (90.9%) of tenured faculty who had been bullied said that their community service involvement was not a contributing factor while two (9.1%) were not sure. Non-tenured faculty responded with seven (87.5%) saying it was not a contributing factor and one (12.5%) was not sure. A Chi-Square test was performed and no relationship was found between faculty status and community service involvement as a personal characteristic for being a target to bullying,  $\chi^2(1, N = 30) = .076, p = .783$ .

The ninth personal characteristic looked at political beliefs. Tenured faculty responded one (5%) yes, nineteen (86.4%) no, and two (9.1%) not sure. All eight (100.0%) non-tenured faculty responded no. A Chi-Square test was performed on the ninth personal characteristic and no relationship was found between faculty status and political beliefs as a personal characteristic for being a target to bullying,  $\chi^2(2, N = 30) = 1.212, p = .545$ .

The last statement looked at in this series was that the bullying was based on another personal characteristic not already listed in the previous statements. Answers to select from were yes, no, and not sure. Respondents were asked to specify what the

characteristic was if it was from another characteristic not already listed. Tenured faculty responded with seven (35.0%) selecting yes it was, nine (45.0%) selected no, and four (20.0%) were not sure. Tenured faculty noted academic and professional goals, position/faculty rank, coming from a non-university academic position, not agreeing with the other person, honesty and refusal to commit perjury against other faculty members, religion, successful activity and insecurity of administrator all as reasons they attributed being bullied. Non-tenured faculty responded with two (28.6%) selecting yes, four (57.1%) selecting no, and one (14.3%) was not sure. Non-tenured faculty attributed being bullied within their department for reasons of: assertiveness, being an adjunct, and because they were new faculty (Tables 27 & 28). A Chi-Square test was performed and no relationship was found between faculty status and if there was another personal characteristic not already listed for being a target to bullying,  $\chi^2(2, N = 27) = .315, p = .854$ .

Table 27

*Percentages of Answers on Bullying Based on Personal Characteristics by Tenured Faculty, N=22, characteristics 1-9; N=20, characteristic 10*

Personal Characteristic as reported by Tenured Faculty	Yes		No		Not sure		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1. Race, ethnicity, or color	0	0	21	95.5	1	4.5	22	100.0
2. Age	3	13.6	15	68.2	4	18.2	22	100.0
3. Sex or gender identity	3	13.6	17	77.3	2	9.1	22	100.0
4. Health condition or disability	0	0	22	100.0	0	0	22	100.0
5. National origin or language spoken	1	4.5	21	95.5	0	0	22	100.0
6. Sexual orientation	0	0	21	95.5	1	4.5	22	100.0
7. Socio-economic class	1	4.5	20	90.9	1	4.6	22	100.0
8. Community service involvement	0	0	20	90.9	2	9.1	22	100.0
9. Political beliefs	1	4.5	19	86.4	2	9.1	22	100.0
10. Another personal characteristic	7	35.0	9	45.0	4	20.0	20	100.0

Table 28

*Percentages of Answers on Bullying Based on Personal Characteristics by Non-tenured Faculty, N=8, characteristics 1-9; N=7, characteristic 10*

Personal Characteristic as reported by Non-Tenured Faculty	Yes		No		Not sure		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
11. Race, ethnicity, or color	1	12.5	7	87.5	0	0	8	100.0
12. Age	0	0	6	75.0	2	25.0	8	100.0
13. Sex or gender identity	3	37.5	4	50.0	1	12.5	8	100.0
14. Health condition or disability	2	25.0	6	75.0	0	0	8	100.0
15. National origin or language spoken	0	0	8	100.0	0	0	8	100.0
16. Sexual orientation	0	0	8	100.0	0	0	8	100.0
17. Socio-economic class	0	0	8	100.0	0	0	8	100.0
18. Community service involvement	0	0	7	87.5	1	12.5	8	100.0
19. Political beliefs	0	0	8	100.0	0	0	8	100.0
20. Another personal characteristic	2	28.6	4	57.1	1	14.3	7	100.0

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### **Summary**

The mobbing phenomenon, labeled as bullying, has not been closely examined at the higher education level, more specifically among tenured and non-tenured faculty in the Colleges of Agricultural and Life Sciences in higher education within the United States of America. The purpose of this particular study was to determine if academic bullying occurs among tenured and non-tenured faculty in the colleges of agricultural and life sciences at land-grant universities. If it does occur, determine which faculty status is the prevalent bully. If bullying does indeed occur within the college of agriculture departments, then one may infer that it possibly occurs in other colleges. Recommendations for educational outreach efforts that create awareness, identification, and a remediation program to address bullying then could be written into the curriculum of higher education. Anti-bullying policies can be implemented, educational outreach trainings can be provided, and bullying can be reduced or prevented creating a positive and flourishing work environment for faculty.

The purpose of this study is to determine if academic bullying occurs among tenured and non-tenured faculty in the colleges of agricultural and life sciences at land-grant universities and if it does occur, then to determine its prevalence among which category of faculty. If bullying occurs within colleges of agriculture, then one may infer that it possibility occurs in other colleges as well. This discovery would lead to recommendations for educational outreach efforts that create awareness, identification,

and a remediation program to address bullying. By understanding the perceptions and actual occurrences of bullying within these departments, anti-bullying policies can be implemented, educational outreach training can be provided, and bullying can be reduced or prevented. This would create a more friendly work environment and higher quality of life for all faculty members in every department.

The objectives for this study were to answer the following questions:

1. Does bullying occur among tenured and non-tenured faculty in colleges of agriculture and life sciences at land grant universities?
2. If bullying does occur, who are the prominent bullies?
3. In what ways does bullying in higher education affect faculty's health and mental well-being?

Mobbing in academia affects the person being bullied and the organization as a whole (Westhues, 2005). Faculty productivity is decreased while stress levels are increased which lead to lost work hours, increase in sick leave, and an increase in medical bills (Fogg, 2008). Many researchers other than Westhues who have addressed the bullying issue in academia head on to help with the identification and prevention of bullying include Leymann (1990), Fogg (2008), Hecker (2007), McKay et al., (2008), Namie and Namie (2003), Pelletier (2010), Salin (2003), Twale and DeLuca (2008), and Watson (2007). Many tools have been created in the identification and framework of bullying in the workplace such as Westhues' five stages that occur in workplace mobbing (2005) and his recommended administrative measures (2006), Salin's (2003) conceptual framework of bullying, and Twale and DeLuca's (2008) adapted conceptual

framework of bullying. Identification, prevention, and remediation are all part of the process for an organization to be able to successfully eliminate bullying. Fogg (2008) attributes bullying to inadequate management training and a lack of support at the system level for the elimination of bullying to occur. Leymann (1990) one of the pioneers to explain mobbing episodes, identified factors causing open conflict such as race, religion, gender, age, disability, ethnicity, and political beliefs to name a few. Westhues (2005) explains the struggle to get faculty to come forward with their stories of bullying in academia for fear of loss in their department, network, and income support.

This study was delimited because of the short time period the questionnaire was available to faculty to access and complete which was two weeks. With the hectic and busy schedules of faculty, they may have not had time to look through all of their emails to see the invitation email to participate in the study. The email invite could have also gone to the faculty's spam folder. It would be helpful if the questionnaire was available for a longer time period to give potential subjects a chance to participate. The study was limited due to the low response rate.

A mixed method design was used for this study to see if the qualitative and quantitative methods produce a single phenomenon (Fraenkel & Wallen, 2009). Qualitative information helped identify categories of how bullying was conducted, as observed and experienced by faculty.

The population of this study consisted of 4200 tenured and non-tenured faculty members in departments within colleges of agricultural and life sciences at 66 land-grant

universities, derived from the 1862 and 1890 Morrill Acts, within the United States. A random sample of the population was utilized in this study (Saslow, 1982).

Statistical Package for Social Science (SPSS) 23 statistical software was used to analyze all quantitative data (Field, 2009). The researcher utilized a 95% confidence interval with an 80/20 split which consists of a sample size of N=351 (Dillman, Smyth, and Christian, 2009). A Pearson Chi-Square test (Field, 2009) was performed on all questions to see if there was a statistical difference between tenured and non-tenured faculty statuses and answers selected.

The “Higher Education Faculty Bullying Survey” was adapted (Appendix A) by the researchers from the “Workplace Bullying Survey” (Williams & Ruiz, 2012a), and was distributed to a random sample population via online e-mail. Validity and reliability of this instrument was established through a pilot study using faculty in the college of agriculture and life sciences at five non-land grant universities. An expert panel of faculty with experience in instrumentation reviewed the instrument as well. The survey was administered to tenured and non-tenured faculty in colleges of agriculture and life sciences at land-grant universities in the United States to determine if bullying occurred. The questionnaire used included both closed and open-ended questions. This approach allowed for themes to be identified from open-ended questions answered as well as identifiers among the closed ended questions. A mixed method design was used for this study to see if the qualitative and quantitative methods produce a single phenomenon (Fraenkel & Wallen, 2009).



Some of the questions on the survey allowed respondents to record their answers in free text form. An analysis on the qualitative answers was performed to see if there was a theme or multiple themes of commonalities that surfaced within survey answers (Merriam, 2009). The category themes were grouped by similar experiences by using a phenomenological approach. The phenomenological approach focuses on everyday experiences, emotions, and relationships and captures those perceptions and descriptions of the experience (Patton, 2002). This is the best approach to determine if there is a phenomenon associated with the respondents' shared experiences of being bullied.

### **Conclusions**

Key findings show that bullying does indeed occur within the colleges of agricultural and life sciences per respondents. This study was conducted to examine tenured and non-tenured faculty within colleges of agricultural and life sciences at land grant universities in the United States and determine if bullying was occurring. Eighty-two percent of respondents have witnessed bullying at their university, with 63 percent of respondents stating it is occurring within their departments in the colleges of agricultural and life sciences. Sixty-five percent of respondents identified tenured faculty as the ones doing the bullying at their university. Thirty-nine percent of respondents stated that bullying took place within their department. Fifty-two percent of respondents stated they have experienced bullying directed towards them within their department. Of these 52 percent of respondents, 38 percent stated they have experienced bullying directed towards them more than five times and 38 percent stated they have experienced it two to three times within their department. Forty-six percent of respondents

experiencing bullying directed towards them within their department stated the bully was an administrator. Thirty-six percent of respondents reported a tenured faculty member as the bully. Sixty-eight percent of those respondents who were bullied within their department reported they did not seek any help.

Of those respondents being bullied, 59 percent stated that being bullied in their department negatively affected their work performance. Fifty-one percent reported it lowered their self-confidence and 54 percent felt less satisfied with their job. Fifty-nine percent being bullied did not allow the bullying to prevent them from attending work. Forty-four percent of those being bullied said it affected their emotional health while 56 percent reporting it did not.

Sixty-three percent of those experiencing bullying reported that the bullying did not affect their physical health negatively. Fifty-nine of respondents being bullied did not consider changing jobs but 41 percent did consider it. Fifty-six percent of those who reported being bullied said their stress level increased versus 44 percent said it did not increase their stress level.

Respondents being bullied were asked to assess whether personal characteristics attributed towards their being bullied. Specific characteristics looked at were race, ethnicity, color; age; sex or gender identity; health condition or disability; national origin or the language spoken; sexual orientation; socio-economic class; community service involvement; political beliefs; and any other personal characteristic respondents could report not listed. The majority of respondents experiencing bullying did not attribute the listed personal characteristics as to them being bullied. However, health condition or

disability did show a statistically significant difference of 0.015 when the Pearson Chi-Square was performed.

A majority, 59 percent, of tenured faculty members completing the survey have worked at their university for 21 years or more, whereas a majority, 67 percent, of non-tenured faculty completing the survey have only worked at their university between zero and five years. A majority, 76 percent, of tenured faculty respondents were male. A majority, 67 percent, of non-tenured respondents were female. Overall, 66 percent of respondents were male. The majority of respondents, 84 percent, overall identified as white for their race. Ninety-three percent of tenured faculty reported they were white. Fifty-six percent of non-tenured faculty identified their race as white. The remaining respondents identified overall as Asian (three percent), Black or African (five percent), Hispanic (five percent), and Native Hawaiian (three percent).

Forty-four percent of respondents identified as Professor with the second largest group, 25 percent, of respondents identifying as Associate Professor. The remaining respondents identified as Assistant Professor (14 percent), Department Head (six percent), Extension Agent (six percent), Dean (two percent), Lecturer (two percent), and 13 percent identified as “other”.

Williams and Ruiz (2012b) reported similar findings in their research. Demographics in their study included 80 percent of respondents reported they were white and a majority of respondents, 29 percent, worked at their university for 21 or more years. Females comprised 60 percent of respondents, however. A majority of respondents, 88 percent, were familiar with the term of workplace bullying. Forty-eight

percent of respondents had witnessed bullying at their university within the past two years. Thirty-five percent reported the bully to be a staff member or co-worker and 35 percent reported the bully to be their supervisor.

Thirty-nine percent of respondents reported they had experienced bullying. Forty-one percent of females reported being bullied. The least affected racial category was Asian. African American employees reported being bullied most out of all racial categories and 43 percent reported being bullied more than five times. Thirty-eight percent of those who were bullied reported their supervisor as the bully. Thirty-two percent reported a co-worker as the bully and 25 percent reported someone of higher rank but not their supervisor as the bully. Forty-six percent of those bullied did not seek help. Forty-four percent of those who did seek help reported they were dissatisfied with the help they received.

Forty-one percent of those bullied stayed home from work because of the bullying. Seventy percent considered changing jobs due to the bullying they experienced. Sixty-one percent reported being bullied had negatively affected their physical health. Sixty-eight percent of those bullied reported having lowered self-confidence because of the bullying. Seventy-eight percent respondent who had been bullied reported it affecting their emotional health. Eighty-one percent of those bullied reported being less satisfied with their job due to the bullying. Likewise, eighty-one percent respondents who had been bullied reported being bullied had affected their work performance. Eighty-nine percent of those bullied reported the bullying increased their stress level.

Those respondents who had been bullied reported personal experiences attributed to being bullied in the following categories: another personal characteristic not listed (48 percent), sex or gender identity (40 percent), age (36 percent), race (27 percent), socio-economic class (29 percent), health condition or disability (23 percent), union activity (20 percent), national origin or language spoken (17 percent), political beliefs (19 percent) ,and sexual orientation (13 percent). Most prevalent personal characteristics not listed but reported included physical characteristics, personality, outspoken, competition, disagreement, good worker, education level, rank or position, non-confrontational, female, personal values or beliefs, subservient role, religion, disability, and being in a supervisory role.

Those bullied also has the chance to report personal reasons and experiences from experiencing being bullied at their university. The same three categories of feelings of isolation/wanting to leave the university, bullied indirectly, and emotional/physical bullying emerged through their reports as found in this study. One other category did emerge and that was being bullied directly.

### **Objective One**

The first objective was to determine if bullying occurs. This objective was met as 82 percent of all respondents in the target study reported they had witnessed bullying at their current university. There was not a significant difference among tenured and non-tenured faculty reporting this as the majority of both groups reported witnessing bullying at their university (83 percent and 78 percent) respectively. Therefore in this sample, bullying does occur.

## **Objective Two**

The second objective was to determine that if bullying did occur, who was the predominant bully, tenured or non-tenured faculty members? This objective asked respondents to identify who the predominant bully was, if bullying was indeed occurring at their universities. All respondents were asked to identify the person, or persons, doing the bullying they had witnessed. Categories to choose from included undergraduate student, administrator, tenured faculty member, non-tenured faculty member, staff member, someone of higher rank but not the respondent's supervisor, someone of lower rank than the respondent, and an extension specialist. Forty-one percent of respondents selected "tenured faculty" as the person or persons doing the bullying. Administrators were the second largest group identified as doing the bullying at 35 percent. Non-tenured faculty was only selected 4 percent overall for doing the bullying.

## **Objective Three**

The third objective was to determine if bullying affected mental and physical well-being. Fifty-three percent of respondents had experienced bullying directed towards them. When looking at tenured faculty members and non-tenured faculty members, 55 percent of tenured faculty had experienced bullying and 44 percent of non-tenured faculty had experienced bullying directed towards them. The majority of tenured faculty, 47 percent, experienced bullying from administrators and 29 percent experienced it from other tenured faculty members. Sixty percent of non-tenured faculty members experienced bullying from tenured faculty members and the remaining 40 percent experienced it from administrators. Out of the 76 percent of tenured faculty members

experiencing bullying, 47 percent said that being bullied in their department did negatively affect their emotional health. Forty-two percent reported it affected their physical health. Out of all non-tenured faculty members experiencing bullying, 38 percent said it did affect their emotional health and 25 percent reported it affected their physical health.

There were a few limitations with this study. There was a small return rate which makes the study not generalizable to the population. Faculty from only 20 land grant universities representing 18 states completed the survey. The questionnaire is subject to participant bias from self-reported answers for some questions.

Lastly, the study itself is one that is sensitive in nature and some subjects may choose to not participate for fear of retribution as well as not wanting to relive bullying experiences by participation in the study. The low response rate could have been a reflection of the sensitivity in nature of the topic. Low response rate could have also come from the study being open for only two weeks which is a short time period to collect data. The faculty emails used for sending the survey out to could have been no longer valid. The survey email could have also been directed to the faculty's spam folder and therefore they would have never seen the invite to participate, also causing a low response rate.

### **Recommendations for Practice**

It is recommended that before conducting research on the sensitive topic of bullying in academia that the participants understand there is full confidentiality with

answer retention and reporting. Understanding the psychological and physical affects from bullying behaviors will aid researchers in obtaining greater participation.

It is recommended that surveys are open for a longer period of time in order to gain more participation from the study population.

### **Recommendations for Further Research**

1. This study should be replicated in other colleges at land grant and non-land grant universities to further evaluate the evidence of bullying and to validate themes that have emerged.
2. This study should be replicated with more diverse ethnicities to determine if new themes emerge among ethnic groups.
3. This study should be replicated with equal numbers of gender to determine if there is a difference in themes that emerged.
4. This study should be replicated in all levels of academia for the identification, prevention, and remediation of bullying acts.
5. This study should be replicated with more participants where a greater N might show significant differences in answers towards bullying.
6. Further research should utilize the mixed method model by using qualitative and quantitative methods in researching bullying experiences.
7. Further research is needed to determine differences at various institution sizes, student populations, and faculty populations.



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Flyers,%20Updates%20&%20Documents\_files/WBS%20Final%20Report%202012%2010%2004.pdf

## APPENDIX A

Appendix A

### **Higher Education Faculty Bullying Survey**

Thank you for your interest in completing the Higher Education Faculty Bullying Survey. This survey is being conducted by a doctoral student in an effort to understand bullying and learn more about Faculty's experiences with specific behaviors in the Higher Education setting. The results of this survey will help guide efforts to promote a healthy and respectful working environment for faculty members in Higher Education.

You are invited to participate in this 10-15 minute survey. In this questionnaire, you will be asked to report on whether you have observed or experienced behaviors in your department that you believe were bullying.

Your responses are and will be maintained completely confidential and will be analyzed only after being grouped together with those of other faculty members.

**Your participation in this survey is completely voluntary.**



IRB NUMBER: IRB2014-0026  
IRB APPROVAL DATE: 03/25/2014  
IRB EXPIRATION DATE: 03/15/2015

The term “bullying” refers to behavior(s) by a person (or group of people) that *intimidates, degrades, offends, threatens, or humiliates* a faculty member (or group of faculty members). Bullying negatively affects the physical or psychological health of the targeted employee(s). Bullying generally involves repeated actions but it can also be a single, action. Researchers suggest that many behaviors can contribute to bullying. Bullying often involves an abuse or misuse of power. However, many bullying situations involve employees bullying their peers.

Q1 How familiar or unfamiliar are you with the term “bullying”?

- Very familiar
- Somewhat familiar
- Somewhat unfamiliar
- Very unfamiliar

Q2 Have you ever attended a workshop about bullying?

- Yes
- No

Q3 Have you EVER witnessed any incidents of bullying at your university?

- Yes
- No (skip to Q5)
- I’m not sure (skip to Q5)

Q4 Please think about the MOST RECENT incident of bullying that you witnessed at your university. Which of these categories describes the person or people who were doing the bullying?

(Mark all that apply.)

- Undergraduate student
- Administrator
- Tenured Faculty member
- Non-Tenured Faculty member
- Lecturer
- Staff member
- Graduate student
- Someone of higher rank than me (but not my supervisor)
- Someone of lower rank than me
- An Extension Specialist
- Don’t know



Q5 To the best of your knowledge, have you EVER **witnessed** any incidents of bullying in your department?

- Yes
- No (skip to Q7)
- I'm not sure (skip to Q7)

Q6 To the best of your recollection, when did the last incident of bullying in your department that you **witnessed** occur?

- Currently occurring
- 1 year ago
- 2-3 years ago
- 4-5 years ago
- 6-10 years ago or more
- I am not sure

Q7 Have you EVER **experienced** bullying directed at you in your department?

- Yes
- No (skip to Q13)
- I'm not sure (skip to Q13)

Q8 Approximately how many times have you **experienced** bullying in your department?

- Once
- Two or three times
- Four or five times
- More than five times



IRB NUMBER: IRB2014-0026  
IRB APPROVAL DATE: 03/25/2014  
IRB EXPIRATION DATE: 03/15/2015



Q9 Please think about the MOST RECENT incident of bullying in your department that you **experienced**. Which of these categories describes the person or people who were doing the bullying?

(Mark all that apply.)

- Undergraduate student
- Administrator
- Tenured Faculty member
- Non-Tenured Faculty member
- Lecturer
- Staff member
- Graduate student
- Someone of higher rank than me (but not my supervisor)
- Someone of lower rank than me
- An Extension Specialist
- Don't know

Q10 Did you seek help with this particular bullying problem from any of these programs/offices?

(Mark all that apply.)

- Did not seek help (skip to Q13)
- Your department head/program faculty
- Human Resources
- Dean of Faculties
- Other (please specify) \_\_\_\_\_

Q11 How satisfied or dissatisfied were you with the help that you received regarding this particular bullying problem?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied
- I did not receive any help



IRB NUMBER: IRB2014-0026  
IRB APPROVAL DATE: 03/25/2014  
IRB EXPIRATION DATE: 03/15/2015

Q13 Please indicate the extent to which you disagree or agree with each of the following statements.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Being bullied in my department has negatively affected my work performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being bullied in my department has lowered my self-confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am less satisfied with my job because I have been bullied in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have stayed home from work because I have been bullied in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being bullied in my department has negatively affected my emotional health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being bullied in my department has negatively affected my physical health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have considered changing my job because of the bullying I have experienced in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being bullied in my department has increased my stress level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



IRB NUMBER: IRB2014-0026  
 IRB APPROVAL DATE: 03/25/2014  
 IRB EXPIRATION DATE: 03/15/2015

Q14 In your own words, please describe how your experience with bullying in your department or at your university has affected you, or any other information you would like to share. (Please do NOT include your name, or the names of others, or any details that might identify your department and/or university.)

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Q15 Please indicate whether or not you think you were bullied because of your personal characteristics.

Do you think you were targeted for bullying --	Yes	No	Not Sure
On the basis of your race, ethnicity, or color?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the basis of your age?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the basis of your sex or gender identity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the basis of a health condition or disability?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the basis of your national origin or the language you speak?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the basis of your sexual orientation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the basis of your socio-economic class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the basis of your community service involvement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the basis of your political beliefs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the basis of another personal characteristic? (please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If because of another personal characteristic, please describe below.

---

**The last optional questions ask for additional background information. This information allows us to compare differences, if any, among groups.**

Q16 For how many years have you worked at your current university?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 years or more

Q17 You are:

- Female
- Male

Q18 What is your race?

- American Indian or Alaska Native
- Asian
- Black or African
- Hispanic
- Native Hawaiian
- White

Q19 What is your working title at your university/college? (Select all that apply)

- Dean
- Department Head
- Associate Department Head
- Professor
- Associate Professor
- Assistant Professor
- Senior Lecturer
- Lecturer
- Adjunct Professor
- Extension Agent
- Other: \_\_\_\_\_

Q20 What is your current faculty status?

- Tenured faculty
- Non-tenured faculty



IRB NUMBER: IRB2014-0026  
IRB APPROVAL DATE: 03/25/2014  
IRB EXPIRATION DATE: 03/15/2015

## APPENDIX B

DIVISION OF RESEARCH

Research Compliance and Biosafety



**DATE:** March 25, 2014  
**MEMORANDUM**  
**TO:** Barry L Boyd  
ALRSRCH - Agrilife Research - Ag Leadership, Education & Communication  
**FROM:** Human Subjects Protection Program  
Institutional Review Board  
**SUBJECT:** Initial Review Submission Form Approval

---

**Study Number:** IRB2014-0026  
**Title:** Identification of Bullying Among Tenured and Non-Tenured Faculty in the Colleges of Agricultural & Life Sciences at Land-grant Universities  
**Approval Date:** 03/25/2014  
**Continuing Review Due:** 02/15/2015  
**Expiration Date:** 03/15/2015

**Documents Reviewed and Approved:** Recruitment Email Template (with Information Sheet) (English) ( Version 1.1);  
Appendix A ( Version 1.0 )

**Document of Consent:** Waiver approved under 45 CFR 46.117 (c) 1 or 2/ 21 CFR 56.109 (c)1

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This research project has been approved. As principal investigator, you assume the following responsibilities:

1. **Continuing Review:** The protocol must be renewed by the expiration date in order to continue with the research project. A Continuing Review application along with required documents must be submitted by the continuing review deadline. Failure to do so may result in processing delays, study termination, and/or loss of funding.
2. **Completion Report:** Upon completion of the research project (including data analysis and final written papers), a Completion Report must be submitted to the IRB.
3. **Unanticipated Problems and Adverse Events:** Unanticipated problems and adverse events must be reported to the IRB immediately.
4. **Reports of Potential Non-compliance:** Potential non-compliance, including deviations from protocol and violations, must be reported to the IRB office immediately.
5. **Amendments:** Changes to the protocol must be requested by submitting an Amendment to the IRB for review. The Amendment must be approved by the IRB before being implemented.
6. **Consent Forms:** When using a consent form or information sheet, you must use the IRB stamped approved version. Please log into iRIS to download your stamped approved version of the consenting instruments. If you are unable to locate the stamped version in iRIS, please contact the office.
7. **Audit:** Your protocol may be subject to audit by the Human Subjects Post Approval Monitor. During the life of the study please review and document study progress using the PI self-assessment found on the RCB website as a method of preparation for the potential audit. Investigators are responsible for maintaining complete and accurate study records and making them available for inspection. Investigators are encouraged to request a pre-initiation site visit with the Post Approval Monitor. These visits are

750 Agronomy Road, Suite 2701  
1186 TAMU  
College Station, TX 77843-1186  
Tel. 979.458.1467 Fax. 979.862.3176  
<http://rcb.tamu.edu>

designed to help ensure that all necessary documents are approved and in order prior to initiating the study and to help investigators maintain compliance.

8. **Recruitment:** All approved recruitment materials will be stamped electronically by the HSPP staff and available for download from iRIS. These IRB-stamped approved documents from iRIS must be used for recruitment. For materials that are distributed to potential participants electronically and for which you can only feasibly use the approved text rather than the stamped document, the study's IRB Protocol number, approval date, and expiration dates must be included in the following format: TAMU IRB#20XX-XXXX Approved: XX/XX/XXXX Expiration Date: XX/XX/XXXX.
1. **FERPA and PPRA:** Investigators conducting research with students must have appropriate approvals from the FERPA administrator at the institution where the research will be conducted in accordance with the Family Education Rights and Privacy Act (FERPA). The Protection of Pupil Rights Amendment (PPRA) protects the rights of parents in students ensuring that written parental consent is required for participation in surveys, analysis, or evaluation that ask questions falling into categories of protected information.
2. **Food:** Any use of food in the conduct of human subjects research must follow Texas A&M University Standard Administrative Procedure 24.01.01.M4.02.
3. **Payments:** Any use of payments to human subjects must follow Texas A&M University Standard Administrative Procedure 21.01.99.M0.03.

This electronic document provides notification of the review results by the Institutional Review Board.

**DATE:** November 25, 2015

**MEMORANDUM**

**TO:** Barry L Boyd  
ALRSRCH - Agrilife Research - Ag Leadership, Education & Communication

**FROM:** Dr. James Fluckey  
Chair, TAMU IRB

**SUBJECT:** Expedited Approval

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**Study Number:** IRB2014-0026D

**Title:** Identification of Bullying Among Tenured and Non-Tenured Faculty in the Colleges of Agricultural & Life Sciences at Land-grant Universities

**Date of Determination:**

**Approval Date:** 03/25/2014

**Continuing Review Due:** 10/15/2016

**Expiration Date:** 11/15/2016

**Documents Reviewed and Approved:** Only IRB-stamped approved versions of study materials (e.g., consent forms, recruitment materials, and questionnaires) can be distributed to human participants. Please log into iRIS to download the stamped, approved version of all study materials. If you are unable to locate the stamped version in IRIS, please contact the IRIS Support Team at 979.845.4969 or the IRB liaison assigned to your area.

**Document of Consent:** Waiver approved under 45 CFR 46.117 (c) 1 or 2/ 21 CFR 56.109 (c)1

**Waiver of Consent:**

---

**Comments:**

- Data Analysis Only
- Research is to be conducted according to the study application approved by the IRB prior to implementation.
- Any future correspondence should include the IRB study number and the study title.

---

Investigators assume the following responsibilities:

750 Agronomy Road, Suite 2701  
1186 TAMU  
College Station, TX 77843-1186  
Tel. 979.458.1467 Fax. 979.862.3176  
<http://rcb.tamu.edu>

1. **Continuing Review:** The study must be renewed by the expiration date in order to continue with the research. A Continuing Review application along with required documents must be submitted by the continuing review deadline. Failure to do so may result in processing delays, study expiration, and/or loss of funding.
2. **Completion Report:** Upon completion of the research study (including data collection and analysis), a Completion Report must be submitted to the IRB.
3. **Unanticipated Problems and Adverse Events:** Unanticipated problems and adverse events must be reported to the IRB immediately.
4. **Reports of Potential Non-compliance:** Potential non-compliance, including deviations from protocol and violations, must be reported to the IRB office immediately.
5. **Amendments:** Changes to the protocol and/or study documents must be requested by submitting an Amendment to the IRB for review. The Amendment must be approved by the IRB before being implemented.
6. **Consent Forms:** When using a consent form or information sheet, the IRB stamped approved version must be used. Please log into iRIS to download the stamped approved version of the consenting instruments. If you are unable to locate the stamped version in iRIS, please contact the iRIS Support Team at 979.845.4969 or the IRB liaison assigned to your area. Human participants are to receive a copy of the consent document, if appropriate.
7. **Post Approval Monitoring:** Expedited and full board studies may be subject to post approval monitoring. During the life of the study, please review and document study progress using the PI self-assessment found on the RCB website as a method of preparation for the potential review. Investigators are responsible for maintaining complete and accurate study records and making them available for post approval monitoring. Investigators are encouraged to request a pre-initiation site visit with the Post Approval Monitor. These visits are designed to help ensure that all necessary documents are approved and in order prior to initiating the study and to help investigators maintain compliance.
8. **Recruitment:** All approved recruitment materials will be stamped electronically by the HRPP staff and available for download from iRIS. These IRB-stamped approved documents from iRIS must be used for recruitment. For materials that are distributed to potential participants electronically and for which you can only feasibly use the approved text rather than the stamped document, the study's IRB Study Number, approval date, and expiration dates must be included in the following format: TAMU IRB#20XX-XXXX Approved: XX/XX/XXXX Expiration Date: XX/XX/XXXX.
9. **FERPA and PPRA:** Investigators conducting research with students must have appropriate approvals from the FERPA administrator at the institution where the research will be conducted in accordance with the Family Education Rights and Privacy Act (FERPA). The Protection of Pupil Rights Amendment (PPRA) protects the rights of parents in students ensuring that written parental consent is required for participation in surveys, analysis, or evaluation that ask questions falling into categories of protected information.
10. **Food:** Any use of food in the conduct of human research must follow Texas A&M University Standard Administrative Procedure 24.01.01.M4.02.
11. **Payments:** Any use of payments to human research participants must follow Texas A&M University Standard Administrative Procedure 21.01.99.M0.03.
12. **Records Retention:** Federal Regulations require records be retained for at least 3 years. Records of a study that collects protected health information are required to be retained for at least 6 years. Some sponsors require extended records retention. Texas A&M University rule 15.99.03.M1.03 Responsible Stewardship of Research Data requires that research records be retained on Texas A&M property.

This electronic document provides notification of the review results by the Institutional Review Board.



## APPENDIX C

Date

Howdy!

A few days from now you will receive an invitation to an online survey that helps identify if bullying is occurring among tenured and non-tenured faculty in the Colleges of Agricultural & Life Sciences.

Below is an Information Sheet to help you decide if you wish to participate in this survey. We look forward to receiving your input.

Sincerely,

The Research Team

Kim Zemanek, Doctoral Student  
Barry Boyd, Professor



IRB NUMBER: IRB2014-0026  
IRB APPROVAL DATE: 03/25/2014  
IRB EXPIRATION DATE: 03/15/2015

TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM  
INFORMATION SHEET

Project Title: Identification of Bullying Among Tenured and Non-Tenured Faculty in the Colleges of Agricultural & Life Sciences at Land-grant Universities

**You are being invited to take part in a research study being conducted by Texas A&M University and asked to read this form so that you know about this research study. The information in this form is provided to help you decide whether or not to take part. If you decide you do not want to participate, there will be no penalty to you, and you will not lose any benefit you normally would have.**

**WHY IS THIS STUDY BEING DONE?**

The purpose of this study is to identify if bullying occurs among tenured and non-tenured faculty in Colleges of Agricultural & Life Sciences.

**WHY AM I BEING ASKED TO BE IN THIS STUDY?**

You are being asked to be in this study because you have been identified through college and university websites as faculty in the Colleges of Agricultural & Life Sciences.

**HOW MANY PEOPLE WILL BE ASKED TO BE IN THIS STUDY?**

Overall, a total of 351 people will be enrolled at multiple colleges and universities.

**WHAT ARE THE ALTERNATIVES TO BEING IN THIS STUDY?**

The alternative is not to participate.

**WHAT WILL YOU BE ASKED TO DO IN THIS STUDY?**

Your participation in this study will take approximately 30 minutes in an online survey.

**ARE THERE ANY RISKS TO ME?**

The things that you will be doing have no more risk than you would come across in everyday life. Although the researchers have tried to avoid risks, you may feel that some questions that are asked of you will be stressful or upsetting. You do not have to answer anything you do not want to.

**ARE THERE ANY BENEFITS TO ME?**

There may be no direct benefit to you by being in this study. What the researchers find out from this study may help other people who have been or are being bullied.

**WILL THERE BE ANY COSTS TO ME?**

Aside from your time, there are no costs for taking part in the study.

**WILL I BE PAID TO BE IN THIS STUDY?**

You will not be paid for being in this study.



IRB NUMBER: IRB2014-0026  
IRB APPROVAL DATE: 03/25/2014  
IRB EXPIRATION DATE: 03/15/2015

**WILL INFORMATION FROM THIS STUDY BE KEPT PRIVATE?**

The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Dr. Barry Boyd and Kim Zemanek will have access to the records.

Information about you will be stored in computer files protected with a password.

Information about you will be kept confidential to the extent permitted or required by law. People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly.

**WHOM CAN I CONTACT FOR MORE INFORMATION?**

You can call the Principal Investigator to tell him about a concern or complaint about this research study. The Principal Investigator Dr. Barry Boyd, PhD can be called at 979-862-3693 or emailed at [b-boyd@tamu.edu](mailto:b-boyd@tamu.edu). You may also contact the Co-Principal Investigator, Kim Zemanek at 979-422-3575 or at [kzemanek@neo.tamu.edu](mailto:kzemanek@neo.tamu.edu).

For questions about your rights as a research participant; or if you have questions, complaints, or concerns about the research and cannot reach the Principal Investigator or want to talk to someone other than the Investigator, you may call the Texas A&M Human Subjects Protection Program office.

- Phone number: (979) 458-4067
- Toll-free: (855) 795-8636
- Email: [irb@tamu.edu](mailto:irb@tamu.edu)

**MAY I CHANGE MY MIND ABOUT PARTICIPATING?**

Your participation is voluntary, so you have the choice whether or not to be in this research study. You may decide to not begin or to stop participation in the study at any time. If you choose not to be in this study, there will be no effect on your employment.

By participating in the survey, you are giving permission for the investigator to use your information for research purposes.

Thank you.

*Kim Zemanek, Doctoral Student*  
*Dr. Barry Boyd, Professor*



IRB NUMBER: IRB2014-0026  
IRB APPROVAL DATE: 03/25/2014  
IRB EXPIRATION DATE: 03/15/2015

## APPENDIX D

Howdy!

Thank you for your interest in completing the Higher Education Faculty Bullying Survey. This survey is being conducted by a doctoral student in an effort to understand bullying and learn more about faculty's experiences with specific behaviors in the Higher Education Setting. The results of this survey will help guide efforts to promote a healthy and respectful working environment for faculty members in Higher Education.

You are invited to participate in this 10-15 minute survey. In this questionnaire, you will be asked to report on whether you have observed or experienced behaviors in your department that you believe were bullying.

Your responses are and will be maintained confidential and will be analyzed only after being grouped together with those of other faculty members.

Your participation in this survey is completely voluntary. By participating in the survey, you are giving permission for the investigator to use your information for research purposes.

**Follow this link to the Survey:**

[\\${1://SurveyLink?d=Take the Survey}](#)

Or copy and paste the URL below into your internet browser:

[\\${1://SurveyURL}](#)

Follow the link to opt out of future emails:

[\\${1://OptOutLink?d=Click here to unsubscribe}](#)

Sincerely,

The Research Team  
Kim Zemanek, Doctoral Student  
Dr. Barry Boyd, Professor

## APPENDIX E

Howdy!

This is a friendly reminder that the online survey for Higher Education Faculty Bullying Survey will be closing on Friday, May 9, 2014.

If you haven't already done so, please complete this 10-15 minute survey. The results of this survey will help guide efforts to promote a healthy and respectful working environment for faculty members in Higher Education.

Your responses are and will be maintained confidential and will be analyzed only after being grouped together with those of other faculty members.

Your participation in this survey is completely voluntary. By participating in the survey, you are giving permission for the investigator to use your information for research purposes.

[\\${1://SurveyLink?d=Take%20the%20Survey}](#)

Sincerely,

The Research Team  
Kim Zemanek, Doctoral Student  
Dr. Barry Boyd, Professor

## APPENDIX F

Howdy!

This is a friendly reminder that the online survey for Higher Education Faculty Bullying will be closing on Friday, September 19, 2014. If you haven't already done so, please complete this 10-15 minute survey. The results of this survey will help guide efforts to promote a healthy and respectful working environment for faculty members in Higher Education.

Your responses are and will be maintained confidential and will be analyzed only after being grouped together with those of other faculty members.

Your participation in this survey is completely voluntary. By participating in the survey, you are giving permission for the investigator to use your information for research purposes.

**Follow this link to the Survey:**

[\\${1://SurveyLink?d=Take the Survey}](#)

Or copy and paste the URL below into your internet browser:

[\\${1://SurveyURL}](#)

Follow the link to opt out of future emails:

[\\${1://OptOutLink?d=Click here to unsubscribe}](#)

Sincerely,

The Research Team  
Kim Zemanek, Doctoral Student  
Dr. Barry Boyd, Professor