Workplace Bullying in Higher Education: Faculty Experiences and Responses

A DISSERTATION
SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL
OF THE UNIVERSITY OF MINNESOTA
BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

Melissa S. Anderson

April 2012

Acknowledgments

First, I thank Dr. Melissa S. Anderson for her incredible teaching, her high standards, and her long-term support. I asked Dr. Anderson to be my advisor because I believed she would make me a better researcher, and I believe she has done exactly that. I am grateful for her interest in my success, and her sound advice. Her confidence in my work was a wonderful gift.

I also thank Dr. Darwin Hendel, who so thoughtfully kept my research agenda in mind and shared breaking news and relevant studies. Dr. Hendel truly practices what he teaches about student engagement. His frequent "check-in" inquiries helped me feel connected throughout my dissertation research and writing. Special thanks are due to Dr. Robert Poch and Dr. Aaron Doering for being so supportive, interested and positive about my research.

I am deeply grateful to my friend and colleague Denise Thompson for being my travel buddy and cheerleader, my friend and colleague Dr. John Alessio for his sound advice and professional support, and my friend Diana Carrigan for still being my friend even when I was not available.

And finally, I thank my dear husband, Jeffrey Iseminger, for his love, understanding and food throughout this process. Jeff gave me the time and space I needed to analyze and write, and he created delightful culinary distractions to keep me nourished.

Dedication

I dedicate this dissertation to my family: My husband, Jeffrey Iseminger, and my children, Zachary and Taylor Woodside.

Abstract

This study examines workplace bullying in a university setting. Specifically it examines how faculty members' tenure status is related to having been targets and witnesses of bullying at work and their responses to dissatisfaction at work. The research literature reveals a correlation between being a target of workplace bullying and the target's intent to leave. This study examines whether tenure status is associated with such a response, as well as other potential responses to workplace dissatisfaction.

Analyses include exploration of target and witnessing rates by tenure status, analyses of significant differences in the degree to which faculty members are targeted, and prediction of response behaviors based on the experience of having been bullied and tenure status. The study similarly explores other demographic variables.

Results indicate that tenure status does not significantly affect the rate of having been bullied or witnessing bullying, in terms of the percentage of each tenure status group that is affected. Tenure status is significantly associated with the number and frequency of bullying behaviors experienced by faculty members. Tenured and non-tenure-track faculty members are targeted with a significantly greater number of bullying behaviors than tenure-track faculty.

Results indicate that tenure status is significantly associated with the likelihood a faculty member will exhibit certain responses to workplace dissatisfaction. Bullied faculty members with tenure are significantly less likely to leave the organization than the bullied tenure-track or non-tenure-track faculty.

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CHAPTER 1: INTRODUCTION

The word "bully" evokes an image of the mean-spirited child beating up other children on the playground, but research shows that bullying does not end with childhood (Olweus, 1996; Roberts, 2000). Field and Bell (2003) suggest that we should teach children how to react to aggressors, because bullies are not just in the schoolyard. They may be in the workplace, on a sports field, or anywhere people interact with each other (Field & Bell, 2003). Skills developed in childhood may proactively prepare one for the increasingly recognized issue of workplace bullying.

Bullying as a phenomenon in the workplace was first recognized in the literature in the 1980s by Leymann (1986), a Swedish researcher who first applied the European label of "mobbing." Leymann observed group bullying behavior in children and applied his studies to the workplace. Leymann took the "mobbing" label from animal studies describing groups of weaker animals ganging up on a more competent animal (Einarsen, Hoel, Zapf & Cooper, 2003; Leymann, 1996;Westhues, 2004). The term "mobbing" stuck with subsequent researchers in Austria, (Hoel, Rayner & Cooper, 1999) Scandinavia, Germany, The Netherlands, and other non-English-speaking countries (Einarsen et al., 2003). Leymann's (1990) operational definition of mobbing ultimately included actions by one or a group of people.

In 1992, British journalist Andrea Adams wrote a book and made a British Broadcasting Corporation (BBC) documentary about workplace bullying, which rapidly

elevated the issue to the forefront of the public consciousness in the United Kingdom (UK) (Adams, 1992). Adams (1992) used the term "workplace bullying," and that terminology subsequently stuck with English-speaking researchers.

The concept of workplace bullying in the United States can be traced back to Brodsky's 1976 investigation of workers' compensation cases (Brodsky, 1976). Brodsky was a psychiatrist and anthropologist who noted the negative effects of mistreatment by co-workers. His book did not separate this aspect of workplace stress from other stressors; consequently, the phenomenon was not considered as a separate issue at the time (Einarsen et al., 2003).

Systematic empirical research on workplace bullying in the United States began in the health professions in the 1980s (Silver & Glicken, 1990; Cox, 1991) and into the 1990s under terms such as emotional abuse (Keashly et al., 1994) and workplace mistreatment (Price-Spratlen, 1995; Wolf et al., 1991). Other terms also evolved in the international literature: "abuse" (Price Spratlen, 1995), "incivility" (Twale & DeLuca, 2008); Johnson & Indvik, 2001), "harassment" (McMahon, 2000), "violence" (Loafmann, 2001), "aggression" (Björkqvist, Österman & Hjelt-Bäck, 1994), "bullying" (Einarsen et al., 2003) and "psychological terror" (Leymann, 1990).

Researchers continue to use their varied labels and concepts of choice, each with specific rationale for doing so. For the purpose of this study, the term "workplace bullying" is used to describe the behavior.

Problem Statement

The issue of workplace bullying seems to be gaining momentum in the public discourse. Self-help books (Kohut, 2008; Namie, & Namie, 2000; Spindel, 2008), news stories (Price, 2009; Field, 2010) and articles in trade publications are becoming more common as people begin to recognize the phenomenon and are able to label and discuss their experiences. Higher education workplaces are no exception in this regard (Twale & DeLuca, 2008; Gravois, 2006; Fogg, 2008; Schmidt, 2010; Wilson, 2011).

Higher education institutions are unusual workplace environments. Given the practice of tenure and the loosely coupled organizational structure of academic units (Bolman and Deal, 1997; Meyer, 2002), they differ from other types of workplace environments. Some argue that these organizations are particularly vulnerable to fostering a culture of bullying behavior (Price Spratlen, 1995; Westhues, 2002; Westhues 2004; Westhues 2006, April 14).

Research indicates that higher education organizations are at risk (Björkqvist, et al., 1994), but lacks adequate exploration of this workplace's differentiating factors. The unique characteristics of higher education workplaces suggest that it is important to understand how employees interact within this environment. There is evidence that workplace bullying is related to employee performance (Barling, Rogers & Kelloway, 2001; Einarsen, 2000) and retention (Sofield & Salmond, 2003) and that colleges and universities are over-represented in groups of bullying targets (Leymann, 1996).

Leymann (1996) discussed organizational factors that make a workplace at risk for workplace bullying, such as poorly organized work and ineffective management, and he noted that these conditions are common in educational institutions. The existence of tenure may actually contribute to management's helplessness, as it can be difficult for managers to deal with tenured faculty members' performance issues (Raelin, 2003; Tornyay, 1985). In addition, university managers and department heads are reluctant to admit to any form of harassment in their areas as it may be seen as a result of their own poor leadership (Björkqvist et al., 1994).

Price Spratlen (1995) argues that tenure-track faculty members are unsure of their positions, a noted risk factor for bullying. Since tenure-track faculty must often rely on the tenured faculty's recommendation for promotion and tenure, it is understandable that the tenure status dynamic would be related to interpersonal behavior. Björkqvist et al. (1994) found that university faculty members cited envy and competition for jobs and status as perceived reasons for being targeted by bullies. Tenured faculty positions, particularly at prestigious institutions, would generate competition and envy among competitors.

While existence of tenure creates conditions that allow or even encourage bullying in the workplace, being tenured does not necessarily protect faculty members from being targeted. Westhues (2002) claims that "even tenured professors are ganged up on, humiliated, and run out of their jobs." (p. 30).

Westhues (2002) argues that higher education is a perfect setting for bullying, because there is a high level of job security, faculty are evaluated with subjective performance measures, and faculty and administrators have competing goals within the institution. Tenure certainly plays a role in the high job security of faculty members. Since it is difficult to terminate a tenured faculty member, those who wish to eliminate a faculty member often resort to other means, such as bullying the target until he or she decides to leave (Westhues, 2002).

Research Question

This study explores the relationship of tenure status and workplace bullying in higher education workplaces. Exploration of tenure in higher education will suggest measures needed to address workplace bullying in this context. The overall research question is: How are tenure status and the experience of having been bullied related with university faculty members' responses to workplace dissatisfaction?

First, this study examines the nature of having been bullied in a higher-education workplace and how tenure status is related to those experiences. In other words, this study examines how tenure status is related to whether or not a person is bullied, and the degree to which the person is targeted. Tenure status is also explored in relation to the rate of witnessing bullying behavior.

Next, this study examines the extent to which tenure status and the experience of having been bullied is related to faculty members' responses to workplace dissatisfaction.

The study examines how tenure status is related to the likelihood a faculty member will leave the organization, offer suggestions for improvement, assume leadership will take care of problems, neglect professional duties or lose faith in the organization.

Finally, this study explores and identifies other demographic variables for future study of higher education workplace bullying.

Methodological Overview

This study uses a quantitative approach. A cross-sectional, self-administered, online survey was used to capture faculty perceptions regarding their experiences with workplace bullying and their responses to dissatisfaction in the workplace. The rationale for using a survey includes the ability to generalize the data from a sample to a population (Creswell, 2003), efficient data collection, low financial costs, and anonymity (Patten, 2001).

Data were analyzed to determine demographic differences in the rates of having been bullied and having witnessed bullying, the degree to which respondents were bullied, and the likelihood that respondents would exhibit specific types of behaviors in response to workplace dissatisfaction. Statistical analyses included chi-squared tests, one-way analyses of variance with post hoc analyses and regression. The regression analyses reveal which demographic characteristics predict each of five types of behavioral responses to dissatisfaction, after consideration of the degree to which the respondent had been bullied.

Overview of the Study

The following four chapters describe workplace bullying, as well as the process and outcomes of this study. Chapter two is a review of the relevant literature, and chapter three is an overview of this study's research design. Results are reported in chapter four, and are discussed in chapter five.

The literature review in chapter two lays the foundation for this study through discussion of the concept of workplace bullying, its antecedents and effects. This chapter also includes discussion of organizational factors specific to higher education workplaces, such as academic freedom and tenure. Finally, chapter two includes a review of four workplace-bullying studies.

Chapter three provides an overview of this study's research design. This chapter includes a discussion of the study's conceptual framework and its applicability to this study. Finally, the methodology section describes the setting, sample, data collection, instrument, data treatment and institutional approval of the study.

Chapter four presents the study's results. Discussion begins with a profile of the respondents, followed by data revealing the frequency and experience of having been bullied and the frequency of having witnessed bullying. This chapter includes data confirming the strength and properties of the instrument. Next, this chapter examines results indicating the likelihood that faculty would respond to workplace dissatisfaction with specific types of behaviors. Finally, this chapter reviews data relating the

dissatisfaction response behaviors of faculty with the experience of having been bullied and demographic characteristics.

Chapter five includes a discussion of this study's results and suggestions for future studies. It presents results followed by implications for theory, policy and practice, and limitations of the study. Chapter five ends with this study's conclusion.

CHAPTER 2: LITERATURE REVIEW

Workplace bullying is a process whereby one or more employees systematically and persistently harass another employee to achieve some end result, such as elimination of the target from the workplace. There is some evidence that the prevalence of workplace bullying varies between different types of organizations. Some organizations may have inherent characteristics that foster workplace bullying.

This chapter is a review of the literature on workplace bullying and more specifically in the context of higher education. Its four parts explore the phenomenon itself, its manifestation in higher education, environmental links to bullying in higher education and gaps in the current literature. In the first section, workplace bullying is examined conceptually, including behaviors, involved individuals and organizations, effects and legal issues. The second part looks at the unique aspects of workplace bullying in the context of higher education institutions. The third section concerns organizational factors associated with bullying in the workplace. Discussion includes the relationship between these factors and higher education organizations. The final section concerns what is missing in the higher education, workplace-bullying literature.

Theoretical Foundations of Workplace Bullying

Workplace bullying is a phenomenon that has been around as long as people have been working together. Researchers have just begun to label and study workplace

bullying in the last few decades, and many note their experiences of being bullied as the springboard for their research (Davenport, Schwartz & Elliott, 2002; Namie & Namie, 2000; Westhues, 1998).

Conceptualizations of Bullying

As previously mentioned, there is not a standard definition or language for workplace bullying. Comparison of studies depends in part on development of a standard definition. Part of the difficulty in development of a standard definition and standard terms is the emergence of bullying research in many different disciplines.

The roots of bullying research are in animal herd behavior and childhood bullying, each with its own set of terminology and definitions. As research expanded to include workplace bullying, disciplines such as psychology, organizational psychology, medicine, nursing, occupational health, business management, human resource management, sociology, women's studies, conflict studies, education, and others developed their own concepts, perspectives, terminology and definitions. See Table 1 for some examples of workplace- bullying definitions.

Inherent in Leymann's (1996) definition of bullying is the notion of frequency and duration. He contends that the behavior must be exhibited long enough and frequently enough to cause damage in order to qualify as mobbing instead of conflict. For the purpose of research, Leymann adopted the behavioral criteria of once per week over a period of at least six months. His rationale for a six-month-duration criterion is

Table 1

Sample Definitions of Workplace Bullying

Author	Definition
Björkqvist et al. (1994)	"Repeated activities, with the aim of bringing mental (but sometimes also physical) pain, and directed toward one or more individuals who, for one reason or another, are not able to defend themselves" (p. 174).
Einarsen et al. (1994)	"A person is bullied or harassed when he or she feels repeatedly subjected to negative acts in the workplace, acts that the victim may find it difficult to defend themselves against" (p. 383).
Hoel et al. (1999)	"…someone is subjected to negative behaviors from another individual or a group of people consistently for a period of time" (p. 196).
Keashly (1998)	"…hostile verbal and nonverbal, nonphysical behaviors directed at a person(s) such that the target's sense of him/herself as a competent person and worker is negatively affected" (p. 87).
Leymann (1996)	"Psychological terror or mobbing in working life involves hostile and unethical communication, which is directed in a systematic way by one or a few individuals mainly towards one individual who, due to mobbing, is pushed into a helpless and defenceless position, being held there by means of continuing mobbing activities" (p. 168).
Namie & Namie (2003)	"Bullying at work is the repeated, malicious, health-endangering mistreatment of one employee (the Target) by one or more employees (the bully, bullies)" (p. 3).
Vartia (1996)	"Bullying is long-lasting, recurrent, and serious negative actions, and behaviour that is annoying and oppressing. It is not bullying if you are scolded once or somebody shrugs his/her shoulders at you once. Negative behaviour develops into bullying when it becomes continuous and repeated. Often the victim of bullying feels unable to defend him/herself" (p. 205).
Zapf (1999)	"Mobbing at work means harassing, bullying, offending, socially excluding someone or assigning offending work tasks to someone in the course of which the person confronted ends up in an inferior position" (p. 73).

that the bullying must be severe enough to cause psychiatric problems, and six months is the time period often used in psychiatric assessment (Leymann & Gustafsson, 1996).

Adult bullying is more difficult to define and address than childhood bullying (Rayner & Hoel, 1997). Bullying behaviors exhibited by adults tend to be more subtle and broader in parameter (Rayner & Hoel, 1997). Randall (1997) defines adult bullying as "…the aggressive behaviour arising from the deliberate intent to cause physical or psychological distress to others" (p.4). Randall's component of intent is debated among some researchers (Einarsen et al., 1994).

Drawing from the definitions of several well-known researchers, Einarsen et al. (2003) offer the following definition:

> "Bullying at work means harassing, offending, socially excluding someone or negatively affecting one's work tasks. In order for the label of bullying (or mobbing) to be applied to a particular activity, interaction or process it has to occur repeatedly and regularly (e.g. weekly) and over a period of time (e.g. about six months). Bullying is an escalating process in the course of which the person confronted ends up in an inferior position and becomes the target of systematic negative social acts. A conflict cannot be called bullying if the incident is an isolated event or if two parties of approximately equal 'strength' are in conflict" (p. 15.)

It is noteworthy that Einarsen et al. (2003), like Leymann, contend that a single incident cannot be considered bullying. Other researchers note that a single incident

qualifies if it is extreme enough to cause ongoing anxiety in the target, such as a single threat of severe violence. Randall (1997) describes the case of a social worker who was kicked in the stomach by a nurse manager, then with a needle held to his eye was threatened with consequences if he ever disobeyed an order from the nurse manager. As Randall points out, this experience was a single incident but qualifies as bullying because "it's the *fear* of repeated aggression that is important, not the actual incidence" (p. 5). Einarsen et al. (1994) argue that a key component of workplace bullying must be the target's perception of the behavior. This argument seems to support Randall's view on the qualification of single incidents.

Another interesting facet of the Einarsen et al. (2003) definition is the careful wording regarding power balance, which is not dependent on hierarchical position. While many researchers note the imbalance of power, the nature of this imbalance is debated. Some say bullying must be from a supervisor to a subordinate (Tepper, 2000) while others say it can be from colleague to colleague or from subordinates to superiors (Einarsen & Skogstad, 1996; Namie & Namie, 2000; Price Spratlen, 1995). Colleagues or subordinates are able to bully equals or superiors because of informal or perceived power.

The Education Law Institute for Credit (2001) concludes that definitions of bullying include the following: "…an intentional, aggressive act, undertaken to cause a negative consequence for the victim; bullying occurs repeatedly, over time; bullying may

be a physical, verbal, or psychological act; bullying involves an imbalance of power between the victim and the victimizer(s)" (p. 3).

The U.S. Hostile Workplace Survey 2000 (Namie, 2000) results suggest that not all bullying involves an imbalance of hierarchical power. In 81 percent of reported cases, the perpetrator ranked higher than the target, but in 19 percent of the cases, the perpetrator ranked equal to or below the target. Namie's 2003 Report on Abusive Workplaces indicates that 71 percent of reported bullies ranked higher than the target, 17 percent were of equal rank, and 12 percent were of lower rank than the target. Namie's respondents (about 1,000 participants for each survey) are Workplace Bullying and Trauma Institute website visitors who voluntarily completed online surveys.

A key element in most definitions of bullying is its ongoing nature, creating an atmosphere of fear and intimidation (Salin, 2001; Seward & Faby, 2003). Zapf et al., (2003) compare the duration of bullying in 12 studies and conclude that most cases last longer than a year. Most studies discuss persistent hostility as a necessary component of workplace harassment (Keashly & Jagatic, 2003).

Bullying versus Sexual Harassment and Discrimination

Workplace bullying is related to sexual harassment and discrimination, but researchers disagree on the nature of the relationship. Some say workplace bullying should be treated as separate and distinct from these two phenomena (Lee, 2001), while

others claim sexual harassment and discrimination are subsets of bullying behavior (Barling et al., 2001; Neuman & Baron, 1998).

Some feminist researchers express concern over the subordination of sexual harassment under an umbrella of workplace bullying. Lee (2001) argues that treating sexual harassment as a type of bullying behavior "obscures the specificity and visibility of sexual harassment" (p. 50). Lee accuses researchers such as Leymann of trivializing the gender factor.

Simpson and Cohen (2004) offer an explanation of sexual harassment versus bullying grounded in tendencies. Bullying behavior tends to be located in organizational power while sexual harassment tends to be in gendered power. Bullies choose targets based on individual characteristics such as competence, while sexual harassers choose targets based on group characteristics, i.e. gender.

Discrimination and workplace bullying also have some conceptual and legal overlap. While those in minority or protected groups are more likely to be bullied (Zapf & Einarsen, 2003), membership in such a group may provide legal recourse if you are a bullying victim (Yamada, 2003). One difference worth noting is that discrimination involves mistreatment based on membership in a group, while workplace bullying can happen to anyone (Namie & Namie, 2000).

Incidence of Workplace Bullying

Incidence is difficult to assess from the multidisciplinary body of literature, as researchers use different definitions, criteria and methods to arrive at these statistics. How one measures the problem depends largely on how one defines the problem. This point makes current estimates of incidence non-comparable.

For example, Leymann's (1990) definition includes the criterion of at least one incident per week for at least six months. Other researchers measure whether a person has ever experienced bullying in the workplace (Rayner, 1997). In answer to the question of how many people experience workplace bullying, the answer must be "it depends."

Zapf et al. (2003) provide a useful table comparing studies in terms of populations, number of participants, definition used and the reported prevalence of workplace bullying. A review of this table shows a range of 0.3 percent prevalence in a Norwegian psychologists' union (Einarsen & Skogstad, 1996) and 53 percent prevalence in a study of UK part-time students (Rayner, 1997). The respondent groups on both ends of this statistical spectrum are obviously somewhat homogenous, but the vastly different statistics reflect the problem of definition and measurement of workplace bullying.

A study of Baltimore workers in four industries reported that 88 percent of the respondents were bullied at least once in the previous six months (Forni et al., 2003). Salin (2001) studied prevalence and subjective experiences of Finnish business professionals; 8.85 percent labeled their experiences as bullying, but 24 percent identified experiencing negative acts meeting the bullying criteria.

In a U.S. higher education workforce study, 23 percent of respondents employed by the University of Washington reported experiencing workplace mistreatment, while 40 percent had witnessed bullying (Price Spratlen, 1995). A random sampling of university ombudsman records at the same university revealed that 35 percent of the documented cases described workplace-bullying incidents (Price Spratlen, 1995).

In a 1999 study of Michigan workers, 18.4 percent of the 689 respondents reported experiencing workplace bullying at least weekly for a year, and 47 percent reported experiencing aggression (Keashly & Neuman, 2004). A follow up study in 2004 showed a decrease in bullying (to 14 percent) and an increase in aggression (to 56 percent); the authors acknowledge that the decrease in bullying may have been due to a more stringent definition in the follow-up survey.

A national Veterans Affairs study of 8,596 respondents reports that 36 percent experienced at least one bullying incident per week in the previous year (Keashly & Neuman, 2004). In studies including statistics of those witnessing bullying, rates increase (Keashly & Neuman, 2004).

The definition problem associated with workplace bullying directly affects measurement of the phenomenon. While most studies follow sound research methods, the incident results are not comparable because the definition used for measurement varies widely. In spite of the measurement problem, all studies conclude that workplace bullying is a real problem in need of attention.

Behaviors and Tactics

The behaviors and tactics used in the workplace are more sophisticated than the ones used on the playground. More subtle and persistent tactics that can do more harm and have longer-lasting effects than physical aggression replace hitting and kicking behaviors.

Simmons' (2002) work on hidden aggression in girls seems to indicate that girls master these subtle tactics earlier than boys. Societal rules excuse physical aggression in young boys ("boys will be boys"), but girls are denied access to such expression. Without the physical option, girls learn more sophisticated, underground behaviors to torment the objects of their aggression. Simmons states, "girls use backbiting, exclusion, rumors, name-calling, and manipulation to inflict psychological pain on targeted victims" (p.3).

Like the girls in Simmons' (2002) study, the workplace bully uses manipulative behaviors that preserve or elevate the bully's status while aiming to destroy the chosen target (Davenport et al., 1999). Keashly and Jagatic (2003) report that "most hostile behavior in the workplace is verbal, indirect and passive" (p.35), and they provide a chart of example behaviors cited in other literature. These behaviors include but are not limited to name calling, belittling, false accusations, rumor spreading, ignoring memos or messages, deliberate exclusion, assigning work overload or taking away meaningful work, turning others against the target, public criticism, interrupting, silent treatment,

withholding information or resources and imposing unreasonable deadlines (Keashly & Jagatic, 2003).

Leymann (1993) developed a list of 45 behaviors in five categories (See Table 2) that may be exhibited by workplace bullies. Davenport (2002) provides an English translation and summary of Leymann's 1993 work, originally published in German (Leymann, 1993 in Davenport et al., 2002). Any one of the behaviors on the list seems minor if considered as a single incident, but when they occur repeatedly over time they have significant negative effects (Davenport et al., 2002; Einarsen et al., 2003).

Rayner and Hoel (1997) categorize adult workplace bullying into the following categories: "threat to professional status, threat to personal standing, isolation, overwork, and destabilization" (p. 183) and provide behavior examples for each category. For example, destabilization could include "failure to give credit when due, meaningless tasks, removal of responsibility, repeated reminders of blunders, setting up to fail" (p. 183).

The literature reveals a great deal of crossover in the identified behaviors of workplace bullies, but again, definition is linked to manifestation, and there is no agreement on definition. Many of the items in more current literature are similar to those in Leymann's original typology.

Table 2

Leymann's Typology of Mobbing Behaviors (translated by and adapted from Davenport et al., 2002, pp. 36-37)

Category	Behaviors
1. Attacks on self-expression.	
	Superior restricts opportunities for you to express yourself.
	You are interrupted constantly.
	Colleagues restrict your opportunity to express yourself.
	You are yelled at and loudly scolded.
	Your work is constantly criticized.
	There is constant criticism about your private life.
	You are terrorized on the telephone.
	Oral threats are made.
	Written threats are sent.
	Contact is denied through looks or gestures.
	Contact is denied through innuendos.
2. Attacks on social relations.	
	People do not speak with you anymore.
	You cannot talk to anyone, i.e. access to others is denied.
	You are put into a workspace that is isolated from others.
	Colleagues are forbidden to talk with you.
	You are treated as if you are invisible.
3. Attacks on reputation.	
	People talk badly behind your back.
	Unfounded rumors are circulated.
	You are ridiculed.
	You are treated as if you are mentally ill.
	You are forced to undergo a psychiatric evaluation.
	A handicap is ridiculed.
	People imitate your gestures, walk, voice to ridicule you.
	Your political or religious beliefs are ridiculed.
	Your private life is ridiculed.
	You are forced to do a job that affects your self-esteem.

Table 2 (continued)

Leymann's Typology of Mobbing Behaviors (translated by and adapted from Davenport et al., 2002, pp. 36-37)

Category	Behaviors
	Your efforts are judged in a wrong and demeaning way.
	Your decisions are always questioned.
	You are called demeaning names.
	Sexual innuendos.
4. Attacks on quality of professional and personal life.	
	There are no special tasks for you.
	Supervisors take away assignments.
	You are given meaningless jobs to carry out.
	You are given tasks that are below your qualifications.
	You are continuously given new tasks.
	You are given tasks that affect your self-esteem.
	You are given tasks that are way beyond your qualifications, in order to discredit you.
	Causing general damages that create financial costs to you.
	Damaging your home or workplace.
5. Attacks on health.	
	You are forced to do a physically strenuous job.
	Threats of physical violence are made.
	Light violence is used to threaten you.
	Physical abuse.
	Outright sexual harassment.

Antecedents

Literature on the causes or antecedents of bullying falls into three thematic categories: bully characteristics, target characteristics and organizational characteristics. The following sections review the literature on each of these perspectives.

The bully profile. Bullies can be a single person, a group of people, or even an organization. The profile of a typical bully as an individual depends on one's perspective. McCarthy (2003) states, "bullies can be depicted as sadists, psychopaths and sociopaths at one end of a continuum, and as authoritarian, greedy, manipulative, lacking people skills, or just unaware they are bullying, towards the other" (p. 232). Indeed, all of these perspectives are found in the scholarly and popular literature.

Researchers generally agree that the typical bully is more likely to be male and in a superior hierarchical position (Zapf & Einarsen, 2003). Most bullying accounts come from the targets, who generally blame the behavior on the bully's individual attributes instead of on organizational attributes, but personal characteristics of bullies are difficult to assess. Zapf and Einarsen (2003) conclude that bullies fall into three categories: those with threatened self-esteem, lack of social skills, or politically-motivated behavior.

A study on aggression supports Zapf and Einarsen's (2003) first category of threatened self-esteem (Baumeister, Smart & Boden, 1996). This study reveals that aggression is related to high self-esteem rather than low self-esteem. Aggression occurs when the high self-esteem relies on outside validation that is threatened in some way.

For example, if an employee's feelings about himself are threatened by someone who is more competent, he may respond with aggressive bullying behaviors (Björkqvist et al., 1994).

Zapf and Einarsen's (2003) second category is lack of social skills and refers to the accidental or thoughtless bullies. Leymann (1993) provides evidence of this type of perpetrator, citing the bullies' ignorance of the consequences of their behaviors.

In the organizational politics category, bullies behave within an organizational context and may need to engage in coalition-building and competition-eliminating in order to get ahead (Zapf & Einarsen, 2003). Brodsky (1976) earlier discussed this category, claiming that predisposing personal characteristics will not lead to bullying unless the person is in an organization that permits such behavior.

It is apparent that the literature does not reflect one profile of people who engage in workplace bullying. Zapf and Einarsen (2003) conclude, "it is highly unlikely that a single personality profile would be common to all bullies" (p. 172).

The target profile. Like the bully, the typical bullying target has many faces. Niedl(1996) contends that targets are only bullied if they are dependent in some way (socially, psychologically, physically) and thus unable to defend themselves. One study reports an association between being a target of bullying as a child, and becoming a target in the workplace (Smith, Singer, Hoel & Cooper, 2003). Zapf and Einarsen (2003)

provide three groups of target profiles: those who are socially exposed for some reason, those who are socially incompetent and those who do not fit the group norms.

Leymann's (1993) findings support Zapf and Einarsen's (2003) social exposure category. For example, Leymann found that those in the gender minority are at greater risk of being bullied. In fact, any obvious difference makes the person a more likely target (Zapf, 1999).

Social incompetence is often cited as a reason why certain employees are targeted. The target of workplace bullying is more likely to be unassertive (Zapf, 1999), to have low self-esteem (Vartia, 1996) and high anxiety (Coyne, Seigne & Randall, 2000).

The third category of targets, those in conflict with group norms, is composed of overachievers and highly competent employees (Zapf & Einarsen, 2003). These people work better, faster and on time and are highly annoying to others (Brodsky, 1976; Coyne et al., 2000; Zapf, 1999; Zapf & Einarsen, 2003).

The organizational profile. In addition to the bully and target profiles, researchers examine the organizational characteristics associated with bullying. The typical workplace is increasingly competitive with fewer workers pressured to do more work (Cooper, 1999; Sheehan, 1999). Organizational pressures may be contributing factors to workplace bullying (Einarsen et al., 1994). A number of authors look at specific features of an organization as predictors of bullying (Einarsen et al., 1994; Lewis, 1999; Salin, 2003; Vartia, 1996; Zapf, 1999).

In some cases, the organization itself is seen as the bully, in place of individual perpetrators. Organizations serve as perpetrators when they operate from a cogs-in-the-wheel perspective, and treat individuals as if they do not matter. Liefooghe and Mackenzie Davey (2001) studied employees in such an organization and found that the targets blamed bullying on the organization's culture, rigidity and lack of regard for individuals. For example, organizational rules placing employees under constant surveillance and demanding accountability for every minute of their time is a type of bullying attributable to the organization itself instead of any particular individual.

A Canadian study looks at organizational characteristics in terms of an organizational response typology (Ferris, 2004). The author offers three categories of organizational response: see no evil, hear no evil, speak no evil. Organizational characteristics are grouped according to their typical responses to allegations of workplace bullying. See-no-evil organizations normalize bullying as part of the culture; they tend to be private, for-profit companies in competitive industries, often experiencing change. Hear-no-evil organizations tend to blame the target's personal characteristics; they tend to be large, public, bureaucratic and rule-oriented. Speak-no-evil organizations do not tolerate bullying behavior; this group consists of those likely to have been through an expensive lawsuit related to bullying.

Salin (2003) offers a model of organizational antecedents categorized as enabling structures and processes, motivating structures and processes, and precipitating processes. Enabling structures are those that make bullying possible in the organization by, for

example, supporting a bully's perception that there are no negative consequences for him or her. Motivating structures include internal competition, such as a zero-sum environment in which one person's success means another person's failure. Precipitating processes are triggering events, such as organizational restructuring.

Effects of Workplace Bullying

A great deal of the workplace-bullying research focuses on the effects experienced by individuals, organizations or both. Scholars agree that workplace bullying has negative effects for an organization and its employees. Workplace bullying is a "more crippling and devastating problem for employees than all other kinds of work-related stress put together" (Zapf et al., in Einarsen et al., 2003, p. 3).

Individual effects. The individual effects of bullying persist long beyond the bullying itself. Not only is the target affected, perhaps for life, but those who witness bullying of others also experience negative effects. The negative effects could include health problems, relationship problems and career problems.

Health effects. Negative health effects of workplace bullying are well documented in the literature. Damage to mental health includes depression, post-traumatic stress disorder, psychological stress, anxiety, sleep disorders, low self-esteem and suicidal thoughts. Physical health effects include nausea, vomiting, migraines,

cardiovascular problems, musculoskeletal pain, high blood pressure, substance abuse, ulcers and more.

In Vickers' (2004) introduction to a journal's special issue dedicated to the traumatized worker, she likens workplace bullying to torture, comparing characteristics of the two phenomena and concluding that they are the same process. From this perspective, it is easy to understand the resulting physical and emotional trauma suffered by workplace- bullying targets.

Depression among bullying targets is noted as a mental health consequence in the literature (Arehart-Treichel, 2006; Björkqvist et al., 1994; Cortina, Magley, Hunter Williams & Day Langhout, 2001; Davenport et al., 2002; Glendinning, 2001; Kivimäki et al., 2003; MacIntosh, 2005; Niedhammer, David & Degioanni, 2006; Niedl, 1996; Zapf & Einarsen, 2001). In some cases, the depression is so severe that it leads to suicidal thoughts or suicide (Leymann, 1992b in Rayner & Hoel, 1997). Niedhammer et al. (2006) find that even the witnesses of bullying exhibit significant symptoms of depression.

Post-traumatic stress disorder (PTSD) symptoms are higher in targets of workplace bullying than in the general population. Matthiesen and Einarsen (2004) find a strong correlation between PTSD symptoms and negative affectivity in workplace-bullying targets, suggesting that personality characteristics may make some employees more vulnerable to bullying. Their findings of increased PTSD symptoms in bullying targets are consistent with those of Leymann and Gustaffson (1996) and Mikkelsen and Einarsen (2002a).

Many bullying targets experience severe psychological stress (Arehart-Treichel, 2006). Quine (2003) surveyed 1,000 junior doctors and found significant psychological stress related to workplace bullying. In their study of workplace incivility, Cortina et al. (2001) note greater psychological distress among bullying targets. MacIntosh (2005) studied the effects of being bullied in a rural workplace and found increased fear, lack of hope and greater psychological stress in those who were bullied.

Anxiety is increased in those who experience workplace bullying (Arehart-Treichel, 2006; Hoel et al., 1999; Niedl, 1996). Sleep disorders (Arehart-Treichel, 2006) and diminished self-esteem (Liefooghe & Mackenzie Davey, 2001; MacIntosh, 2005; Mikkelsen & Einarsen, 2002a; 2002b) are also reported as effects experienced by targets. It is well known that severe stress can lead to cardiovascular problems. Two studies specifically investigate the link between workplace-bullying stress and cardiovascular disease (Kivimäki et al., 2003; Malinauskienë, Obelenis & Ðopagienë, 2005). Both studies found a strong association between being a bullying target and having cardiovascular problems. Workplace bullying is a contributor to musculoskeletal problems in bully targets (Hoel et al., 1999; Niedl, 1996). Niedl (1996) also notes irritation and psychosomatic complaints as significantly higher in the bullied population.

While many researchers discuss the health effects of being bullied, some are careful to note correlations versus causation. Hoel et al. (1999) report that health effects may not all be direct results of bullying; in some cases, people with health problems may simply be more susceptible to bullying.

Relationship effects. As a bullied employee's stress increases and physical and mental health deteriorates, it is understandable that personal relationships begin to suffer. As anger, irritability or depression set in, it is difficult for those around the target to remain understanding and sympathetic. Leymann (1993) discusses the spillover effect of workplace bullying, as families and others not in the target's workplace are affected.

Tepper (2000) finds that those who endure abusive supervision at work have greater family conflict. Notably, he also finds that the conflicts at home are even more pronounced in those with less job mobility.

MacIntosh (2005) notes some interesting personal-relationship problems in her study of rural workplaces. Bully targets reported having no social support and stated that they could not talk to their life partners because they feared further misunderstanding and further isolation. Three of MacIntosh's (2005) study participants reported becoming aggressive at home after being bullied at work.

Career and financial effects. Workplace-bullying targets are often set up to have job, career and financial problems. As discussed earlier, bullies may sabotage an employee by preventing him or her from obtaining the resources or information needed to do the job. The targets are then blamed for poor performance, while stress mounts, and performance deteriorates further (Einarsen, 2000).

A bullying environment negatively affects creativity (Barling et al., 2001; Zapf, 1999) which in turn negatively affects the target's performance. While the bullies are busy making sure the target is not able to perform up to par, the target's physical and psychological health are affected, and job performance is again negatively affected (Barling et al., 2001; Einarsen, 2000).

Studies show an increase in sick-leave usage among bullied targets (Kivimäki et al., 2003; Sheehan, 1999; Tepper, 2000), which puts some employees at risk in terms of job security or promotion. Some targets eventually leave the workplace voluntarily, losing income and the confidence needed to find another job (MacIntosh, 2005). Some are never able to re-enter the workforce (Leymann, 1996). Other targets are fired, losing income, confidence and references for a job search.

Some targets seek counseling to deal with the effects of bullying, either while they are still in the job or after they leave (MacIntosh, 2005; Sheehan, 1999). Others seek legal redress (Sheehan, 1999; Sofield & Salmond, 2003), credit counseling or bankruptcy following loss of a job in which they were bullied (MacIntosh, 2005). Such expenses put financial stress on bullying targets (MacIntosh, 2005; Sheehan, 1999). Targets who feel forced to leave a job fear being unable to find another job in their discipline or geographic area because of ruined reputations or the appearance of changing jobs too often (MacIntosh, 2005).

Organizational effects. If people think about the consequences of bullying, they most likely think about the consequences for the target, or perhaps for the bully who was

caught. The literature on workplace bullying exposes another category of consequences: the organizational effects. These consequences are the negative effects experienced by an organization in which workplace bullying occurs.

Rayner and Cooper (1997) describe the effects of workplace bullying as too costly to ignore. The authors cite the high cost of litigation, employee turnover, poor performance resulting from stress and difficulty recruiting new employees as reasons why organizations should stand up and take notice of the issue.

Johnson and Indvik (2001) discuss the organizational costs of workplace incivility, including a decrease in employee loyalty, litigation costs, legally awarded damages, turnover, absenteeism and the potential for escalation into violence. Glendinning (2001) discusses the cost of decreased productivity as a result of workplace bullying in American workplaces. Glendinning also points out that organizations allowing workplace bullying effectively engage in "a process of adverse selection in which the best and brightest may be let go at the expense of the most aggressive and uncivil" (p.276). Loss of creativity and increased sick time usage are mentioned above as individual effects of bullying; these are also organizational costs.

Workplace Bullying and the Law

In order for targets of workplace harassment to seek legal resolution of their bullying experiences, they must have some legal framework within which to make a claim. Workplace bullying is not against the law in the U.S., unless it is based on

membership in a protected group, but advocacy groups have tried to pass legislation (Yamada, 2000) for status-blind protection of employees since 2003. Anti-bullying laws have been established in several other countries. In places where there is no protection from workplace bullies, however, some abused employees are winning lawsuits pursued through related legislation.

International legislation. The concept of workplace bullying was first identified outside of the United States, so it is not surprising that legislation addressing the workplace-bullying issue first emerged abroad. Sweden was first in 1993, when its National Board of Occupational Safety and Health enacted the Victimisation at Work ordinance, which covers several types of victimization including bullying and sexual harassment (Yamada, 2003).

France enacted an anti-mobbing law in January 2002 (Social Modernisation Law" 2002). Ireland (Safety Health and Welfare Act, 2005), Belgium (Soares, 2006) and the UK (Protection from Harassment Act, 1997) have anti-mobbing legislation in place. Spain considers certain harassing behaviors illegal under their workers' statute, but has not enacted a specific workplace-bullying law (Spain Worker Statute, n.d.).

Australia protects workplace-bullying targets in Queensland (Workplace Health and Safety Act, 1995), and South Australia ("ndex of South Australian Legislation, 2005). New proposed legislation from Safe Work Australia would apply across all of Australia

(Work Health and Safety Codes of Practice, 2011). Colombia's anti-bullying law went into effect in 2006 (Davenport, n.d.).

In North America, Canada leads the charge on making workplace bullying illegal. Quebec passed the first North American law against bullying in 2004 ("Labour Standards Law", 2004). Quebec's Office of Labour Standards (2006) focuses on prevention of bullying and offers free handbooks and other resources as downloads from their website. Saskatchewan (Occupational Health and Safety Act, 2007), Ontario (Occupational Health and Safety Act, 2010) and Manitoba (Workplace Safety and Health Act, 2010) amended earlier legislation to make psychological abuse and bullying illegal.

United States legislation. Workplace-bullying awareness and efforts to pass legislation in the U.S. gained momentum largely through the work of activists Gary and Ruth Namie, who founded the Workplace Bullying & Trauma Institute in 2002 (Namie & Namie, 2002). The Namies maintain a website for grassroots organizers lobbying for state legislation in the U.S. (Namie & Namie, 2011).

David Yamada, an attorney specializing in labor law, wrote the first proposed U.S. legislation addressing workplace bullying: the Healthy Workplace Bill (Yamada, 2003; Duncan, 2006). Through the Namies' advocacy organization efforts, Yamada's Healthy Workplace Bill (or a similar version) has been introduced in 21 states (Namie & Namie, 2011).

In 2003, California became the first state to introduce the Healthy Workplace Bill, but no legislation was enacted (Yamada, 2003). In subsequent years, Connecticut, Hawaii, Kansas, Missouri, Montana, New Hampshire, Oklahoma, Oregon, and Wisconsin introduced similar legislation without success (Healthy Workplace Campaign, 2011; Yamada, 2003).

As of May 2011, active anti-bullying legislation was being considered in Illinois, Maryland, Massachusetts, Minnesota, Nevada, New Jersey, New York, Utah, Vermont, Washington, and West Virginia (Namie & Namie, 2011).

Related United States legislation. When harassed workers seek justice and compensation, many find that workplace bullying is not illegal in their state, province or country. Bullying is not even against company policy in most organizations. In the absence of an anti-bullying law, victims sometimes resort to claims under related legislation.

Related legislation may include laws relating to discrimination (Civil Rights Act, Age Discrimination Act, Sex Discrimination Act, Americans with Disabilities Act), injury (common-law tort theories such as intentional infliction of emotional distress) or safety (Occupational Safety and Health Act). Yamada (2000) argues that these laws are notadequate to address workplace-bullying issues.

Workplace bullying is emerging as a topic of interest for many researchers. Few studies examine one work sector exclusively. The following section reviews the literature related to workplace bullying in higher-education institutions.

Workplace Bullying in Higher Education

Workplace bullying in higher education settings has received little attention in scholarly journals. A review of workplace-bullying literature produces a handful of studies specific to higher education workplaces with only one study in the United States. Björkqvist et al. (1994) speculate that the limited number of studies on workplace bullying in the U.S. in general indicates that the issue is still "taboo" in America, just as school bullying was "taboo" a few decades ago.

One Canadian scholar has produced a series of books (Westhues, 1998, 2004, 2005a, 2005b, 2006) about faculty mobbing in higher education, primarily based on case studies of faculty from around the world. Salin (2004) states "…bullying is a widespread problem among professionals and that a high education does not provide a shield against negative behaviors" (p. 5). The indication that education does not protect employees from being targeted is relevant in higher education workplaces where highly educated faculty members may believe they are too competent to become victims (Lewis, 2004).

The first workplace-bullying study to focus on a university setting was conducted in Finland and included surveys and interviews across all job categories at a private university (Björkqvist et al., 1994). Results of the study are consistent with findings in

other workplaces in terms of the role of gender and hierarchical position, the negative health effects experienced by targets and the perceived reasons for bullying. This study did not include organizational antecedents. Results of the study that are unique to the higher education setting include the comparison of harassment experiences across typical university job categories. The authors find that bullying occurs across all categories, and that employees in the administration and service category experienced much higher levels of bullying than those in research and teaching. The Finnish study also finds that bullies are typically but not necessarily in a superior hierarchical position, and common perceived reasons for bullying are envy and competition.

The first related U.S. study took place at the University of Washington, a public research institution (Price-Spratlen, 1995). Like the Finnish study, this one took place in a higher education institution and did not explore organizational antecedents. Surveys administered to a random sample of university employees across all categories of employment revealed that 23 percent of respondents met the author's criteria for experiencing workplace bullying. Employees in all categories experienced bullying, with professional staff reporting the highest rates and faculty reporting the lowest rates. One difference between the U.S. and Finnish studies is that the American study showed no significant difference related to gender, with the exception of professional staff.

A study of 32 further and higher education institutions in Wales reveals that 18 percent of respondents believe they are bullying targets (Lewis, 1999). It is important to note that the Welsh further and higher education system went through a radical change in

1992, creating a corporate style of education delivery and renaming chancellors as CEOs (Lewis, 1999). This change resulted in a competitive business model in which some academics claim bullying is perceived as "tough management" (Lewis, 2004, p. 281).

In the Welsh study, Lewis (1999) used a triangulation method, using interviews with key informants, surveys of employees, and in-depth interviews with targets. Respondents cited poorly trained management and a power imbalance between managers and lecturers as top reasons for bullying in their institutions. Other reasons cited include short-term contracts and job insecurity, particularly among younger respondents and union officials. While this study took place in a higher education context, the new Welsh education system involves a dramatically different organizational context than that of U.S. higher education.

Another Welsh study looks specifically at the role of shame in college and university lecturers who experienced workplace bullying (Lewis, 2004). This study involved in-depth interviews with 15 further or higher education employees and provides a rich description of perceptions unique to academics. Respondents in this study resisted the term "bullying" because they perceived themselves as educated, professional and supposedly incapable of being victims.

Shame and humiliation were common outcomes for targets. An interesting contradiction is that the respondents resist the victim label, yet seek comfort from colleagues because union or human resources personnel are perceived as unable to understand the experience. This study has implications for studies in higher education

institutions. If faculty members have difficulty with the words "bully" and "victim," then their responses on workplace-bullying surveys may be affected. Inclusion of qualitative methods may help researchers get a richer perspective of workplace bullying in the lives of faculty members.

The only study to date focusing exclusively on the gendered nature of bullying in higher education institutions took place in the UK (Simpson & Cohen, 2004). Surveys of 378 employees and follow up interviews with five employees of a UK university revealed gender differences in terms of the scale of bullying, the perceptions of bullying and the response to bullying. This study is discussed in greater detail later in this paper.

Some studies compare workplace bullying across employment sectors. Einarsen & Skogstad (1996) completed a study comparing 12 different work environments in Norway, including a university environment. The authors found significant age differences. Older employees were bullied at a much higher rate than younger ones in all sectors except the university setting, where those over age 50 are much less likely to be targets. One difficulty in applying these results to a university setting is that most reported results are for all sectors combined, versus individual sectors.

The gender differences reported in the Norwegian study of employment sectors are noteworthy (Einarsen & Skogstad, 1996). The authors find no overall difference between men and women in overall rates of having been bullied, but they report much higher rates of bullying in male-dominated versus female-dominated organizations. Large organizations also had a higher frequency of bullying than small organizations.

These findings may have implications in a large university setting or in departments dominated by one gender.

Leymann (1996) also looked across work sectors in his analysis of about 800 case studies. He describes an "almost stereotypical pattern" (p. 177) in all of the case studies. Poor organization of work was apparent in all work sectors where bullying was a problem. Leymann notes universities and other academic settings were poorly organized, management was helpless or uninterested and mobbing targets from these settings were overrepresented in the study. As in the Einarsen and Skogstad (1996) study, most of Leymann's findings on the university sector are not separated from the total data.

In the literature on workplace bullying in higher education, it is clear that there are many more questions than answers about bullying in this environment. No two studies reviewed used the same measurement instruments, and no two studies used the same sampling method. No two studies found the same reasons for bullying in the studied environment. No study looked at predisposing organizational factors in higher education.

There seems to be agreement in the few studies that examine relative positions of the bully and target. Most bullies are in hierarchically superior positions, but bullying can happen between co-workers and can come from subordinates. There is an indication in most studies that gender plays a role in university workplace bullying; females are targets more often than males, but both genders share the bully role. See Table 3 for a summary comparison of higher education studies.

Table 3

Comparison of University Workplace-Bullying Studies

Study Details	Method	Sample	N	Perceived Reasons	Gender of Target	Bully Position
Björkqvist et al. Abo Akademi University (Finland)	Work Harassment Scale SCL 90 Hostility & Guilt Inventory	all employees in 3 job categories	338	envy competition gender	55% female 30% male	55% superior 32% equal 12% subord.
	Interviews	severe victims	19		(no difference in bully gender)	
Price Spratlen University of Washington (U.S.)	44-Item Survey	random from all employees	806	not included	26% female 19% male (no difference in bully gender)	48% superior 31% equal 8% subord. 13% other
Lewis 32 Institutions (Wales)	Interviews	key informants	20	poorly-trained managers	more prevalent than sexual harassment or sex discrimination	not included
	Survey	lecturers	415	power imbalance		
	Interviews	severe victims		job insecurity		

Table 3 (continued)

Comparison of University Workplace-Bullying Studies

Study Details	Method	Sample	N	Perceived Reasons	Gender of Target	Bully Position
Lewis All Institutions (Wales)	Interviews	self-selected targets (lecturers)	15	not included	13/15 self-selected targets female	superior & equal
Simpson & Cohen	Surveys	all 1900 employees	378	new employee	29% female 20% male	80% superior 20% equal
1 University (UK)	Interviews	personal contacts	5	alone in personal life	more females perceive	80% superior 20% equal
				probation		
				behavior as		
		illness		threatening		
				dept. pressures	more females report bullying	
Einarsen & Skogstad 12 Work Sectors (Norway)	Surveys	all employees 12 sectors (one sector is a university)	1470	large organization	more male bullies bullying rates > in male-dominated sectors	54% superior 54% equal 15% inferior (some have >1)

Westhues, a Canadian sociologist, focuses on the envy aspects of workplace bullying in a collection of five books on faculty mobbing (1998, 2004, 2005a, 2005b, 2006). Westhues wrote his first book as a tongue-in-cheek manual for administrators who want to get rid of faculty members while he was in a personal dispute at his own university (Westhues, 1998). After publication of the book, an invitation for others to tell their stories led faculty members from around the world to relate their own faculty mobbing stories (Westhues, 2004). Selections of those submitted stories are published in a volume edited by Westhues (2004).

Westhues continues his exploration of faculty mobbing in a book detailing one case of faculty mobbing and comparing it to 50 other cases, in addition to providing a conceptual framework and critical commentaries by other scholars (Westhues, 2005a). Westhues' two other books on the topic focus on preventing, addressing and coping with workplace bullying (Westhues 2005b, 2006). Westhues' approach to studying faculty mobbing is valuable in its rich, detailed accounts of the target experience in a university setting. He is careful to state that not all targets are wholly innocent but condemns the mobbing methods that damage health, relationships and careers. His books provide narrative descriptions and conclusions. Westhues helps the reader understand the culture of higher education settings and how organizational contexts can lead to disaster for a competent scholar.

The timeframe for research on workplace bullying is relatively short, with most U.S. research occurring in the last decade. The few studies focusing on higher education

workplaces do not include consideration of organizational factors unique to this context. The following section explores organizational factors that are specific to higher education workplaces.

Organizational Factors in Higher Education

"Academe is the perfect petri dish for the culture of mobbing." – Kenneth Westhues

Current literature on workplace bullying is clustered around themes such as individual and organizational antecedents. While some studies of workplace bullying have been conducted in higher education settings, none of the studies exclusively involves a higher education institution and organizational characteristics unique to that sector. This lack is perhaps explained by the relative newness of the topic to the research community, particularly in the U.S.

Predisposing Characteristics of Higher Education Institutions

Leymann's (1990) investigation of organizational risk factors for workplace bullying identifies an authoritarian atmosphere, insecure leadership and strict hierarchical structure as predisposing factors. Einarsen and Skogstad (1996) also found that large and hierarchical organizations are at greater risk of workplace bullying. Higher education institutions in the U.S. can easily meet some or all of these criteria.

Leymann (1996) discusses the findings of about 800 case studies across various work sectors. He points out that employees from universities are overrepresented in the

group of mobbing targets he examined. Leymann cites "poor organizational conditions" (p.177) as a factor contributing to the mobbing rate in universities and other overrepresented sectors in his study. Some of the poor conditions Leymann notes are poor management, poorly organized work and role conflict.

In a Finnish study of university employees, envy and competition are cited as perceived reasons for bullying (Björkqvist et al., 1994). Vartia (1996) and Zapf (1999) also cite envy and competition as commonly perceived reasons for bullying, as does Westhues (2004) in his collection of university mobbing stories. Although envy and competition are individual antecedents, it is not unreasonable to conclude that university culture is particularly prone to these antecedents. Faculty members, particularly those involved in research, are often in competition for coveted positions, funding, status and power.

Westhues describes the world of higher education as having the perfect climate for group bullying of colleagues (Westhues, 2004). While Westhues acknowledges the role that individual qualities play in mobbing situations, he contends that organizational characteristics play a greater role. Westhues cites higher education's organizational factors of high job security, subjective performance measures and conflicting goals, as reasons mobbing is so prominent in this sector.

Westhues, like Leymann, likens faculty mobbing behavior to animal herd behavior and suggests that faculty members believe they are immune from groupthink. He bases his views on personal experience and reported experiences from faculty

members around the world. Westhues points out the unique and complex nature of a university workplace:

> Unlike a workplace geared to routine production of some good or service, a university is a complex maze of overlapping rules, purposes, positions, committees, and codes. The mechanisms by which targets are put down are correspondingly complex. Academic mobbings typically show a lot of ingenuity (p. vi).

Physical environmental factors contributing to workplace bullying include "poor air quality, high noise levels, crowding, poor lighting, uncomfortably high or low temperatures, and high humidity" (Neuman & Baron, 1998, p. 408). Continually decreasing funding for higher education makes these physical environmental factors a reality on many campuses. Most studies of organizational factors contributing to bullying focus on characteristics of the work environment that facilitate individual bullying. Liefooghe and Mackenzie Davy (2001) take a different approach, describing the organization itself as the bully. Organizational practices instead of individual behavior are seen as the real bullies in a workplace.

Academic Freedom and Tenure

Academic freedom protects college and university faculty members from censorship based on ideology (American Association of University Professors, 2006). This freedom allows professors to facilitate exploration of multiple perspectives with

their students. It is an essential ingredient for the creation and expansion of knowledge. The notion of academic freedom is relevant to studies of higher education workplace bullying, because it can be seen as an umbrella under which bullies seek refuge and support.

Like academic freedom, tenure in higher education is designed to protect those who may teach perspectives differing from the ideology of the day. If those in power disagree with the teachings of those in the classroom, tenure protects the continued employment of the dissenter. Tenure is relevant in discussions of workplace bullying in higher education for several reasons. First, the tenured bully may feel protected in saying or doing whatever he pleases to his target, knowing it is very difficult to fire a tenured professor. Second, the tenured target who wants to keep her coveted position may be hesitant to report bullying for fear of retaliation and ostracism by the workgroup. Third, the non-tenured target may be reluctant to report a bully, having little job security and fearing retaliation and termination, especially if the bully has tenure.

None of the studies on workplace bullying looks specifically at the issues of academic freedom and tenure in a university setting. While some studies suggest that specific organizational settings need to be considered in future research, there have been very few studies of colleges and universities as workplaces. Academic freedom and tenure may be pieces of the academic organizational structure that affect how people interact with one another. More research needs to be done in higher education institutions taking unique organizational structures such as these into consideration.

Four Example Studies

The following studies fall under the organizational antecedent framework with the exception of study four, which examines gender role. The first study (Einarsen et al., 1994) explored the relationship between the work environment and workplace bullying in Norway.

The second study (Vartia, 1996) examined the association between organizational characteristics and workplace bullying in Finland. Next, Salin's (2003) review of previous studies resulted in a model of enablers, motivators and triggers for workplace bullying. And finally, Simpson and Cohen's (2004) study assesses how gender is related to workplace bullying in a university setting.

Work Environment Quality in Norway

Einarsen et al. (1994) measured seven characteristics of work environments and found all of them significantly correlated with workplace bullying. The seven characteristics compared to the occurrence of bullying were social climate, leadership, work control, workload, role conflict, role ambiguity and challenge. Low satisfaction with the environmental factors correlated with high bullying rates. For example, low satisfaction with leadership is connected to high rates of bullying.

This study used a paper questionnaire mailed to members of six labor unions and the Norwegian Employer's Federation. The questionnaire included items on demographics, health, psychology, bullying, and work environment. The Bergen area

unions represented teachers, hospitality workers, trade and commerce workers, electricians, graphics workers and city employees. Data were compared between the seven worker groups. The gender ratio was fairly balanced with 52.6 percent being male and 47.4 percent female. Respondents ranged in age from 17 years to 70 years old; most were full-time employees in private organizations. About 20 percent of the respondents work in large (defined as more than 100 employees) organizations.

Results from 2215 questionnaires were analyzed, and respondents were grouped into four subgroups based on their bullying experiences. The non-observer group included those who did not experience bullying in the workplace as victims or observers. The observer group included those who witnessed bullying but were not targets themselves. Those who were targets but not witnesses were labeled the victim group, and those who were both targets and witnesses were labeled the victims/observers group. Data were compared between the four bullying experience groups.

Data analysis indicated no significant difference between male and female respondents' bullying experiences. There were differences, however, between the worker groups. Teachers and the employer representatives group reported the lowest bullying scores while the graphics and hospitality workers reported the highest bullying levels.

The work environment factors most closely associated with bullying varied between the groups as well. Dissatisfaction with leadership, work control, role conflict and social climate had the greatest correlation with bullying in the total group. Ratings of

these four work environment factors by the bullying experience groups are illustrated in Figure 1.

It is apparent in Figure 1 that the four bullying experience groups rated their dissatisfaction with their work environments in a consistent pattern. The non-observers, people who perceive no bullying in the workplace, consistently rated their work environments higher than all of the other groups. The observers, people who only witnessed bullying, rated the work environments lower than the non-observers, and the victims rated each environment even lower. The lowest work environment ratings come from the victims/observers group. These people experienced the greatest level of bullying since they were both targets and witnesses.

Role conflict is clearly the greatest predictor of bullying in this study. Role conflict refers to the degree to which an employee receives contradictory demands, expectations, obligations, and information. Einarsen et al. discuss why role conflict is so closely related to bullying. It may be that it causes anger and latent hostility, or that the conflicting demands are seen as part of the bullying process. It may also be that bullying happens in retaliation for refusal to perform certain tasks if they contradict other expectations. Whatever the reason, the strong correlation has implications for organizational leadership in terms of preventing and addressing bullying problems.

Leadership is the next greatest predictor of bullying in this study, although its importance varies between occupational groups. For example, electricians do not have a high correlation between leadership and bullying, but these workers rarely work with or

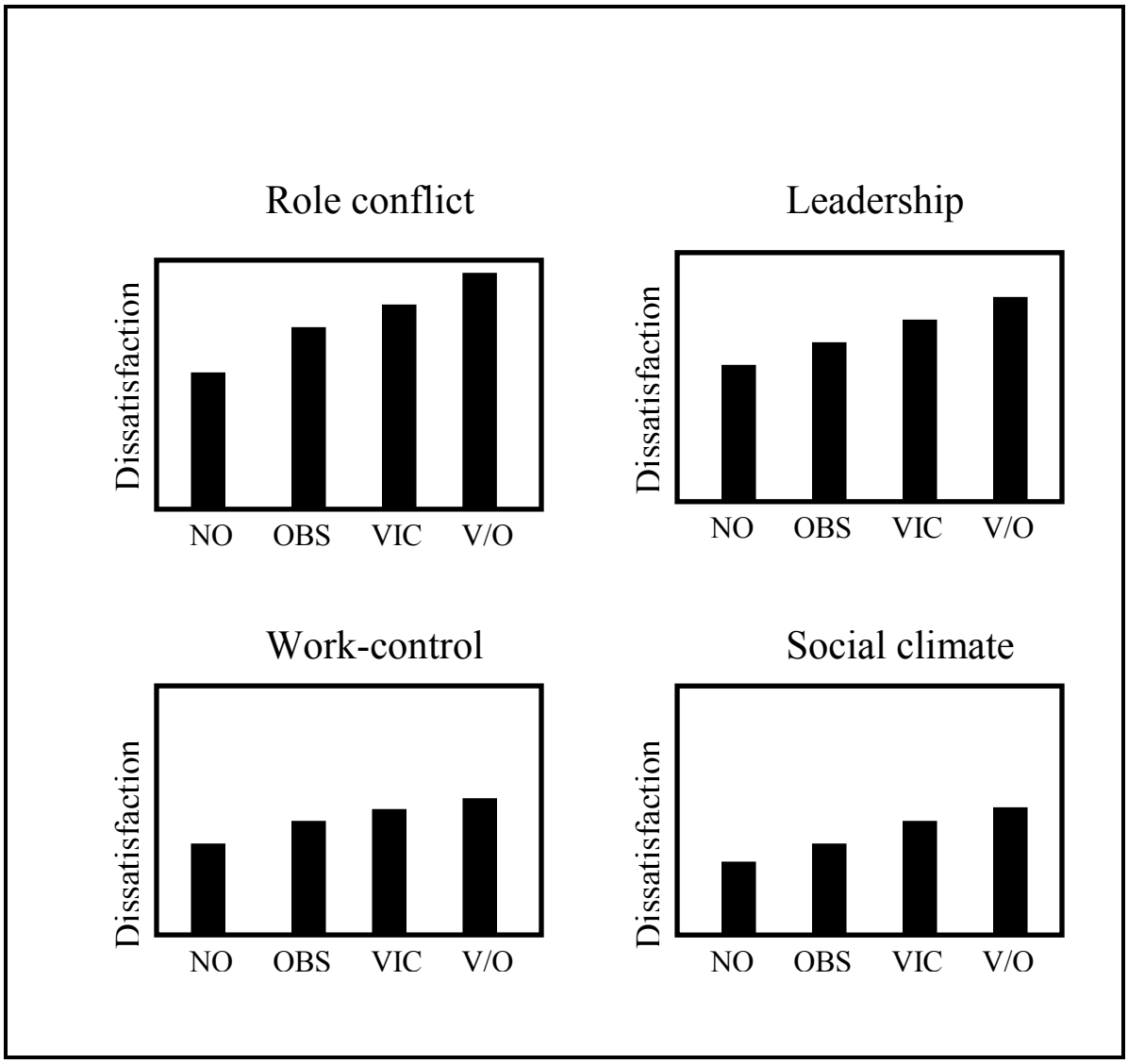


Figure 1. Scores on work environment characteristics in Norway. (Adapted from Einarsen et al., 1994, p. 394).

Legend

NO = non-observers
OBS = observers
VIC = victims
V/O = victims and observers
Note: A high score reflects high dissatisfaction.

see their supervisors. Graphical workers have leadership as the highest predictor of bullying; these employees work very closely with their supervisors, usually in small businesses.

The high overall correlation suggests that leadership is strongly related to workplace bullying. As Brodsky (1976) states, harassment can only exist where it is permitted and rewarded. This study finds that the type of organizational setting affects which work environment factors are most closely related to bullying, and so future research must take organizational setting into account.

It has been argued that the greater the level of bullying, the greater the negativity about the workplace, with an implied causality. One could also argue, however, that greater inherent negativity in the employees produces greater levels of bullying. It seems like a chicken and egg argument. Einarsen et al. (1994) suggest that their results may indicate the impact of a stressful work environment in two ways. First, the stressful work environment (as measured in their study) may elicit negativity, frustration and aggression that lead some people into bullying; this theory implicates the bully as the actor. Second, the stressful work environment may induce negativity and cause an employee to perform poorly, violate cultural norms and become less friendly, making that person a likely target for bullies. This theory implicates the target as the catalyst. Einarsen et al. propose future studies comparing bullies' perceptions to targets' perceptions. This approach seems problematic in terms of identifying the bullies unless they are specifically named.

Work Environment in Finland

Vartia (1996) studied organizational characteristics associate with bullying in a study of Finnish municipal workers. Office workers, food service workers and other municipal employees completed a revised version of Leymann's (1997) Inventory of Psychological Terrorization (LIPT). Questions from several other scales were incorporated to measure work climate, self-esteem, neuroticism and extroversion. The bullying criteria included repetition and duration of negative acts.

Vartia created the sample by including every 35th union member to create a list of 1577 employees. After two requests to complete the questionnaire and removal of unqualified respondents, 949 questionnaires were used in the study. The respondents were overwhelmingly female; the author notes that the male-to-female ratio in the study is the same as the ratio in the employee union.

Data were analyzed by comparing three groups of respondents: targets, witnesses and those who perceived no bullying in the workplace. Organizational factors associated with bullying include employees' perceptions about the culture of the organization. The top reasons cited for bullying were envy, competition, weak leadership and being different from the group. Bullying workplaces were perceived as "strained and competitive, with everybody pursuing their own interests" (p. 207) while workplaces where bullying was not perceived as an issue were described as "easy-going and pleasant" (p.208). Significant differences in the way conflicts are negotiated were noted between the three groups. Conflicts in bullying workplaces were usually settled through an

authoritarian process, while conflicts in non-bullying workplaces were discussed and negotiated.

Organizational climate factors correlating with bullying environments include a lack of influence over matters concerning one's own work, lack of information and lack of reciprocal communication about work. Vartia concludes, "the results concerning the communication climate demonstrate the importance of discussion, listening and tolerance" (p. 211).

Data were collected from witnesses as well as targets in this study, and both groups reported problems in the areas noted. This factor is important in terms of validating targets' perceptions and negating claims that the targets have some inherent characteristic (such as negativity) that influences their perceptions.

It is apparent that many of the factors associated with bullying environments in Vartia's study are related to leadership practices. This finding implies that some characteristics of the workplace associated with bullying are within the leaders' sphere of influence. Education and training of supervisors and leaders could help prevent organizational bullying in the first place.

A Model of Enablers, Motivators and Triggers

Salin (2003) groups organizational antecedents in three categories according to whether they enable, motivate or trigger bullying behavior (see Figure 2). Her proposed model is intended to explain workplace bullying from a management perspective, since

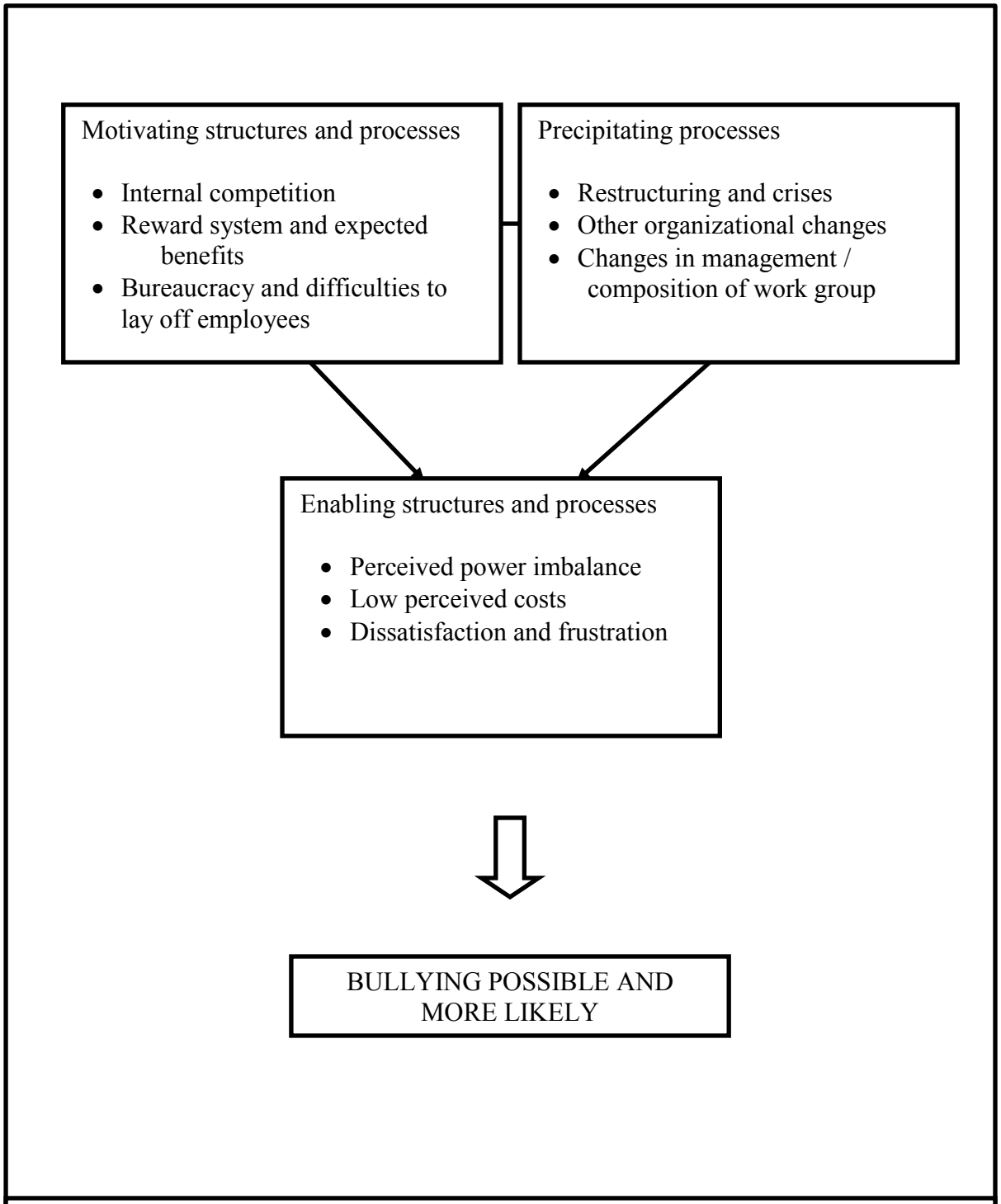


Figure 2. Structures and processes in the work environment that contribute to bullying.

(From Salin, 2003, p. 1218)

managers have more control over organizational structures and processes than they have over individuals. Her model could help organizational leaders create an environment minimizing structures and processes that encourage bullying.

Salin's description of organizational antecedents stems from a review of previous literature including two of her own studies. Her definition of bullying includes repetitious and persistent negative acts and a perceived power imbalance. Salin states that bullying is not explained by individual or organizational factors alone, but contends that knowledge of multiple explanations will help us to better understand the phenomenon.

Enabling structures and processes are those that must exist in order for bullying to happen in an organization. Brodsky's (1976) statement that harassment can only exist in a culture that permits harassment is in line with this group of antecedents. One such enabler is the perception that there is no price to pay for bullying.

Costs of bullying may be formal, such as reprimands or termination, or informal such as social ostracism. If bullies and their observers note that there are no negative consequences for bullying, the behavior is reinforced; the organization is one that enables such behavior. Other enabling factors are perceived power imbalances and dissatisfaction or frustration with the organizational climate.

Motivating structures and processes include "high internal competition, certain forms of reward systems and expected benefits for the perpetrator" (p. 1222). In this category, the bully's behavior may be rational given the circumstances. Internal

competition may foster bullying if one person can improve his standing by damaging the ranking of his target. Alternatively, a high performer may be bullied if she is perceived as raising the standard for everyone else. In group competition, bullying may be used to threaten group members who do not perform as well, or to intimidate members of other groups.

Just as absence of negative consequences may encourage bullying, the presence of positive consequences may do the same. If the bully is rewarded with a promotion, others in the organization learn that bullying is the way to get ahead. In some organizations, aggressive behavior may be rewarded through elevated social status.

Precipitating processes are triggering events that make the organization ripe for bullying. These events usually involve substantial change in the organization, such as downsizing or restructuring. Change is often threatening, and organizational structural change is especially so as people fear unfavorable outcomes, such as fewer promotion opportunities or termination.

Assessment and awareness of an organization's structures and processes can help leaders influence the work environment towards a positive outcome. Even if a triggering event is inevitable, knowledge of its impact on the environment will help shape prevention and response measures. As Salin states, if the organization is void of enabling structures and processes, then motivating and triggering ones are not likely to produce bullying behavior.

Gender Role in a UK University

Simpson and Cohen's (2004) study looked at how gender is related to bullying in a university setting. The study involved both quantitative and qualitative methods, with a survey of UK university employees and in-depth interviews with five bullying targets. Both methods revealed significant differences between men and women. Women were more likely targets, more likely to perceive some behaviors as unwelcome, and more likely to report bullying behaviors.

This study follows the assumption that all bullying is an abuse of power. The themes emerging from the in-depth interviews relate to power and the bully's ability to use organizational structures to abuse targets and hide the behavior. For example, one supervisor who had great influence over a female colleague's future bullied and threatened her. The supervisor demanded that she hand over a research grant she was awarded. The target made this comment in her interview with the authors:

> I said you can't do that and he said can't I? I'm your head of department, I'm your mentor for your probationary period, I'm the supervisor for your Ph.D. – if you don't let me have it [the research grant] you are not going to get anything. In fact you may not get anything anyway (p. 175).

Two days after this conversation the target was told that she failed her probation.

Supervisors accounted for 80 percent of the bullies in this study; women were more likely to be targets and much more likely to be observers of bullying. Male respondents indicated that bullying behavior falls in the realm of acceptable management

behavior in the context of higher education, given the external pressures placed on the organization. Female respondents tended to focus on personal individual effects of bullying. No action was taken by the organization in 75 percent of the bullying cases reported by targets.

Simpson and Cohen discuss the implications of gender differences in terms of responding to allegations. If more males are supervisors, and males are less likely to perceive certain behaviors as threatening, then it is likely no action will be taken in response to bullying allegations. Males may also be less likely to stand by the target when they do not think the bully's behaviors are threatening. The gender differences reported by the authors indicate that gender does play a role in bullying. Since this is the only study focusing on gender in a higher education context, more research is needed to fully explore these variables. The studies reviewed in this chapter provide a foundation for continued research on organizational factors related to bullying, and for new research comparing bullying experiences in college and university contexts.

CHAPTER 3: RESEARCH DESIGN

This study examines the relationship of tenure status and the experience of having been bullied with university faculty members' responses to workplace dissatisfaction. This chapter describes the study's research design, including the research question, conceptual framework, methodology, setting, population, data collection, instrument, data analysis and the institutional review process.

For the purpose of this study, workplace bullying is defined as " a situation where one or several individuals persistently over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of bullying has difficulty in defending him or herself against these actions" (Einarsen et al., 2009).

In order to explore workplace bullying in higher education settings, the respondents' experiences are discussed in two ways. First, the respondent's target status refers to whether or not a faculty member has been the target of bullying behaviors. The target status is primarily analyzed as a "yes" or "no" condition, meaning the faculty member is or is not a target. In addition, the experience of having been bullied is discussed in terms of the frequency with which the respondent was targeted with specific bullying behaviors.

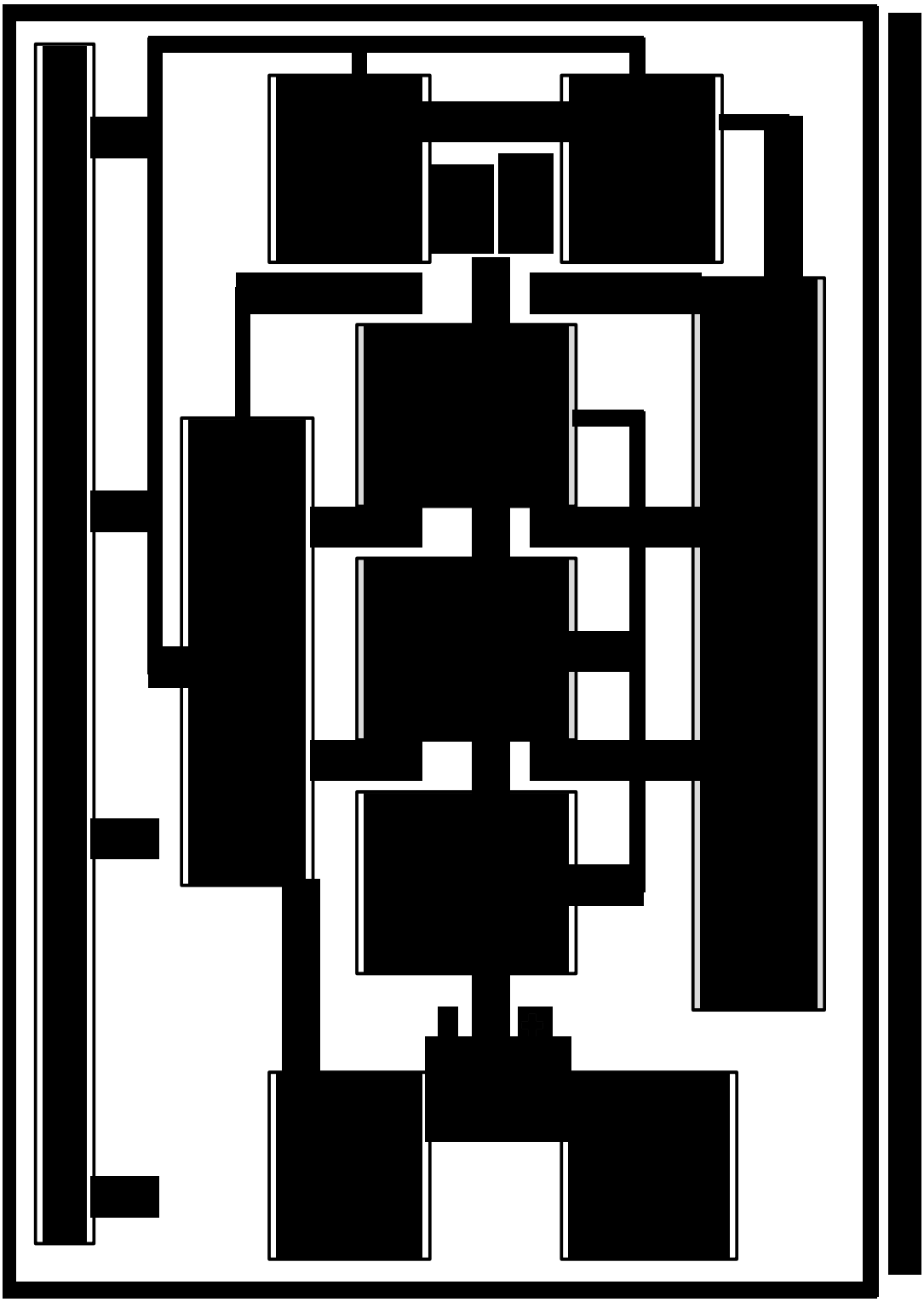
Research Question and Conceptual Framework

The central research question is: How are tenure status and the experience of having been bullied related with university faculty members' responses to workplace dissatisfaction? The overall conceptual framework for this study is the Einarsen et al. (2003) model for the study of workplace bullying, which recognizes the relationship of targets' personal characteristics to their responses to being bullied (Figure 3). Einarsen et al. (2003) argued that workplace bullying is a complex process involving multiple causes, factors and perspectives. Their theoretical framework represents these multiple levels and serves as a basis for future research and theory development.

According to the conceptual framework, the perpetrator exhibits bullying behaviors and the target's individual characteristics influence perception of that behavior. After the target has experienced and perceived the behavior, the target's reactions are again influenced by his or her individual characteristics.

In the conceptual framework, the "individual characteristics of the victim", which the framework represents as influencing bully behaviors, target perceptions and target responses corresponds with the tenure status variable used in this study.

The "bullying behavior as perceived by the victim" correlates with the items in the Negative Acts Questionnaire-Revised, which is discussed in detail later in this chapter. The target's "immediate behavioral reactions" in the framework correspond to the Exit, Voice, Loyalty, Neglect and Cynicism scales used in this study, and discussed in greater detail in this chapter.



Tenure status has implications in terms of power in relationships, and a perceived power differential is essential in bullying situations (Einarsen et al., 2003). It is easy to imagine that interactions between tenured and tenure-track faculty may be affected by the perceived power imbalance. Tenured faculty members have the power to endorse or not a tenure-track faculty member's bid for promotion and tenure.

In order to categorize and measure faculty responses to bullying behavior, this study employs a composite framework based on Hirschman's (1970) model of behavioral responses to dissatisfaction, Rusbult et al.'s (1988) addition and Naus et al.'s (2007) addition to the original model. Hirschman initially developed his Exit, Voice and Loyalty model as an economic framework for studying consumer responses to dissatisfaction with products or organizations. He recognized the transferability of his model to many other disciplines, including social and political issues. Rusbult et al. added Neglect as a fourth response category, and Naus et al. added Cynicism as a fifth category.

Through Hirschman's (1970) Exit response, the individual expresses dissatisfaction by leaving the organization or ceasing to purchase the company's products or services. In the present study, Exit means leaving the organization or intending to leave. Intent to leave an organization is considered a psychological exit, though the actual separation has not yet occurred (Naus, van Iterson, & Roe, 2007).

Through Voice, the individual stays with the organization (or continues to buy) and voices discontent by suggesting solutions for positive change (Hirschman, 1970). Those choosing Voice believe in the organization and that it can change. In this study, Voice means active attempts to improve the situation.

Through Loyalty, the individual responds to dissatisfaction by staying with the organization (or continuing to buy) and contributing to the organization while optimistically and passively waiting for change. In this study, Loyalty means staying with the organization, continuing to perform as expected. An individual's feelings of Loyalty (need or desire to stay with the organization) may influence the choices of Exit and Voice (Hirschman, 1970).

Rusbult et al. (1988) extended Hirschman's model by adding Neglect as a fourth category of response to adverse work conditions. In Neglect, the individual stays with the organization, as in Voice and Loyalty, but becomes disengaged, no longer actively contributing to the welfare of the organization (Rusbult et al., 1988). In Neglect, the individual ceases to perform as expected, may have high rates of tardiness, absenteeism and errors, and no longer cares about the organization (Naus et al., 2007).

Naus et al. (2007) argued for the inclusion of a fifth category of response: Cynicism. In Cynicism, the individual stays with the organization but exhibits a response distinct from Voice, Loyalty or Neglect. The cynical response involves an actively negative attitude towards the organization, but the cynical employee also cares about the organization. In Cynicism, the individual no longer believes in the integrity of the organization, and may withhold suggestions (believing they will not be heard) or may talk negatively about the organization or management.

In summary, the overall conceptual framework for this study is the Einarsen et al. (2003) model for the study of workplace bullying, which recognizes the relationship between bullying targets' personal characteristics and their perceptions and responses to being bullied. The categorical responses of Exit, Voice, Loyalty, Neglect and Cynicism

(Hirschman, 1970; Rusbult et al., 1988; Naus et al., 2007) serve as measures of tenured versus tenure-track faculty responses to bullying behaviors.

Methodology

This study's purpose is to assess the relationship of tenure status and the experience of having been bullied with university faculty members' responses to dissatisfaction in the workplace. A quantitative approach is used because the nature of workplace bullying and its consequences are established in international literature (Baron & Neuman, 1996; Hoel et al., 1999; Keashly, 1998).

Researchers have developed a variety of instruments measuring the nature and prevalence of workplace bullying (Einarsen & Raknes, 1997; Leymann, 1997; Keashly & Neumann, 2004). The self-administered online survey for this study is an edited and combined version of two existing surveys, with additional demographic items. The survey instrument is discussed in greater detail in the Instrument section.

The independent variable is the faculty members' tenure status, which is either tenured, tenure-track or non-tenure-track. Tenured faculty had tenure at the time they completed the survey. Tenure-track faculty members were in the probationary period prior to tenure application, with tenure as a future possibility. Non-tenure-track faculty members were full-time faculty not eligible for tenure.

The dependent variables are the faculty members' target status (yes or no), experiences of having been bullied and their responses to workplace dissatisfaction. The target status is expressed as "yes", indicating the respondent was bullied at any frequency in the six months prior to taking the survey, and "no" indicating they were not bullied in

that time period. The experience of having been bullied is expressed as the Negative Acts Questionnaire (NAQ-R) score, which corresponds with the number and frequency of bullying behaviors experienced by the target. Faculty responses to dissatisfaction are categorized into a model of Exit, Voice, Loyalty, Neglect and Cynicism.

Setting

This study's setting is the University of Minnesota, Twin Cities (University), which was founded in 1851 as a land-grant institution. The Carnegie Classification of higher education institutions categorizes the University as a research institution with very high research activity (Carnegie Foundation for the Advancement of Teaching, n.d.). The Twin Cities campus is the largest of the University of Minnesota system's five campuses, and at the time of this study the latest available data indicated a student enrollment of 51,659 served by 2,825 full-time faculty (University of Minnesota, Office of Institutional Research, October, 2009).

Through his "Transforming the U" strategic plan, the University President (Dr. Bruininks at the time of this study) articulated a vision for the University to become one of the top three research institutions in the country (University of Minnesota, Transforming the U, n.d.). The Twin Cities campus made strategic changes towards the aim of becoming more selective and prestigious (University of Minnesota, Transforming the U, n.d.). The University's "Driven to Discover" media campaign highlights faculty research success stories through multiple media venues (University of Minnesota, Driven to Discover, n.d.).

The strategic planning process (University of Minnesota, 2007, July 25) included a Faculty Culture Task Force; this group recommended revision of the faculty tenure policy to increase the standards for earning tenure and promotion in keeping with the aspiration of becoming a top research institution (University of Minnesota, Transforming the U: Initiatives, n.d.). The Task Force also recommended revisions consistent with modern work-life issues of employees so the University could compete for the best faculty members. The Faculty Senate and the Board of Regents accepted the policy revisions in 2007 (University of Minnesota, Academic Affairs and Provost, 2007, October 12, 2007). The focus on becoming a top research institution makes tenure-track faculty positions at the University highly desirable and competitive.

Population

This study's population is all full-time faculty members at the University of Minnesota, Twin Cities. Regular faculty members are those who are tenured or have tenure-track appointments. Non-regular faculty members are those with non-tenure-track appointments, such as visiting, temporary or contract faculty.

For this study, the University of Minnesota's Office of Institutional Research identified all full-time faculty members. In fall 2009 there were 2,825 full-time faculty members at the University's Twin Cities campus (University of Minnesota, Office of Institutional Research, Fall 2009). In spring 2010, the Office of Institutional Research provided a list of 2,807 full-time faculty members' e-mail addresses, and reported how many faculty members are in each of the three tenure-status groups.

Data Collection

Data were collected through a cross-sectional, self-administered online survey. The advantages of using an online format include the ability to measure perceptions quickly at a point in time. This method is more efficient than other methods such as mailed, hard-copy surveys. Participants in an online survey enter responses electronically and the researcher downloads responses electronically. The researcher receives responses more quickly, avoids manual entry of each participant's responses, and eliminates potential data-entry errors.

An online survey is a cost-effective method for data collection. In comparison, the cost for a secure-site survey subscription is less than the cost of printing and mailing surveys or personally interviewing a large number of participants.

Anonymity is an important advantage for this study, as respondents may fear negative consequences for reporting their experiences with being bullied. Respondents are more likely to provide honest responses if they believe they cannot be identified.

The author loaded all 2,807 full-time faculty member e-mail addresses into Survey Monkey software in preparation for an initial e-mail invitation to participate in a survey. A total of 333 potential respondents informed Survey Monkey (prior to this study) that they wish to have their e-mail addresses blocked from such invitations, and never received the initial invitation.

A total of 2,474 full-time faculty members received e-mail invitations to participate in the online survey. Of these potential participants, 1,060 respondents consented to participate and began the survey. A large number (92 percent) of those who began the survey completed all questions, providing 972 complete surveys. Some

respondents skipped one or more questions, providing an additional 88 partially completed surveys. The response rate was 39 percent for fully completed surveys (n = 972) and was 43 percent including the partially completed surveys (n = 1,060). Data from all 1,060 surveys was used in the data analysis, resulting in a lower number of respondents for some of the questions.

On April 17, 2010, participants were invited to complete an online survey regarding their experiences with workplace behaviors. Participants received an e-mail message indicating the nature of the study and asking them to click on an embedded link to the consent form and survey. One week later, non-responders received a reminder message with the same link, and another three days later the remaining non-responders received a final reminder. All non-responders were automatically identified by Survey Monkey software for the reminder invitations.

Respondents who clicked on the embedded link to the survey were redirected to a separate site securely hosted by Survey Monkey. Participants entered their responses online but were not required to answer any single question before proceeding. All responses were stored on the Survey Monkey site, and were downloaded into an SPSS file by the researcher. The data collection process was designed to ensure confidentiality. Completed surveys were randomly assigned an identification number for purposes of data analysis.

Instrument and Data Treatment

This study's instrument begins with professional demographic questions about tenure status, rank, academic discipline and career longevity. The next section includes

22 specific behaviors to which the respondent indicates exposure frequencies, and questions concerning whether the respondent was targeted or witnessed bullying in the previous six months. The third section includes 25 behavioral responses to dissatisfaction; respondents indicate likelihood of exhibiting the responses. The final section of this study's survey instrument includes demographic items for gender, ethnicity and sexual orientation.

The self-administered survey is based on a combination of the Negative Acts Questionnaire – Revised (NAQ-R) (Einarsen & Hoel, 2001a) and the Exit, Voice, Loyalty, Neglect and Cynicism (EVLNC) questionnaire developed by Naus et al. (2007) with an additional seven demographic questions. The NAQ-R and EVLNC authors granted permission to use their respective scales.

The Negative Acts Questionnaire - Revised (NAQ-R). The 23-item English-language NAQ (based on an original 21-item Norwegian version) was designed to measure employees' perceived exposure to bullying in the workplace (Einarsen & Raknes, 1997). The 23 English items were developed through case studies and a review of the literature on workplace bullying (Einarsen & Hoel, 2001b).

A 29-item NAQ-R was subsequently developed to address shortcomings identified by the researchers, including cultural bias, factor structure and overrepresentation of items reflecting extreme situations (Hoel et al., 2001b). This version was tested through an extensive study of UK employees and was found to be a valid and reliable measure of workplace bullying (Einarsen & Hoel, 2001). Some items, however, (those representing behaviors indicating issues of violence, racism and sexual

harassment) had low item-total correlation and were removed from the instrument (Einarsen & Hoel, 2001b, 2006).

The researchers ultimately recommended 22 items describing objective behaviors without the label of bullying, with an additional, single item asking whether the person was bullied (Table 4) according to a definition of workplace bullying, as a valid and reliable standard tool for measuring workplace bullying (Einarsen & Hoel, 2001b, 2006). The validity, factor structure, and psychometric properties of the NAQ-R were assessed in a 2009 study by reanalyzing data from 5288 UK employees (Einarsen et al., 2009).

The instrument was found to have criterion-related validity, internal reliability and construct validity (Einarsen et al., 2009). This final version was used in the present study. The instrument's differentiation between exhibited behaviors and the perception of whether the respondent he or she was bullied fits well with the conceptual framework used in this study. The framework recognizes behaviors, perceptions and responses as differentiated yet related components of the phenomenon.

Respondents indicated the frequency with which they have experienced behaviors such as "someone withholding information which affects your performance" during the past six months. Response categories for the exhibited behaviors were: 0 = "never", 1 = "now and then", 2 = "monthly", 3 = "weekly" and 4 = "daily" (Einersan et al., 2009). For the present study, the behaviors were scored as sub-scales representing work-related bullying, person-related bullying, and physical intimidation, and were also scored as one overall scale.

Table 4

Negative Acts Questionnaire–Revised (NAQ-R) Items

Work-related Items
Someone withholding information which affects your performance.
Being ordered to do work below your level of competence.
Having your opinions ignored.
Being given tasks with unreasonable deadlines.
Excessive monitoring of your work.
Pressure not to claim something to which by right you are entitled (e.g. leave, expenses).
Being exposed to an unmanageable workload.

Person-related Items
Being humiliated or ridiculed in connection with your work.
Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks.
Spreading of gossip and rumors about you.
Being ignored or excluded.
Having insulting or offensive remarks made about your person, attitudes or your private life.
Hints or signals from others that you should quit your job.
Repeated reminders of your errors or mistakes.
Being ignored or facing a hostile reaction when you approach.
Persistent criticism of your errors or mistakes.
Practical jokes carried out by people you don't get along with.
Having allegations made against you.
Being the subject of excessive teasing and sarcasm.

Physical Intimidation Items
Being shouted at or being the target of spontaneous anger.
Intimidating behaviors such as finger-pointing, invasion of personal space, shoving, blocking your way.
Threats of violence or physical abuse or actual abuse.

Target Status
Workplace bullying is defined as a situation where one or several individuals persistently over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of bullying has difficulty in defending him or herself against these actions. In the past 6 months, have you been or are you being bullied at work?

Table 4 (Continued)

Negative Acts Questionnaire–Revised (NAQ-R) Items

Conditional Follow-up to Target Status

If the respondent answered "yes" to the question about being bullied at work, the following question was presented: To what extent has the bullying bothered you?

Witness Status

Workplace bullying is defined as a situation where one or several individuals persistently over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of bullying has difficulty in defending him or herself against these actions. In the past 6 months, have you witnessed (actually seen) anyone (other than yourself) being bullied at work?

Conditional Follow-up to Witness Status

If the respondent answered "yes" to the question about witnessing bullying at work, the following question was presented: To what extent has the bullying bothered you?

The single item on perceived target status asks respondents whether they have been targets of bullying according to a provided definition. Response options for the perception of target status were “no”, “yes, but only rarely”, “yes, now and then”, “yes, several times per week” and “yes, almost daily.” This question represents the respondent's perception of self as a bullied target, versus frequency of exposure to behaviors. Responses were recoded as "yes" and "no", with all frequencies of "yes" responses grouped together as simply "yes" versus "no". The "yes" and "no" recoding indicate the (bullied) target status of the respondents.

For this study, an additional single item was added regarding witnessing the bullying of others, using the same definition, response categories and recoding. As with target status, the "yes" and "no" recoding indicate the (bullying) witness status of the respondents. Studies indicate that both targets and witnesses experience the negative effects of workplace bullying (Einarsen et al., 1994).

Both of the single items included a follow-up question coded with skip logic so that it only appeared if the respondent answered affirmatively. The follow-up question asked the respondent to rate how much being a bullied target or witnessing bullying bothered them. Response options for the follow-up questions were "not at all", "a little bit", "moderately", and "a great deal".

Einarsen et al. determined the NAQ-R criterion-related validity through analysis of the correlation between the single-item asking whether the respondent was bullied and the exposure to behaviors representing bullying (2009). There was a moderate correlation ($r = .54$, $p < .001$) between a high total score and the perception of being bullied. The construct validity was determined through an analysis of the correlation between the

NAQ-R scores and measures of health (r = .68), sick leave (r = .13), work performance (r = -.22), and intention to leave (r = .36). The correlation was significant at the .001 level for all of these scales (Einarsen et al., 2009).

Internal reliability for the NAQ-R was high with a Cronbach's alpha of .90 for the 22 behavioral items (Einarsen et al., 2009). Further analyses indicated that the deletion of items would not improve internal consistency. Examination of the three factors of work-related bullying, personal-related bullying and physical intimidation yielded high correlations between items as well as between the three factors.

Exit, Voice, Loyalty, Neglect and Cynicism (EVLNCE) Scales. In addition to the NAQ-R scale, the instrument used in this study includes 25 items from the EVLNC scales (Naus et al., 2007) to assess categorical responses to less-than-favorable work conditions (Table 5). There are five categorical responses measured by five items each: Exit, Voice, Loyalty, Neglect and Cynicism. The 25 items of the EVLNC scales are analyzed as five separate scales.

Four of the categories (20 items) are from the Rusbult et al. (1988) scale measuring Exit, Voice, Loyalty and Neglect responses to job dissatisfaction. The fifth category of Cynicism was added to the Rusbult et al. model (Naus et al., 2007) and is employed in this study. The EVLNC items were arranged in random order in the online survey.

Both the Rusbult et al. (1988) and the Naus et al. (2007) studies demonstrated convergent validity of the items in their corresponding scales. Rusbult's (1988) EVLN

Table 5

Exit, Voice, Loyalty, Neglect and Cynicism (EVLNC) Questionnaire Items

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Exit Items
Consider the possibility to change jobs.
Intend to change employers.
Actively look for a job elsewhere within the same industry.
Look for job advertisements in the newspapers to which you could apply.
Intend to change your field of work.

Voice Items
Try to work out solutions the organization might benefit from.
Come up with suggestions how to prevent these circumstances.
Try to work out a solution to the benefit of everyone.
Discuss the problem with your superior and try to work out a solution together.
In, for instance, work meetings express your point of view to suggest improvements.

Loyalty Items
Trust the decision-making process of the organization without your interference.
Trust the organization to solve the problem without your help.
Remain confident that the situation will be taken care of, without you actively contributing to the decision making process.
Assume that in the end everything will work out fine.
Optimistically wait for better times.

Neglect Items
Report sick because you do not feel like working.
Come in late because you do not feel like working.
Put less effort into your work than may be expected of you.
Every now and then do not put enough effort into your work.
Miss out on meetings because you do not feel like attending them.

Cynicism Items
Express the feeling that you are not taken seriously by the organization.
Use cynical humor to "let off steam".
Withhold suggestions for improvements because you think nothing is going to change.
Talk to your colleagues about your management's incompetence.
Shrug your shoulders at what management requires you to do.

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model had an average correlation of .42 for items within each of the four scales. Naus et al. (2007) reported a correlation of .41 for the five items that ultimately remained in the Cynicism scale. Discriminant validity was established through inter-item correlations between the scales; ten averaged correlations for the five scales showed expected associations and five distinct constructs (Naus et al., 2007). Reliability for all five scales was demonstrated through factor loadings ranging from .45 to .98 and composite scale reliabilities ranging from .75 to .90.

Each of the five scales includes items reflecting its response category, such as Exit. Respondents in the Naus et al. (2007) study were asked to indicate the likelihood they would respond to an imagined stressful workplace environment with the 25 behaviors indicated. For example, the Exit scale includes the items “Consider the possibility to change jobs,” and “Intend to change employers” (Naus et al., 2007). Respondents chose from a seven-point scale with response categories of: 1 = “definitely not”, 2 = "probably not”, 3 = "possibly", 4 = "unsure", 5 = "probably", 6 = "very probably" and 7 = "definitely".

Demographic items. The first section of the survey included professional demographic questions about the respondents' tenure status, rank, academic discipline and career longevity. When indicating tenure status, respondents had three options: "tenured", "tenure track (probationary)" and "not on a tenure track".

Respondents indicated rank by choosing "professor", "associate professor", "assistant professor", "instructor" or "other" with a text box for specification. If a respondent chose "other" and specified a clear rank such as "clinical professor", the

response was recoded into the appropriate category. Two of the "other" responses did not include a clear specification in the text box and were treated as missing data.

Respondents indicated their academic discipline by choosing one of five broad academic categories: "arts and humanities", "social sciences", "life sciences", "physical sciences", "professional" or "other" with a text box for explanation. As with rank, if a respondent chose "other" and specified an academic discipline clearly belonging to one of the five categories, the response was recoded to the appropriate category. All of the "other" responses were successfully recoded.

When indicating career longevity, respondents entered the number of years they have held a terminal degree. These responses were categorized for the purpose of data analysis. For analyses other than descriptive statistics, those with 31-40, 41-50 and 51-60 years of experience were combined because of the relatively few respondents in each group.

The last section of the survey includes personal demographic questions about gender, race/ethnicity and sexual orientation. For gender, respondents chose "female", "male" or "transgender/transsexual". Those indicating "transgender/transsexual" were treated as missing data in gender analyses because of the relatively few number.

There were eight potential responses to the question about race/ethnicity: "African American or Black", "Native Hawaiian or other Pacific Islander", "Caucasian (White, non-Hispanic)", "Hispanic/Latino", "Native American/Alaskan Native", "Asian", "choose to not respond" and "other" with a text box for specification. Respondents indicating ethnicity of "Native Hawaiian/Pacific Islander", "American Indian/Alaska Native", and mixed heritage (by specification in the "other" box) were coded together as "other"

ethnicity because of the small number of respondents in each of these groups. The "choose to not respond" data was treated as missing data in the statistical analyses.

Respondents indicated sexual orientation by choosing "heterosexual", "homosexual" "bisexual", "choose to not respond" or "other" with a text box for comments. These data were recoded as "heterosexual" and "LGBT" (Lesbian/Gay/Bisexual/Transgender). Two respondents chose "other" and wrote comments that did not clarify sexual orientation, e.g. "asexual", and could not be recoded to an appropriate category. The "choose to not respond" and "other" responses were treated as missing data. Those who responded with "transgender/transsexual" in the gender question were recoded as LGBT orientation for the purpose of sexual orientation data analyses.

All demographic variables were dummy-coded according to Field (2009) for multivariate regression, as described in detail in Chapter 4. Within each demographic variable, categorical responses were compared to the largest respondent group. For example, within race/ethnicity, each ethnic group is compared to the group identifying as Caucasian (White, non-Hispanic), the largest ethnic respondent group.

Each analysis included only those respondents who answered every question relevant to the analysis. If a respondent skipped a question that is part of a particular analysis, that respondent is not included in the analysis.

Institutional Research Approval Process

The University of Minnesota Institutional Review Board (n.d.) requires prior approval of studies involving human subjects. The Institutional Review Board reviewed

this study by expedited review procedures and approved the study on April 11, 2010 (See Appendix A).

The researcher recognizes that the survey's subject matter is of a sensitive nature. The research design allows the respondents to report their experiences confidentially, in order to alleviate their possible fear of identification or retaliation by others.

CHAPTER 4: RESULTS

The purpose of this study is to explore the relationship of tenure status and the experience of having been bullied with university faculty members' responses to workplace dissatisfaction. The workplace-bullying conceptual framework (Einarsen et al., 2003) includes a relationship between individual characteristics, perceptions, and behavioral responses. This study focuses on tenure status as an individual professional characteristic associated with workplace-bullying perceptions and responses.

Data from the Negative Acts Questionnaire-Revised (NAQ-R) and the Exit, Voice, Loyalty, Neglect and Cynicism (EVLNC) Scales provide some insight on the association between tenure status, workplace-bullying experiences, and behavioral responses. This chapter presents a demographic profile of survey respondents, and analytical results of NAQ-R and EVLNC data.

Following the demographic profile, data analysis is broadly organized into three sections: the experience of being bullied and target status rates, witness status rates, and workplace dissatisfaction responses. The experience of being bullied includes analysis of the strength and properties of the NAQ-R scale based on this data set, discussion of the frequency and type of behaviors directed at the target (indicated by NAQ-R data) and discussion of target status rates.

The witness-status section includes data analysis similar to the target-status analysis, but it refers to the respondent witnessing bullying behavior rather than being the target of such behavior. Finally, the workplace-dissatisfaction section begins with

analysis of the strength and properties of the EVLNC scales, and continues with dissatisfaction response data.

Profile of Respondents

Descriptive data include information about the respondents' professional and personal characteristics (see Table 6). Professional data include tenure status, rank, academic discipline and the number of years the respondent has held a terminal degree (career longevity). Personal data include gender, sexual orientation and ethnicity.

Tenure Status

The majority of respondents are tenured faculty members. Those on a probationary tenure-track and those not on a tenure-track are represented about equally. The distribution of tenure status in the respondent group mirrors the distribution of tenure status at the University overall. Data from the Office of Institutional Research at the University indicate that 63 percent of all full-time faculty members are tenured, 18 percent are tenure-track and 19 percent are non-tenure-track.

Rank

There are few instructors among the respondents, but the distribution of rank in the respondent group mirrors the distribution of rank at the University. According to data from the Office of Institutional Research, 41 percent of the University's full-time faculty members are professors, 29 percent are associate professors and 29 percent are assistant

Table 6

Respondent Demographics

Demographic	Count	Percentage
All Respondents	1034	100%
Tenure Status		
Tenured	654	63.5
Tenure-track (probationary)	180	17.5
Non-tenure-track	196	19.0
Rank		
Professor	415	40.3
Associate Professor	315	30.6
Assistant Professor	292	28.3
Instructor	9	0.9
Academic Discipline		
Arts and Humanities	112	10.9
Social Sciences	149	14.5
Life Sciences	313	30.4
Physical Sciences	96	9.3
Professional	361	35.0
Career Longevity		
0-10 years	277	27.2
11-20 years	288	28.3
21-30 years	245	24.0
31-40 years	169	16.6
> 40 years	40	3.9
Gender		
Male	588	60.7
Female	381	39.3
Ethnicity		
White, non-Hispanic	788	85.8
Asian	74	8.1
African American/Black	22	2.4
Hispanic/Latino	21	2.3
Other	13	1.4
Sexual Orientation		
Heterosexual	837	94.7
Lesbian, Gay, Bisexual, Transgender (LGBT)	47	5.3

professors. Instructors make up one percent of both the respondent group and of the University faculty.

Academic Discipline

Respondents chose a broad academic disciplinary category that best describes their area of expertise. The professional disciplines are the largest respondent group, closely followed by the life sciences faculty. The smallest group is from the physical sciences.

Career Longevity

The mean number of years since respondents earned a terminal degree was 19.7 years, and the range of years during which respondents have held a terminal degree was 0 - 58 years. Categorizing the group in decades, those who earned the degree in the past ten years represented close to one fourth of the respondents. The group with ten to twenty years of post-terminal degree experience was also approximately this size as was the group with twenty to thirty years post-degree. All faculty with 31 or more years of career longevity combined create a fourth, similarly-sized group.

Gender and Ethnicity

More than half of the respondents are male and the overwhelming majority is White, non-Hispanic. Asian faculty members are the next largest ethnic group, but they represent a small percentage of the respondent group. African American or Black respondents and Hispanic/Latino respondents are equally represented. The smallest

ethnic group, labeled as "other", represents respondents who indicated American Indian, Alaska Native, Native Hawaiian, Pacific Islander, and mixed heritage.

Sexual Orientation

Most respondents identify as heterosexual. The small percentage who identified as lesbian, gay, bisexual and transgender are categorized as LGBT respondents. Those who are not heterosexual are grouped together for two reasons: to make identification of individuals more difficult and to recognize the non-dominant status of all who are not heterosexual.

The Experience of Having Been Bullied and Target Status Rates

The respondents' experiences with being workplace-bullying targets were captured in two ways: the experience of having been bullied and target status. The experience of having been bullied is indicated by responses to the NAQ-R scale, through which respondents indicate how often they were targeted with specific behaviors. Target status refers to whether or not a person has been the target of bullying. The target status is primarily expressed as a "yes" or "no" status, in response to a single-item question.

The Negative Acts Questionnaire-Revised (NAQ-R): Strengths and Properties.

The NAQ-R (Einarsen et al., 2009) is a tested measure of exposure to workplace bullying. Data from this study were analyzed to confirm the strength of the NAQ-R for measuring the experience of being bullied at work. The first 22 questions of the NAQ-R measure the respondents' frequency of exposure to specific bullying behaviors. A higher

score represents greater exposure in terms of the number and frequency of behaviors directed at the respondent.

Question 23 on the NAQ-R asks the respondents to answer a direct question about whether they are bullied. The respondents' target status (bullied or not bullied) is based on the responses to Question 23. Respondents who answered "no" to the direct question about being bullied have a target status of "not bullied" and those who answered "yes" at any frequency of exposure have a target status of "bullied".

Statistical analyses confirm the strength of the NAQ-R as an instrument to measure workplace bullying. Cronbach's alpha for the 22 behavioral items was .91 indicating strong internal reliability, that is, that the items are measuring the same thing. This alpha was nearly identical to the Einarsen et al. (2009) Cronbach's alpha of .90 for the same items. Einarsen et al. showed that internal consistency did not improve with deletion of any of the items.

The Pearson correlation between target status (bullied or not bullied) and the total NAQ-R score is .56, ($p < .001$), indicating criterion validity. This finding means that a respondent's score on the NAQ-R is positively associated with the respondent's response to a direct question about being bullied. Einarsen et al. (2009) report a similar Pearson correlation of .54 ($p < .001$) between the NAQ-R and target status.

An independent sample t-test was conducted to determine if there is a difference in NAQ-R total scores for the bullied and not-bullied respondents. There is a significant difference ($p < .001$) in the NAQ-R total mean score between the bullied (mean = 18.11) and not-bullied (mean = 4.99) respondents. In addition to the total score, all of the NAQ-R subscale mean scores are also significantly different between the bullied and not-

bullied respondents.

For the Work-related subscale, those who are bullied have a mean score of 7.78, while those who are not bullied have a mean score of 2.88 ($p < .001$) on this subscale. For the Person-related subscale, the bullied have a mean score of 9.65 compared to a 1.98 mean ($p < .001$) for the not-bullied respondents. For the Physical Intimidation subscale, which consists of three items, the bullied respondents have a mean score of 1.04, while the not-bullied respondents have a mean score of 0.20 ($p < .001$).

A one-way analysis of variance further verifies the association by indicating a significant difference in the NAQ-R total score regardless of how frequently the respondent was targeted. There is a significant difference in the mean total scores for those who are not bullied (mean = 4.99) and those who report being bullied daily (mean = 30.67; $p < .001$), being bullied several times per week (mean = 40.57; $p < .001$) and being bullied rarely (mean = 16.08; $p < .001$). It is noteworthy that the difference in mean scores is still highly significant when the frequency of being bullied is "rarely". This finding supports the inclusion of all frequencies of exposure in the "bullied" target status group.

Each of the three NAQ-R subscales also shows criterion validity as separate measures. The correlation between target status and the work-related items is .42 ($p < .001$). For target status and the person-related subscale, Pearson's $r = .60$ ($p < .001$). Target status and the physical intimidation scale has a Pearson's r of .38 ($p < .001$).

Experience of Having Been Bullied: Overall

The experience of having been bullied was captured through the NAQ-R scale.

The possible range of scores on the NAQ-R is 0 to 88, with a score of 0 indicating the respondent never experienced any of the behaviors presented in the six months prior to the survey, and a score of 88 indicating the respondent experienced all of the behaviors daily in the six months prior to the survey.

The observed range for this study is 0 to 72 and the mean score is 6.45. We expect a mean score skewed towards the low end of the range, as many faculty members experience little or no bullying behavior; however, the consequences of bullying behavior warrant deeper analysis of those who are bullied.

A total of 202 respondents (21.2 percent) have an NAQ-R total score of 0 (answered "never" on every question) and an additional 100 respondents (10.5 percent) had a total score of 1, meaning they experienced only one of the behaviors "now and then". There are fewer respondents on the high end of the range, although any number of high scores indicates a work environment problem. See Table 7 for the percentage of respondents targeted with each of the 22 NAQ-R behaviors.

Target Status Rates: Overall

The target status indicates whether or not the respondent reported having been bullied at work, given a definition of workplace bullying. Respondents indicating "yes" followed by any of the frequencies listed as response options have a target status of "yes". Respondents choosing "no" for this single-item question have a target status of "no".

A total of 1,013 faculty members answered the single question about whether they were bullied at work, 123 respondents indicating they had been bullied to some degree

Table 7

Percentage of All Respondents Targeted by Negative Acts Questionnaire - Revised (NAQ-R) Behaviors

	Percentage Responding "Never"	Percentage Responding "Now and Then" or "Monthly"	Percentage Responding "Weekly" or "Daily"
Work-related Items			
Someone withholding information which affects your performance.	60.9	34.9	4.2
Being ordered to do work below your level of competence.	72.7	22.1	5.1
Having your opinions ignored.	43.0	50.5	6.5
Being given tasks with unreasonable deadlines.	68.2	29.2	2.6
Excessive monitoring of your work.	86.9	12.0	1.1
Pressure not to claim something to which by right you are entitled.	87.7	11.3	1.1
Being exposed to an unmanageable workload.	53.5	31.1	14.7
Person-related Items			
Being humiliated or ridiculed in connection with your work.	78.1	20.9	1.1

Table 7 (Continued)

Percentage of All Respondents Targeted by Negative Acts Questionnaire - Revised (NAQ-R) Behaviors

	Percentage Responding "Never"	Percentage Responding "Now and Then" or "Monthly"	Percentage Responding "Weekly" or "Daily"
Person-related Items (Continued)			
Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks.	79.8	17.7	2.6
Spreading of gossip and rumors about you.	71.9	25.6	2.6
Being ignored or excluded.	50.4	42.5	7.0
Having insulting or offensive remarks made about your person, attitudes or private life.	83.2	15.1	1.8
Hints or signals from others that you should quit your job.	89.5	9.9	0.7
Repeated reminders of your errors or mistakes.	84.6	14.6	0.8
Being ignored or facing a hostile reaction when you approach.	74.2	23.1	2.8
Persistent criticism of your errors or mistakes.	87.0	12.2	0.9

Table 7 (Continued)

Percentage of All Respondents Targeted by Negative Acts Questionnaire - Revised (NAQ-R) Behaviors

	Percentage Responding "Never"	Percentage Responding "Now and Then" or "Monthly"	Percentage Responding "Weekly" or "Daily"
Person-related Items (Continued)			
Practical jokes carried out by people you don't get along with.	97.4	2.6	0.1
Having allegations made against you.	85.8	13.6	0.6
Being the subject of excessive teasing and sarcasm.	95.2	4.4	0.4
Physical Intimidation Items			
Being shouted at or being the target of spontaneous anger.	81.7	17.9	0.5
Intimidating behaviors such as finger-pointing, invasion of personal space, shoving, blocking your way.	93.4	6.0	0.6
Threats of violence or physical abuse or actual abuse.	98.7	1.2	0.1

while at work. Faculty members indicating they had been bullied to some degree answered a follow-up question regarding the extent to which they are bothered by the bullying behavior. Approximately 94 percent of bullied faculty members indicated it bothered them to some degree, with 64 percent reporting that it bothered them a great deal.

The Experience of Having Been Bullied and Target Status Rates: By Demographic Categories.

The experience of having been bullied within each demographic variable is expressed as a mean NAQ-R score for the indicated demographic group. An analysis of variance or t-test was conducted for each demographic characteristic to determine significant mean differences.

The rate of having been bullied was determined by calculating the percentage of each demographic category with a target status of "bullied", according to the single-item response. For example, for the "tenured" demographic category (within the tenure status variable), 642 tenured respondents answered the direct question about having been bullied. Of the 642 tenured respondents, 86 (13 percent) indicated a target status of "bullied". The rate of having been bullied is, therefore, 13 percent for tenured respondents.

Chi-squared tests were conducted for each demographic variable to determine significant differences in the number of expected and observed participants in the bullied and not-bullied groups. See Table 8 for rates of having been bullied and mean NAQ-R total scores for each demographic category.

Table 8

Target Status Rates and Experiences of Having Been Bullied: By Demographic Category (N = 1,013)

Demographic	Yes %	χ^2	Mean NAQ-R	F
All Respondents	12		6.45	
Tenure Status				
Tenured	13	3.66	6.63	5.19**
Tenure-track	9		4.71	
Non-tenure-track	10		7.33	
Rank				
Professor	14	5.81	6.39	2.07
Associate Professor	13		7.16	
Assistant Professor	9		5.95	
Instructor	0		1.78	
Academic Discipline				
Arts and Humanities	23	15.94**	8.69	4.69**
Social Sciences	15		7.32	
Life Sciences	11		5.45	
Physical Sciences	11		4.69	
Professional	9		6.74	
Career Longevity				
0-10 Years	9	6.26	5.82	1.48
11-20 Years	12		6.68	
21-30 Years	16		7.10	
31-40 Years	13		6.29	
> 40 Years	8		4.12	
Gender				
Male	10	9.81*	5.80	6.61**
Female	17		7.63	
Ethnicity				
White, non-Hispanic	13	1.48	6.59	0.67
Asian	10		5.66	
African American/Black	18		4.67	
Hispanic/Latino	10		8.00	
Other	15		5.50	
Sexual Orientation				
Heterosexual	12	5.84*	6.52	2.51
Lesbian/Gay/Bisexual/Transgender	24		8.21	

* $p < .05$, ** $p < .01$

Tenure Status. While tenure status is not significantly associated with the rate of bullying, it is significantly associated with bullying experiences. The tenure-track faculty has a significantly lower mean NAQ-R score than tenured faculty and non-tenure-track faculty.

Rank. A faculty member's rank is not significantly related to bullying rates or NAQ-R mean scores.

Academic discipline. A chi-squared test reveals that a faculty member's academic discipline is significantly associated with the likelihood that he or she will be in the bullied group. Arts and Humanities faculty have the highest rate of having been bullied, followed by the Social Sciences faculty. In addition to the relationship with target status rates, academic discipline is associated with NAQ-R mean scores. A one-way analysis of variance and LSD post hoc analyses indicate that Arts and Humanities faculty have a mean NAQ-R score that is significantly higher than all disciplines except for the Social Sciences faculty. The Social Sciences faculty and the Professional faculty have mean NAQ-R scores that are significantly higher than Life Sciences faculty and Physical Sciences faculty.

Career longevity. The number of years since a faculty member earned a terminal degree provides some indication of career longevity and seniority. Career longevity is not significantly associated with the rate of having been bullied or NAQ-R total scores.

Gender. Consistent with the literature, women are significantly more likely to be bullied targets than men. There is a highly significant difference between the expected and observed number of males and females being bullied. In other words, gender is significantly associated with the likelihood that a faculty member is a bully's target; women are overrepresented in the group of bullied faculty. Women also have a significantly higher mean NAQ-R score than men.

Ethnicity. Respondents' ethnicity is not significantly related to the rate of having been bullied, or to the mean total scores on the NAQ-R.

Sexual orientation. Lesbian, gay, bisexual and transgender (LGBT) faculty members are bullied at twice the rate of heterosexual faculty members. A chi-squared test reveals a highly significant difference between the expected and observed number of heterosexual and LGBT faculty being bullied. In other words, sexual orientation is related to whether a faculty member is being targeted by a bully; the LGBT faculty is overrepresented in the bullied group. Sexual orientation is not significantly associated with the NAQ-R total score.

Witness Status Rates

The respondents' experiences with witnessing bullying were captured through witness status rates. Witness status refers to whether or not the respondent has witnessed others being bullied, according to a provided definition. Like target status, witness status

is expressed as a "yes" or "no" status, and is the result of a single-item question. Respondents indicating "yes" followed by any frequency of witnessing bullying behaviors targeted at others have a witness status of "yes". Respondents indicating "no", they have not witnessed others being bullied, have a witness status of "no".

Witness Status Rates: Overall

Consistent with the literature, the reported frequency of witnessing bullying is higher than the reported frequency of being bullied (See Table 9). The difference is likely because several people may witness any one bullying situation. Thus, there are often several witnesses for each target. Additionally faculty members may be more reluctant to identify themselves (versus others) as victims (Lewis, 2004). Of those witnessing bullying, 96 percent responded that the experience bothered them to some degree, with more than half (56 percent) indicating it bothered them a great deal.

Witness Status Rates: By Demographic Categories

The rate of having witnessed bullying was determined for demographic categories using the same process that was used to determine the rate of having been bullied. The rate was determined by calculating the percentage of respondents who answered "yes" to the single-item question about witnessing bullying. Chi-squared tests reveal which demographic variables are related to having witnessed bullying at work.

Tenure Status. The professional demographic characteristic of tenure status is not significantly associated with the rate of witnessing bullying behaviors.

Table 9

Rates of Having Witnessed Bullying: By Demographic Categories (N = 1,026)

Demographic	Yes %	χ^2
All Respondents	22.3	
Tenure Status		
Tenured	24.0	3.61
Tenure-track (probationary)	17.5	
Non-tenure-track	21.0	
Rank		
Professor	24.3	2.36
Associate Professor	22.0	
Assistant Professor	19.4	
Instructor	22.2	
Academic Discipline		
Arts and Humanities	35.1	13.19**
Social Sciences	23.1	
Life Sciences	20.9	
Physical Sciences	16.8	
Professional	20.6	
Career Longevity (held terminal degree)		
0-10 years	20.9	.73
11-20 years	22.7	
21-30 years	23.8	
31-40 years	21.4	
>40 years	22.5	
Gender		
Male	19.6	7.96**
Female	27.4	
Ethnicity		
White, non-Hispanic	21.7	4.37
Asian	26.0	
African American/Black	38.1	
Hispanic/Latino	19.0	
Other	30.8	
Sexual Orientation		
Heterosexual	21.8	7.49**
Lesbian, Gay, Bisexual, Transgender (LGBT)	39.1	

** $p < .01$

Rank. The professional demographic characteristic of rank is not significantly associated with the rate of witnessing bullying behaviors.

Career Longevity. The professional demographic characteristic of career longevity is not significantly associated with the rate of witnessing bullying behaviors.

Academic Discipline. A faculty member's discipline is associated with the likelihood of witnessing bullying behavior. Based on the odds ratio, the odds of an Arts and Humanities faculty member witnessing bullying is 2.70 times higher than a Physical Sciences faculty member, and 2.08 times higher than a Life Sciences or Professional faculty member.

Gender. More women witness bullying behavior than men. As with being bullied, a chi-squared test shows a highly significant difference between the expected and observed number of males and females witnessing bullying.

Ethnicity. The personal demographic characteristic of ethnicity is not significantly associated with the rate of witnessing bullying behaviors.

Sexual orientation. There is a highly significant difference between the expected and observed number of heterosexual and LGBT faculty witnessing bullying. As in the case of being bullied, a faculty member's sexual orientation is related to the likelihood of witnessing bullying behavior.

Responses to Workplace Dissatisfaction

The faculty members' responses to workplace dissatisfaction were captured through the EVLNC scales. The scores on each scale indicate the likelihood that the faculty member will exhibit the scales' behaviors in response to dissatisfaction at work. The scales' strengths and properties are discussed first, followed by demographic analyses and prediction of response behaviors.

The Exit, Voice Loyalty, Neglect and Cynicism (EVLNC) Scales: Strengths and Properties

The Exit, Voice, Loyalty, Neglect and Cynicism (EVLNC) scales measure the types of behaviors exhibited in response to dissatisfaction. The five EVLNC scores indicate how likely a respondent will exhibit each type of behavior in response to dissatisfaction in the workplace. A higher score on any of these scales indicates a greater likelihood that the respondent will exhibit the type of behaviors represented in the scale.

A high percentage of respondents categorized as having been bullied and having witnessed bullying indicated that the experience bothered them, with over half indicating it bothered them a great deal. The EVLNC scales provide data regarding how those who are dissatisfied (or bothered) at work would likely react to the dissatisfaction.

Statistical analyses of this study's data confirm the strength of the EVLNC scales as measures of dissatisfaction at work. Cronbach's alpha is greater than .70 for each of the scales, indicating internal reliability for each scale (Exit: .87, Voice: .88, Loyalty:.82, Neglect: .77, Cynicism: .72). These data indicate that the items within each scale are measuring the same construct.

Naus et al. (2007) report inter-item correlations for all of the five scales with Exit, Voice, Loyalty and Neglect inter-item correlations in excess of .60, and a .41 Cynicism inter-item correlation. They also report discriminant validity of the scales with a between-scale correlation range of -.34 to .30, indicating five distinct concepts. Overall, the results of this study, as in Naus et al., are sufficient to claim construct validity for the EVLNC scales.

This study's results are similar to those of Naus and colleagues in terms of relationships between the scales. All positive correlations in the Naus et al. study (EN, NC, EC, VL) are also positive in this study, and all negative correlations (EL, LN, LC, EV, VN, VC) are negative in this study (See Table 10).

For example, the positive correlation of Exit with Neglect (EN) indicates that as Exit behaviors increase, Neglect behaviors also increase. The negative correlation of Exit with Loyalty indicates that as Exit behaviors increase, Loyalty behaviors decrease. These two correlations indicate that as a faculty member intends to leave the University, he or she begins to neglect job duties and lose a sense of loyalty to the University.

As expected, and consistent with Naus et al. (2007), the Exit scale is most strongly associated with Neglect and Cynicism. The strongest negative association is between Exit and Loyalty indicating Loyalty as a barrier to Exit, as theorized by Hirschman (1970) and confirmed by Naus et al. and Rusbult et al (1988). As with Naus et al., the Voice scale in this study is weakly associated with the others, and the Neglect scale has a relatively strong association with Cynicism.

Table 10

Exit, Voice, Loyalty, Neglect and Cynicism Scale Correlations

	Exit	Voice	Loyalty	Neglect	Cynicism
Exit					
Voice	-.07*				
Loyalty	-.24**	.14**			
Neglect	.32**	-.15**	-.06		
Cynicism	.31**	-.12**	-.11**	.43**	

* $p < .01$, ** $p < .001$

Responses to Workplace Dissatisfaction: Overall

The EVLNC scales each have a possible score range of 5 to 35, and the observed range for each scale is the same. The Voice scale has the highest mean score and the Neglect scale has the lowest mean score.

Responses to Workplace Dissatisfaction: By Demographic Categories

One-way analyses of variance with LSD post-hoc analyses were conducted for each of the five EVLNC scales to determine if there are significant differences in scores for the demographic variables of tenure status, rank, academic discipline, career longevity and ethnicity. Independent sample t-tests were conducted to determine mean differences for gender and sexual orientation, since these variables each have only two groups. There are significant differences in mean scores, regardless of target status, for some of the demographic variables on three scales: Exit, Loyalty and Cynicism (see Table 11).

Tenure status. Within the tenure status variable, there are three significant differences in Exit scores. The non-tenure-track faculty members are more likely to intend to leave the organization than the tenure-track ($p < .05$) or tenured faculty ($p < .001$), and the tenure-track faculty is more likely to leave than the tenured ($p < .01$). In other words, the lower the tenure-status level, the more likely the faculty member is to leave.

Rank. There are three significant Exit score differences within rank. Assistant professors score higher on Exit than associate professors ($p < .001$) or full professors

Table 11

Responses to Workplace Dissatisfaction: Exit, Voice, Loyalty, Neglect and Cynicism Mean Scores by Demographic

Demographic	Exit	Voice	Loyalty	Neglect	Cynicism
All Respondents	13.40	24.78	13.53	9.41	15.97
Tenure Status					
Tenured	12.34***	24.73	13.38	9.33	16.17
Tenure-track	14.35	24.47	14.24	9.56	15.43
Non-tenure-track	16.09	25.22	13.53	9.57	15.84
Rank					
Professor	11.64***	25.17	13.42	9.04	15.94
Associate Professor	13.62	24.29	13.23	9.47	16.30
Assistant Professor	15.57	24.68	13.95	9.92	15.70
Instructor	14.43	28.89	15.50	8.13	13.00
Academic Discipline					
Arts and Humanities	15.43**	24.29	12.09*	10.00	17.58*
Social Sciences	13.00	24.17	13.00	9.95	15.86
Life Sciences	13.05	24.33	14.05	9.45	15.78
Physical Sciences	12.06	25.55	14.10	8.66	16.31
Professional	13.64	25.37	13.59	9.17	15.65
Career Longevity					
0-10 years	14.86***	24.52	14.28**	9.80**	15.38
11-20 years	14.45	24.67	13.21	9.64	16.33
21-30 years	12.79	25.10	13.40	9.35	15.88
31-40 years	11.51	25.24	12.62	8.94	16.43
>40 years	7.81	24.60	15.55	7.39	15.00
Gender					
Male	13.06	24.47	14.03***	9.27	16.37**
Female	13.64	25.18	12.65	9.55	15.27
Ethnicity					
White, non-Hispanic	13.15	24.96	13.24***	9.38	16.05
Asian	14.01	23.76	15.90	9.10	15.11
African American/Black	13.81	25.85	12.37	9.68	15.35
Hispanic/Latino	15.05	22.62	14.45	9.95	15.90
Other	11.64	25.33	13.25	9.42	15.92
Sexual Orientation					
Heterosexual	13.12*	24.80	13.58	9.33	15.82
LGBT	15.36	25.11	13.00	10.16	17.15

* $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

($p < .001$) and associate professors score higher than full professors ($p < .001$). As with tenure, the lower the respondent's rank, the greater likelihood the respondent will plan to leave the organization, regardless of target status.

Academic discipline. Within academic discipline, the arts and humanities faculty had significantly higher Exit scores than the social science faculty ($p < .01$), the life sciences faculty ($p < .01$) the physical sciences faculty ($p < .01$), and the professional faculty ($p < .05$). The professional science faculty members had significantly higher Exit scores than the physical sciences faculty members ($p < .05$).

Career longevity. Career longevity is related to the likelihood a faculty member will exhibit behaviors on the Ext scale, the Loyalty scale and the Neglect scale.

Career longevity is significantly associated with an employee's intent to leave, as indicated by the Exit scores. Each significant difference reveals that those with fewer years post-degree are more likely to leave than those with a relatively greater number of years. Respondents with fewer than 10 years of post-degree experience are significantly more likely to leave than those with 21 to 30 years ($p < .001$), 31 to 40 years ($p < .001$) and 41 or more years ($p < .001$).

Respondents with 11 to 20 years of experience are more likely to leave than those with 21 to 30 years ($p < .01$), 31 to 40 years ($p < .001$) and 41 or more years ($p < .001$). Those with 21 to 30 years of career longevity are more likely to leave than those with 41 or more years ($p < .001$). The faculty with 31 to 40 years post-degree is more likely to exhibit Exit behaviors than the faculty with 41 or more years ($p < .01$).

Career longevity is significantly associated with Loyalty scale behaviors. Faculty members who have 41 or more years of experience have significantly higher Loyalty scores than those with 11 to 20 years ($p < .05$), 21 to 30 years ($p < .05$) and 31 to 40 years ($p < .05$) of career longevity.

Career longevity is also related to Neglect scale scores. The faculty with 41 or more years of experience since completion of a terminal degree has lower Neglect scores than the faculty with 0 to 10 years ($p < .01$), 11 to 20 years ($p < .01$), 21 to 30 years ($p < .01$) and 31 to 40 years ($p < .05$). In addition, those with 31 to 40 years of experience are less likely to exhibit Neglect scale behaviors than those with 0 to 10 years of experience ($p < .05$).

Gender. Gender is significantly associated with the Loyalty scores. Males are more likely than females to exhibit loyalty behaviors ($p < .001$). Male faculty members are also more likely than females to express Cynicism behaviors ($p < .01$).

Ethnicity. Ethnicity is significantly associated with the Loyalty scores for two comparison groups. Asian faculty scored significantly higher than White faculty ($p < .001$) and African American or Black faculty ($p < .01$) on the Loyalty scale.

Sexual orientation. Sexual orientation is significantly related to a respondent's intent to leave. Faculty identifying as LGBT have significantly higher Exit scores ($p < .05$) than heterosexual faculty. As reported earlier, LGBT faculty members are also significantly more likely to be bullied targets than heterosexual faculty.

Responses to Workplace Dissatisfaction: By Target Status

Independent sample t-tests were conducted for each of the five EVLNC scales to determine if there is a significant difference in scores between the bullied and not bullied respondents. There is a significant difference in the scores between those who indicate that they are bullied and those who do not, for all five scales (see Table 12). The direction of the score differences is not surprising. Mean scores are significantly higher on the Exit, Neglect and Cynicism scales for those who are bullied, and they are significantly higher on the Voice and Loyalty scales for those who are not bullied.

The correlations between experiences of having been bullied and responses to dissatisfaction are not surprising. As one could reasonably expect, the Exit, Neglect and Cynicism scales have positive correlations with all measures of having been bullied. In fact, all but one of the Exit, Neglect and Cynicism correlations are highly significant. This relationship suggests that the more one is targeted with bullying behaviors, the greater the likelihood that the he or she will neglect duties, express no faith in the organization and plan to leave.

As one might expect, the Voice and Loyalty scales are negatively associated with all measures of the experience of being bullied. These relationships suggest that as the degree to which a person is targeted increases, the likelihood that the employee will voice positive suggestions or wait patiently for positive change decreases. All of the Neglect correlations and two of the Voice correlations (NAQ-R Total and Person-Related subscale) are highly significant.

Table 12

Relationships of Target Status and the Experience of Being Bullied with Responses to Dissatisfaction

	Exit	Voice	Loyalty	Neglect	Cynicism
Means					
Target Status					
Bullied 18.47**	17.15**	23.47**	10.92**	10.30**	
Not Bullied	12.90	24.99	13.94	9.29	15.58
Correlations					
NAQ-R	.331**	-.100**	-.236**	.180**	.316**
Person-related	.304**	-.134**	-.219**	.184**	.262**
Work-related	.316**	-.063	-.237**	.177**	.333**
Physical intimidation	.145**	-.021	-.145**	.049	.121**

** $p < .01$

Predicting Response Behaviors with Tenure Status

Regression analysis was conducted to predict dissatisfaction response behaviors with the experience of having been bullied and tenure status (See Table 13). Each of the five EVLNC scales was analyzed separately with each scale's total score as a dependent variable. The respondents' NAQ-R Total score and tenure status served as independent variables. Because the tenure status variable is categorical, it was dummy coded with 0/1 responses (Field, 2009).

The independent variables were entered in one step. The NAQ-R Total score was entered as the first independent variable followed by the dummy-coded tenure-track and non-tenure-track variables. Tenured faculty served as the baseline group in the dummy variable comparisons.

Regression confirms that the experience of having been bullied (NAQ-R score) significantly predicts scores on each of the five EVLNC scales. Tenure status adds significant predictive power to the Exit scale model. Tenure status did not significantly improve the model for the Voice, Loyalty, Neglect and Cynicism scales.

The NAQ-R score and tenure status can explain 15.8 percent ($p < .001$) of the variance in the Exit score. Comparison of the standardized Beta coefficients indicates that tenure-track faculty and non-tenure-track faculty scored higher on the Exit scale than tenured faculty.

Predicting Response Behaviors with Other Demographic Variables

In addition to analyzing tenure status, the remaining demographic variables were entered in the regression model to determine other relationships with the Exit, Voice,

Table 13

Predicting Exit, Voice, Loyalty, Neglect and Cynicism with NAQ-R Total Score, Tenure Status and All Demographics

	Exit !		Voice !		Loyalty !		Neglect !		Cynicism !	
N	896	723	865	710	872	719	866	715	870	719
NAQ-R Total Score	.33***	.31***	-.10**	-.13***	-.23***	-.21***	.18***	.18***	.32***	.34***
Tenure-track	.14***	-.01	-.03	.08	.03	-.06	.04	-.10	-.03	-.03
Nontenure-track	.21***	.13**	.03	.10	.02	-.05	.01	-.09	-.04	-.07
Associate Professor		.02		-.11*		.03		.01		.03
Assistant Professor		.15*		-.12		.02		.12		.06
Arts & Humanities		.10**		-.02		-.06		.01		.06
Social Sciences		-.03		-.06		-.02		.04		-.05
Life Sciences		.03		-.06		-.00		.05		.00
Physical Science		-.02		.01		-.05		-.05		.00
11-20 Years Career		.05		.06		-.08		-.05		.00

*p " .05, **p " .01, ***p " .001

Table 13 (Continued)

Predicting Exit, Voice, Loyalty, Neglect and Cynicism with NAQ-R Total Score, Tenure Status and All Demographics

	Exit !	Voice !	Loyalty !	Neglect !	Cynicism !
N	723	710	719	715	719
21-30 Years Career	-.04	.04	-.09	-.09	-.05
31+ Years Career	-.11	.06	-.10	-.13*	.02
Female	-.06	.08*	-.11**	.00	-.16***
Asian	.00	-.06	.11**	.00	-.04
African American/Black	-.02	.04	-.02	.01	.00
Hispanic/Latino	.00	-.06	.05	-.01	-.01
Lesbian/Gay/Bisexual/Trans	.02	.03	.07*	-.01	-.02

*p " .05, **p " .01, ***p " .001

Loyalty, Neglect and Cynicism scales (see previous Table 13). For each demographic analysis, categorical variables were used in the regression. The NAQ-R score was entered as the first independent variable, followed by tenure status and the remaining demographic variables.

Each demographic variable improved the predictive power for at least one of the scales. For the full model, the NAQ-R score and all demographics can explain 19.9% ($p < .001$) of the variance in the Exit scale, 4.6 percent ($p < .05$) of the variance in the Voice scale, 9.4 percent ($p < .001$) of the Loyalty scale, 5.4 percent ($p < .01$) of the Neglect scale and 13.7 percent ($p < .001$) of the Cynicism scale.

Rank. Professorial rank improves the model for the Exit and Voice scales. For the purposes of regression, the comparison group is the rank of professor. The assistant professor rank is a significant predictor of Exit behaviors. Standardized Beta coefficients reveal that assistant professors have the highest Exit scores, followed by associate professors, then professors.

The associate professor rank is a significant predictor of the Voice scale score. Standardized Beta coefficients indicate that associate professors are significantly more likely to exhibit Voice scale behaviors than professors.

Academic discipline. Academic discipline improves the model for the Exit scale. For the purposes of regression, the faculty members in the Professional disciplines are coded as the comparison group. Faculty members in the Arts and Humanities are

predictably more likely to leave or intend to leave than their Professional faculty colleagues.

Career Longevity. Career Longevity of 31 or more years is a significant predictor for the Neglect scale. Faculty members who earned their terminal degrees 31 or more years prior to the survey are predictably less likely to engage in Neglect response behaviors.

Gender. Gender significantly improves the model for the Voice, Loyalty, and Cynicism scores. For the regression analysis, males are used as the comparison group. Review of the standardized Beta coefficients shows that women score higher than men on the Voice scale, and lower than men on the Loyalty and Cynicism scales.

Ethnicity. Ethnicity significantly improves the model for the Loyalty scale but is only a significant score predictor for Asian faculty as compared to White faculty. Again, the dummy coding is based on using the largest group as the baseline to which all others are compared (Field, 2009). For ethnicity, the White faculty are by far the largest group, and is the one to which other ethnic groups are compared. For the Loyalty scale, Asian faculty members have significantly higher scores than White faculty.

Sexual orientation. Sexual orientation is a significant predictor for the Loyalty scale. For this analysis, heterosexual faculty members were the comparison group. Lesbian, gay, bisexual and transgender faculty members scored higher on the Loyalty scale than their heterosexual peers.

CHAPTER 5: DISCUSSION AND CONCLUSIONS

Several different theoretical models for studying workplace bullying appear in the literature. Some perceive harassment and scape goating as natural human tendencies (Thylefors, 1987 in Einarsen et al., 2003; Brodsky, 1976). Some researchers consider individual characteristics of the bully or target as a causal model (Einarsen & Zapf, 2003; Vartia, 1996; Björkqvist et al., 1994).

Others look at factors within the organization, such as social climate and organizational processes (Liefooghe & Mackenzie Davey, 2001; Salin, 2003). Einarsen et al. (1994) provide a translation from Leymann's (1992) work, stating that "…personality factors are irrelevant to the study of bullying, and that work conditions alone are the primary cause of such behaviour and experiences" (p. 384).

This study's conceptual framework incorporates both organizational and individual factors as antecedents to bullying behavior. The framework also proposes a relationship between the target's individual demographic and social characteristics and the perceptions, responses and effects of workplace bullying. Tenure status is the primary individual demographic characteristic of interest in this study.

Summary of Findings

This study's central research question is: How are tenure status and the experience of having been bullied related with university faculty members' responses to workplace dissatisfaction? To answer this question we return to the results described in chapter three.

Tenure and target status. Target status refers to whether or not a faculty member is a bullied target, according to his or her response to the single-item question about having been bullied. Statistical analyses of the target status rates indicate that tenure status is not significantly related to target status.

In other words, there was not a significant difference in the likelihood that a tenured, tenure-track or non-tenure-track faculty member was in the bullied group. The lack of a significant association between tenure status and target status indicates that bullies do not tend to choose their targets based on the targets' tenure status. However, target status refers to whether or not a person has been bullied, and does not include information on the nature of the experience.

Tenure and the experience of being bullied. The NAQ-R total score, indicating the total number and frequency of bullying behaviors directed at the target, represents the experience of having been bullied. While the likelihood of being targeted is not related to one's tenure status, the degree to which one is bullied is significantly related to tenure status. The tenure-track faculty is targeted with significantly fewer behaviors than the other two tenure status groups.

The non-tenure-track faculty is targeted with bullying behaviors to a significantly greater degree than the tenure-track faculty. This finding is in line with Salin's (2003) study indicating that bullies are enabled by a power imbalance and the low perceived costs of bullying. Non-tenure-track faculty have less power than tenured or tenure-track faculty. The consequences of targeting a non-tenure-track faculty member

are not likely as great as those one would experience by targeting a tenured or soon-to-be tenured faculty member.

The tenured faculty is also targeted with bullying behaviors to a significantly greater degree than the tenure-track faculty. This finding is in line with Westhues' (1998) contention that while the organization or its members may be able to easily end the employment of faculty without tenure, it is difficult to get rid of tenured professors through official processes. Consequently, others resort to bullying unwanted tenured faculty in hopes they will leave on their own.

Tenure and witnessing bullying. As with target status rates, witness status rates are not significantly related to one's tenure status. The likelihood a faculty member has witnessed bullying of others is not significantly associated with whether or not the witness is a tenured, tenure-track, or non-tenure-track faculty member.

Tenure and response behaviors. The intent to leave is expressed as an Exit scale score. Without consideration of whether or not a faculty member has been bullied, tenure status makes a significant difference in the likelihood her or she will plan to leave the organization. The non-tenure-track faculty are the most likely to plan to leave, the tenure-track faculty are the next most likely to leave, and the tenured faculty are the least likely to intend to leave.

In short, those with relatively greater employment security are less likely to leave than those with relatively less security. This finding is not surprising, but it is

interesting because tenured faculty are targeted to a greater degree than tenure-track faculty, but tenured faculty are less likely to leave than the other two groups.

Further analyses confirm that tenure status is not only associated with a faculty member's intent to leave, but the relationship remains after consideration of the person's experience of having been bullied. After considering the predictive power of the experience of having been bullied, tenure adds to the predictive power of whether a faculty member is likely to leave the organization. The tenured faculty is less likely to leave than the tenure-track and non-tenure-track faculty.

These findings have implications for higher education leaders. If targeted faculty members stay with the organization, the individual and the organization are likely to experience multiple negative effects, as evidenced by a large body of literature on the effects of bullying. If higher education institutions continue the practice of tenure, which protects the exploration and expression of diverse ideas (American Association of University Professors, 2001), then leaders must develop ways to prevent and address bullying behavior. Failure to do so will harm the institution and the employees in whom it has most invested.

The likelihood that a faculty member will make positive suggestions for change is reflected in the Voice scale score. Without consideration of the experience of having been bullied, tenure status is not significantly related to whether a faculty member speaks up with positive suggestions. After consideration of the experience of having been bullied, tenure status does not predict the likelihood that a faculty member will make positive suggestions for change in response to dissatisfaction.

The Loyalty score indicates the likelihood that a faculty member will optimistically wait for others to make positive changes. Tenure status is not significantly associated with the likelihood a faculty member will exhibit Loyalty behaviors, with or without consideration of the experience of having been bullied.

The Neglect score represents the likelihood that a faculty member will exhibit dissatisfaction behaviors constituting the neglect of professional duties. Analysis of the relationship between tenure status and the neglect of professional duties reveals that there is not a significant association between Neglect scores and tenure status, before or after consideration of the experience of having been bullied.

The Cynicism score indicates the likelihood a faculty member will actively exhibit a negative attitude towards the organization. Analysis of dissatisfaction responses reveals that tenure status is not significantly associated with exhibition of Cynicism behaviors. After the experience of having been bullied is considered, the lack of a significant association remains.

Implications for Theory

In chapter two, the theoretical framework (Einarsen et al., 2003) for this study is presented with particular attention to the factors affecting perceptions and response behaviors. Those factors are presented in the model as individual characteristics, which include demographics and social circumstances as well as personality and personal history. For the purpose of this study, tenure status represents a professional demographic attribute. A review of the literature reinforced this framework and its multiple factors influencing behaviors, perception, reactions and effects.

This study's findings reinforce the role of individual characteristics as influencers. Of the seven demographic categories examined, three were significantly related to rates of having been bullied and witnessing bullying (academic discipline, gender and sexual orientation), three were significantly related to the experience of having been bullied (tenure status, academic discipline, and
gender) and each of the seven was significantly related to at least one category of behavioral responses.

The existence of tenure in higher education might also be considered an organizational factor. Organizations dealing with faculty bullying issues may be more willing to acknowledge responsibility to address the issue if they view tenure as an organizational rather than an individual factor. This study's results add to our knowledge of tenure as an organizational characteristic.

In addition, theorists who subscribe to Leymann's (1992) assertion that only organizational characteristics impact workplace-bullying experiences may be willing to look at tenure status as an organizational factor worthy of study. This study reveals the relationship of tenure status with experiences of being bullied and intent to leave. Viewed from an organizational perspective, the tenure factor increases the likelihood that members of the workforce are bullied.

Implications for Policy and Practice

This study's findings have implications for policy and practice in higher education institutions. The studies discussed in chapter two indicate that bullying victims suffer great individual consequences, and that organizations consequently also suffer. Bullied

employees negatively affect an organization's quality of work and its efficiency. In non-higher education workplace sectors, those who are bullied have a tendency to leave their employers. This study fills a gap in the literature as it considers the workplace factor of tenure status in higher education, and its impact on these dynamics.

Bullying has numerous negative effects on an organization, including declining performance of its employees. This study reveals that bullied faculty members with tenure have a tendency to stay with the organization. If higher education institutions are ripe for bullying, and the bullied stay with the institution and perform poorly, the situation warrants an examination of policy and practice.

In today's economic climate, many institutions have been forced to tighten budgets and in many cases lay off faculty and staff. With fewer faculty members serving the same number of students, institutions need the remaining faculty to perform at their full capacity. Higher education institutions have already been identified as having high-bullying-risk characteristics compared to other types of organizations. When coupled with the pressures of today's economy, increased workload and competition for resources make higher education institutions particularly vulnerable to bullying dynamics.

Higher education institutions are often the last to recognize bullying behavior and acknowledge their role in resolving the situation (Salin, 2003). Implications for higher education practice include education for all employees about the concept and serious consequences of workplace bullying. Addressing the issue begins with recognition of the problem and its consequences.

Higher education leaders also need to understand how to address the issue while respecting academic freedom and tenure. Policies and practices must be developed to clearly address issues within the parameters of faculty rights and responsibilities.

Limitations of the Study

This study has several limitations worth consideration. First, the study takes place at one institution. Expanding the study to include more institutions would add to this study's scope. Next, the setting for this study is a research institution. It might be helpful to include other types of institutions for comparison. In addition, the results are based on self-reported responses that may be more susceptible to respondent bias than other types of data.

The timing of this study may also have affected its results. The data are cross-sectional, measuring the faculty's perceptions at a point in time. Faculty members received an invitation to participate in this study shortly before the institution's announcements of budget cuts, including potential faculty layoffs. The stress many faculty members experienced at that time may have impacted their perceptions and indications of dissatisfaction response behaviors. Longitudinal data may help mitigate the influence of point-in-time circumstances and events. Causal models would also advance understanding of the relationship between the variables.

Directions for Future Research

Given the recent emergence of literature on workplace bullying and the paucity of studies specific to higher education, there are many possible avenues for future research.

Working within an organizational, causal model, further research on institutional type and institutional environment would add to our understanding of workplace bullying in higher education environments. Working within a model of individual characteristics, this study revealed some interesting personal and professional demographic variables worthy of further study.

Organizational Factors

Higher education institutions in the U.S. are classified according to the Carnegie Classification of Institutions of Higher Education (Carnegie Foundation, February 16, 2010) typology. Institutions with similar characteristics are grouped together in this categorical framework. Basic classification (the traditional Carnegie Classification framework) includes categorization by the types of degrees offered, such as associate's degrees or doctoral degrees, or by the focus of the institution, such as theological seminaries or tribal colleges.

Some categories are sub-categorized, such as the doctorate-granting category, which is sub-categorized according to the level of research conducted at the institution (Carnegie Foundation, February 16, 2010). In addition to the basic classification perspective, the undergraduate and graduate instructional program classifications, enrollment profile and undergraduate profile classifications, and size & setting classifications allow users to compare institutions through different lenses.

Future study of workplace bullying across different types of institutions may help us understand how organizational context affects workplace climate and bullying.

Knowledge of risk factors can inform institutional policy for addressing and preventing the problem.

Individual Factors

Rank. After consideration of the experience of having been bullied, rank predicted the likelihood a dissatisfied faculty member intended to leave the organization and whether he or she made positive suggestion for change. As with tenure status, higher-ranked faculty members tended to stay with the organization, even after consideration of the experience of having been bullied. This finding presents the same problem as it does with tenure: bullied faculty members in the workforce.

The likelihood a bullied faculty member will speak up with positive suggestions increases as he or she moves up in rank. Future research may increase our understanding of how tenure status and rank combined influence empowerment in workplace-bullying situations.

Academic discipline. This study revealed a significant difference between faculty members of broad academic disciplines in terms of whether a faculty member is targeted, witnesses bullying, and the degree to which he or she is targeted. The academic discipline variable is related to all three measures of the workplace bullying experience, with arts and humanities faculty being the most widely affected. In addition, arts and humanities faculty are significantly associated with the intent to leave after consideration of the experience of having been bullied. Future research could explore the nature of the arts and humanities faculty experience.

Career Longevity. While career longevity is associated with dissatisfaction responses, it is not associated with any of the workplace bullying measures. Future workplace-bullying research focused on career longevity is not indicated by this study.

Gender. Studies focusing specifically on higher education indicate that gender plays a role in that particular setting. This study confirmed the significant role of gender in determining the likelihood one is bullied, the likelihood one will witness bullying, and the experience of having been bullied in a higher education workplace.

Gender also predicted how faculty responds to dissatisfaction after consideration of the experience of having been bullied. Women are significantly more likely to make positive suggestions, less likely to wait for others to make change, and less likely to have an actively negative attitude towards the organization. More research is needed to explore how gender is associated with workplace bulling in higher education institutions.

Sexual orientation. This study showed a significant difference between heterosexual and LGBT faculty in the rate of having been bullied and the rate of having witnessed bullying. Faculty identifying as LGBT had a significantly higher rate of having been targeted or having witnessed others being targeted. The literature reveals that witnesses suffer similar consequences as targets. While faculty members identifying as LGBT are more likely to be targeted, they are also significantly more likely to respond to dissatisfaction by waiting optimistically for others to make positive change. Sexual orientation is an important variable for future study of workplace bullying in higher-education organizations.

Conclusion

Workplace bullying in higher-education settings is a longstanding problem with a short history of research. This study answers the overall research question of how tenure status and the experience of having been bullied is related with university faculty members' responses to workplace dissatisfaction. Tenured faculty members are more likely than other faculty to stay with the organization, even after they have become bullied targets.

Failure to address this issue results in serious negative consequences for individuals and their employers. There is a compelling need for higher education leaders and employees to recognize, address and prevent this problem. Measures to address the problem are best informed by knowledge gained from research tailored to the higher-education work environment.

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APPENDIX A

Institutional Review Board Approval

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Human Research Protection Program
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April 16, 2010

Susan K Taylor
504 Point Avenue
Madison Lake, MN 56063-9632

RE: "Exit, Voice, Loyalty, Neglect and Cynicism: The Impact of Tenure on Higher Education Faculty Members' Responses to Workplace Bullying"
IRB Code Number: **1004P80457**

Dear Ms. Taylor

The referenced study was reviewed by expedited review procedures and approved on April 13, 2010. If you have applied for a grant, this date is required for certification purposes as well as the Assurance of Compliance number which is FWA00000312 (Fairview Health Systems Research FWA00000325, Gillette Children's Specialty Healthcare FWA 00004003). Approval for the study will expire one year from that date. A report form will be sent out two months before the expiration date.

Institutional Review Board (IRB) approval of this study includes the consent form and recruitment materials received April 11, 2010.

The IRB would like to stress that subjects who go through the consent process are considered enrolled participants and are counted toward the total number of subjects, even if they have no further participation in the study. Please keep this in mind when calculating the number of subjects you request. This study is currently approved for 2809 subjects. If you desire an increase in the number of approved subjects, you will need to make a formal request to the IRB.

The code number above is assigned to your research. That number and the title of your study must be used in all communication with the IRB office.

As the Principal Investigator of this project, you are required by federal regulations to inform the IRB of any proposed changes in your research that will affect human subjects. Changes should not be initiated until written IRB approval is received. Unanticipated problems and adverse events should be reported to the IRB as they occur. Research projects are subject to continuing review and renewal. If you have any questions, call the IRB office at 612-626-5654.

On behalf of the IRB, I wish you success with your research.