2023

Managing Student Bullying of Professors in Higher Educational Institutions

Willetra Brittian
Walden University

Follow this and additional works at: https://scholarworks.waldenu.edu/dissertations

Walden University

College of Management and Human Potential

This is to certify that the doctoral dissertation by

Willetra Brittian

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Lisa Barrow, Committee Chairperson, Management Faculty
Dr. Thomas Butkiewicz, Committee Member, Management Faculty
Dr. Sheryl Kristensen, University Reviewer, Management Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2023

Abstract

Managing Student Bullying of Professors in Higher Educational Institutions

by

Willetra Brittian

MA, Azusa Pacific University, 2008

BS, Azusa Pacific University, 2007

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

February 2023

Abstract

Workplace bullying has affected more than 60 million workers in the United States. The specific problem was a lack of information about academic contrapower harassment on conflict management in higher educational institutions. The purpose of this qualitative multiple case study was to explore how administrators in higher educational institutions addressed student bullying of professors when reported by professors to administrators. The research question was to explore what conflict management strategies were used by school administrators in higher educational institutions to address targeted professors' reports of student bullying. The conceptual framework for the study included academic contrapower harassment, student entitlement, and student consumerism. Seventeen professors who were targets of student bullying through social media participated. Semistructured interviews data were collected and analyzed by establishing three hierarchical coding nodes matching the interview questions contributing to thematic data saturation and triangulation. Findings showed that school administrators primarily used investigations, appeasing students, and practicing avoidance to respond to targeted professors' reports of student bullying. Fifteen professors viewed bullying by students being problematic in higher education. Recommendations for future research comprise interventions about academic contrapower harassment from the school administrators' perspectives. The implications for positive social change may occur when administrators in higher educational institutions increase the awareness of academic contrapower harassment, promote human self-worth, and evaluate the effectiveness of school administrators' conflict management strategies to address workplace bullying.

Managing Student Bullying of Professors in Higher Educational Institutions

by

Willetra Brittian

MA, Azusa Pacific University, 2008

BS, Azusa Pacific University, 2007

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

February 2023

Dedication

I dedicate this qualitative multiple case study on workplace bullying to every professor in higher educational institutions who were the target of student bullying. This problem is rampant on college campuses in the United States. The results and discussion from this study will stimulate larger conversations and strategic planning that may enable more effective responses to managing this form of conflict. The voices represented in this study resonate in research and academic communities, which might use the study to promote positive social changes regarding workplace bullying.

Acknowledgments

I thank God for granting me His grace to complete the doctoral journey during a worldwide pandemic. I would also like to thank my spiritual mother, Apostle Lorraine Henderson, who urged me to stay focused and continue the journey during challenging times.

I have the utmost respect for and am thankful to my dissertation committee, which includes Dr. Lisa Barrow, Dr. Tom Butkiewicz, and Dr. Sheryl Kristensen. Their leadership challenged me to produce quality research and gave me wisdom and encouragement throughout my doctoral journey. I am also very thankful to the host of Walden University administrators, staff, and departments that contributed to my academic success. Additionally, I want to acknowledge and thank Dr. Aerika Loyd and Dr. Thomas Thompson for their wisdom and encouragement as my informal dissertation coaches and supporters during my doctoral journey.

The support of family and friends made a tremendous difference in my completing the doctoral journey. I am thankful to my parents, William and Shirlee Chamberlain, my children, Aerika, Orlando, and Shannon, and a host of family and friends that offered limitless prayers and encouragement throughout my doctoral journey.

Finally, I would like to thank the 17 study participants for sharing their firsthand experiences as targets of student bullying, a sensitive research topic. Without their stories, this study could not have reached fruition.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction to the Study

Namie (2017) discussed that workplace bullying is a serious organizational phenomenon affecting millions of workers in the United States. Akella (2016) mentioned that workplace bullying has cultural implications that complicate the problem. Cowan (2012) described the phenomenon as occurring when an aggressor targets one or more individuals in the workplace with repeated episodes of negative behavior over time, such as abusive communication, physical threats or assault, and abuse of power with the intention to harm. Numerous consequences can result when bullying is not effectively managed by leaders in organizations. Researchers discussed some of the consequences of workplace bullying, such as diminished health and well-being of employees, job dissatisfaction, declined employee engagement, and employee retention issues (Barrow, 2009; Nielsen & Einarsen, 2012). Other researchers suggested that workplace bullying can negatively impact organizational financial performance, with annual losses amounting to millions or billions of dollars in some cases (Bible, 2012; Chekwa & Thomas, Jr., 2013; Georgakopoulos et al., 2011; Gumbus & Meglich, 2012; Lieber, 2010). A recent study by Namie showed that 61% of the time, bosses are the aggressors in workplace bullying in traditional organizations. However, the abuse had sometimes been initiated by peers or subordinates. Researchers mentioned that workplace bullying has been under-researched in higher educational institutions, where the bullying of professors by their students was discussed in the literature as a growing concern (Anonymous, 2020; Cutler, 2014; Forni, 2014). I did not find research studies with a focus on this topic in the context of conflict management, and May and Tenzek (2018)

mentioned the same. The purpose of this qualitative multiple case study was to explore how administrators in higher educational institutions addressed student bullying of professors when reported by professors to administrators. This study was needed to augment the current literature and contribute to filling the research gap.

In Chapter 1, I discussed the bullying of professors by students as a significant management problem. The chapter also includes the introduction, background, problem statement, purpose of the study, research question, conceptual framework, nature of the study, definitions of terms, assumptions, the scope of the study, delimitations, limitations, significance of the study, and summary.

Background of the Study

Namie (2017) mentioned more than 60 million workers that in the United States had been affected by workplace bullying, which is considered an epidemic. Namie (2003) discussed that workplace bullying is a global management problem that has been studied for more than 30 years. Akella (2016) stated that workplace bullying has cultural roots stemming from cultural biases in a capitalistic society. Researchers described the organizational phenomenon as occurring when an aggressor targets one or more workers with repeated episodes of negative actions over time, such as abusive communication, physical threats or assault, and abuse of power, which are harmful to the targets (Barrow, 2009; Cowan, 2012). Researchers also mentioned that workplace bullying may be detrimental to all stakeholders and detracts from a healthy workplace (Barrow, 2009; Maurer, 2013). According to Georgakopoulos and Kelly (2017), organizational leaders can be pivotal in reducing workplace bullying. They further stated that leaders have a

fiduciary responsibility to address this problem proactively to ensure that the

organizational culture supports the health and wellness of workers. Sansone and Sansone

(2015) indicated there are common health problems for affected workers, including

psychological symptoms such as depression or stress. Targets might also experience

musculoskeletal system symptoms, sleep deprivation, and cardiovascular symptoms.

Other researchers mentioned that workplace bullying targets have, in some cases,

considered suicide to end their torment (Barrow, 2009; Nielsen et al., 2015). Researchers

discussed that the financial impact of workplace bullying could be costly when the

behavior is not managed effectively (Bible, 2012; Chekwa & Thomas, Jr., 2013;

Georgakopoulos et al., 2011; Gumbus & Meglich, 2012; Hollis, 2015; Lieber, 2010;

Namie, 2017). Workplace bullying has persisted as a significant social and organizational

problem worldwide and poses serious consequences to individuals impacted.

Researchers discussed workplace bullying as rampant in academia, where

professors have been targeted from different directions, such as by leaders, peers, and

students and their parents (Hollis, 2015; Lampman et al., 2016). Researchers also

discussed that higher educational institutions had experienced an escalation of workplace

bullying, specifically concerning the rampant bullying of professors by students

(Lampman et al., 2016; Longobardi et al., 2019). Workplace bullying was described by

researchers as a significantly understudied problem that exists in academia (Cutler, 2014;

Keashly, 2021; May & Tenzek, 2018). According to Forni (2014), the bullying of

professors by students has increased in recent years. May and Tenzek (2018) showed a

research gap in the literature—that this phenomenon has not been studied in the context

of conflict management. My initial review of the literature revealed that student bullying

of professors was a growing problem in academia and had not been adequately studied.

The early research on students' bullying of professors in higher educational

institutions focused on sexual harassment (Benson, 1984; DeSouza & Fansler, 2003;

Matchen & DeSouza, 2000; McKinney, 1992; Mohipp & Senn, 2008). Benson (1984)

conceptualized contrapower harassment as an inverse power dynamic that exists when

someone with less legitimate power targets someone in a higher organizational role.

Lampman et al. (2009) reconceptualized contrapower harassment in academic research to

include all forms of student incivility ranging from mild to severe. The phenomenon was

coined as academic contrapower harassment. Lampman et al. (2009) showed that the

bullying of professors by students was an egregious form of incivility on the continuum.

Recent studies by researchers on academic contrapower harassment have primarily

focused on its prevalence and correlation with demographics such as gender, racial

ethnicity, and the tenure status of the targeted professors (DeSouza, 2011; Lampman et

al., 2016). May and Tenzek (2018) explained in their qualitative study how the student

bullying of professors unfolded in college classrooms. The purpose of May and Tenzek's

study was to determine what triggered the student bullying of faculty. The result was that

both faculty and student behaviors triggered the bullying of professors by their students.

Empirical research about the bullying of professors by students has been broadened to

include all forms of harassment and bullying.

The literature included differing views on the rise in the bullying of professors in

academia. A study by Hernandez (2010) showed that some students viewed themselves

as consumers and adopted a different power posture in the student/professor relationship. From this perspective, the mere fact that students paid tuition made them customers, and professors and other academic staff were expected to respond by fulfilling the consumers' expectations. The second explanation discussed by Holdcroft (2014) indicated that Millennial students, who are believed to possess a sense of entitlement, mainly when it comes to demanding high grades in college, have contributed to the escalation. May and Tenzek (2018) discussed that the rise in student bullying of professors in academia could be partially explained by targeted professors' lack of formal training on how to manage conflict related to student bullying. In this exploratory study, I filled a management research gap in academia related to conflict associated with workplace bullying, wherein students targeted their professors. According to Standen et al. (2014), managing conflict that stems from workplace bullying is complex. The results of this study contribute to a growing body of workplace bullying literature concerning academic contrapower harassment in the context of conflict management.

Problem Statement

Akella (2016) discussed workplace bullying as a systemic and cultural problem in the United States that has known negative consequences for people and organizations involved. Researchers discussed that the phenomenon occurs when the aggressor targets someone in an organization and repeatedly engages in negative acts over time with harmful intent (Barrow, 2009; Cowan, 2012). Workplace bullying was discussed by researchers as rampant and a growing concern in higher educational institutions where the bullying of professors by students was found to be a form of bullying that poses

problems in academia (Cutler, 2014; DeSouza, 2011; Lampman et al., 2016). Workplace

bullying in higher educational institutions was also discussed as an under-researched

topic (Lampman et al., 2016). May and Tenzek (2018) identified a research gap as their

recommendation for future studies on this phenomenon to include conflict management.

A recent finding from a national survey on workplace bullying in contemporary

organizations revealed that 71% of formal complaints were mismanaged by

organizational leaders who either practiced avoidance or conducted pseudo-investigations

(Namie, 2017). The general problem addressed in this study is that student bullying of

professors in higher educational institutions is a growing concern (Cutler, 2014;

DeSouza, 2011; Lampman et al., 2016). The specific problem was a lack of information

about academic contrapower harassment on conflict management in higher educational

institutions. The specific problem also stemmed from a gap I found in the study by May

and Tenzek, in which they discussed that this form of bullying had not been studied in the

context of conflict management.

Purpose of the Study

The purpose of this qualitative multiple case study was to explore how

administrators in higher educational institutions addressed student bullying of professors

when reported by professors to administrators. Student bullying of professors is not well

understood in academia (May & Tenzek, 2018). I recruited 17 professors who were

targets of student bullying from Facebook and LinkedIn to discover how school

administrators addressed their complaints. I reviewed transcript descriptions of targeted

professors to develop valuable insight into the phenomenon and how the problem has

been managed in public and private higher educational institutions. I used NVivo software to analyze the data for this problem of how conflict stemming from student bullying of professors was managed in higher educational institutions. Through this study's findings, I contributed to filling a gap in the workplace bullying literature about how conflict from the bullying of professors by students has been managed in higher educational institutions. May and Tenzek's (2018) recommendations for future research were exploring student bullying of professors in the context of conflict management.

Research Question

The research question for this study was: What conflict management strategies were used by school administrators in higher educational institutions to address targeted professors' reports of student bullying?

Conceptual Framework

I based the conceptual framework for this study on academic contrapower harassment, student entitlement, and student consumerism to investigate the bullying of professors by students in higher educational institutions. According to Namie (2003), workplace bullying is escalated incivility. Academic contrapower harassment was conceptualized by Lampman et al. (2009), and I used this as a framework for how students' bullying of professors unfolds in the college classroom. Harassing behaviors were shown on a continuum ranging from mild incivility (e.g., eating in class or sidebar conversations during lectures) to violence. Bullying was shown as one of the more egregious forms of harassment on the continuum. Seminal research on contrapower harassment was done by Benson (1984), who studied the sexual harassment of professors

by their students. Lampman et al. built upon contrapower harassment by expanding the scope of uncivil behaviors professors are subjected to by their students. Taylor et al. (2018) mentioned that professors in traditional classrooms could also be exposed to cyberbullying when students target them for harassment using technology. Namie (2017) discussed that bullies in organizations wield power. Other researchers mentioned that students wield power that is intended to harm their professors when academic contrapower harassment occurs (Lampman et al., 2009; May & Tenzek, 2018).

Student entitlement and consumerism associated with Millennial culture may reflect why the problem of bullying professors by students has grown in recent years. As stated earlier, student consumerism occurs in higher educational institutions when students view themselves as customers and make demands of their professors or the university because of their consumer status (Hernandez, 2010; Naidoo et al., 2011). Goldman and Martin (2014) discussed Millennial entitlement as a growing concern in academia, where students believed that they were entitled to high grades without putting in the work effort. According to Holdcroft (2014), a lack of discipline and overindulgence by parents are to blame for the entitlement projected by Millennials. Goldman and Martin suggested that student entitlement and consumerism are student attitudes that have impacted the pattern of escalating academic contrapower harassment/bullying in higher educational institutions.

May and Tenzek (2018) used narrative analysis to provide insight into how targeted professors viewed the bullying and harassment by their students. The study by May and Tenzek also showed that high achievement, entitlement, and student

expectations might trigger academic contrapower harassment in higher educational institutions. Underlying these triggers were student expectations for high grades and course design, and student consumerism was indicated in this study as an issue stemming from student expectations. The professors described the power displays their student aggressors exhibited during the bullying events, which manifested in various types of abuse of power. These were primarily verbal assaults, verbal and non-verbal threats, and efforts to destroy the professors' reputations. In May and Tenzek's study, professors described experiences in which students invaded their personal space and threatened to harm them physically.

May and Tenzek (2018) discussed conflict management of academic contrapower harassment as a research gap and recommended this as a topic for future research. Results from my dissertation study could be used in concept and theory development concerning how this unique form of conflict can be effectively managed in higher educational institutions. The purpose of this qualitative multiple case study was to explore how administrators in higher educational institutions addressed student bullying of professors when reported by professors to administrators. May and Tenzek perceived that administrative support would be beneficial, but that university administrators largely supported students at their expense.

I used a qualitative multiple case study design to investigate how professors who were targets of student bullying described what happened when they reported student bullying to administrators in higher educational institutions. Yin (2018) discussed that case study research is commonly used to complete studies that involve exploring an

understudied phenomenon and the way something transpired. The qualitative design for this study was based on case study research methods recommended by Yin. The primary data for this multiple case study came from 17 professors who were targets of student bullying. I completed semistructured interviews with the participants using an instrument that I developed to collect the data. I used an online questionnaire to capture demographic data from the participants, and the data were used to inform the study. Data analysis resulted in thematic saturation needed to meet rigorous qualitative case study research standards that also involved triangulation (see Yin, 2018), and enabled me to answer the research question in the study.

Nature of the Study

I used a qualitative multiple case study design to complete the research study. The research question I posed in this study was: What conflict management strategies were used by school administrators in higher educational institutions to address targeted professors' reports of student bullying? Yin (2018) indicated that case study research is appropriate to explore an organizational phenomenon where little is known. I considered other research designs but ultimately decided they were inappropriate for this study. Quantitative designs, which are used to evaluate theories or to answer a hypothesis, were inapplicable in this regard (see Schwandt, 2015). I considered several qualitative designs based on a guide by Merriam and Tisdell (2016); however, I did not select them. For instance, ethnography was not possible due to campus closures resulting from the pandemic. Phenomenology was not appropriate because obtaining meaning from lived experiences was not a goal in this study, and narrative inquiry is used to engage with

stories but does not result in the type of data that can be derived from the use of in-depth interviews used in this study (see Bevan, 2014). I selected a qualitative multiple case study design to complete this study on the bullying of professors by students in higher educational institutions.

I used social media (Facebook and LinkedIn) to recruit a group of 17 professors who were targets of student bullying in higher educational institutions to provide a sample adequate to achieve the thematic saturation required for case studies (Yin, 2018). Stake (2006) mentioned that case studies are generally bound by time. In this regard, I used data from what occurred over the past 3 years to assess whether academic contrapower harassment has escalated over time, as suggested by Lampman et al. (2016). Investigating the developments of the past 3 years also resulted in recent data that I used to answer the research question for the study. I collected primary data using in-depth interviews from a semistructured interview guide. I collected demographic data through a SurveyMonkey questionnaire to inform the study.

Yin (2018) discussed that documents should be used to strengthen the credibility of case study research; however, limited documents were offered in this study because of campus closures during the pandemic and compliance with Family Educational Rights and Privacy Act (FERPA) because of the nature of this study. I used thematic saturation, participant verification of transcripts, relating results back to the literature and conceptual framework, and triangulation to strengthen credibility in this multiple case study.

Definitions

Academic contrapower harassment: Lampman et al. (2009) conceptualized academic contrapower harassment to include any form of harassment/bullying in academia in which the power structure appears reversed from the norm (e.g., the bullying of professors by students).

Anti-intellectualism: A student who is not equipped with the intellect that is needed to succeed in a rigorous college program is in a state of anti-intellectualism. It has been suggested that students in this state might target their professors for incivility or bullying as a method to deflect attention away from their sub-par performance (Laverghetta, 2018).

Beneficence: The Belmont Report listed beneficence as a basic principle that should be applied in research involving human subjects. In this context, beneficence extends beyond the obligation of not harming the participants to, instead demonstrating charity and kindness (U.S. Department of Health and Human Services, 2018).

Bracketing: Bracketing is initiated by qualitative researchers and involves suspending personal biases and attitudes around the phenomena studied; bracketing strengthens credibility (Sloan & Bowe, 2013).

Bullying incivility: Bullying incivility is bullying in traditional classrooms by either students or faculty; this form of bullying is shown on a continuum of disruptive classroom behavior and depicts intimidating or harassing behaviors (Lampman et al., 2009).

Case study research: Case study research can use qualitative, quantitative, or mixed methods and involves an extensive review of a phenomenon in which multiple sources of data are used to investigate the phenomenon (Yin, 2018). Additionally, the researcher must select either a single or multiple case type and will also determine the purpose of the case (Stake, 2006).

Contrapower harassment: Contrapower harassment occurs when someone with less formal organizational power harasses/bullies a target that possesses a greater degree of formal power in the organization (Benson, 1984).

Cyberbullying: When technology is used intentionally to harm/bully others, it is categorized as cyberbullying that involves all forms of technology, such as social media, emails, and smart phones (Epps, 2016).

Generational cohort: Generational cohorts are groupings of people organized by their age range. The belief is that individuals within cohorts share attitudes and ethics based on something significant that occurred during their generation (Howe & Strauss, 2000).

Higher education: Higher education in the United States generally refers to institutions that provide educational services beyond secondary school, which lead to certificates and degrees (U.S. Department of Education, 2008). In this study, higher education relates to colleges and universities.

Learning orientation: This concept relates to the orientation that students possess toward learning. A high score in learning orientation implies that the student's focus is on learning, and they embrace the challenges that come with academic rigor versus students

who score low in learning orientation, as they are more focused on grades the latter group of students may display a sense of entitlement regarding grades (Goodboy & Frisby, 2014).

Mobbing: This phenomenon is a form of bullying in which multiple aggressors target one or more individuals for malicious acts of workplace bullying (Keashly & Neuman, 2010). Additionally, some consider mobbing the same as workplace bullying when a single perpetrator is involved (Leymann, 1990) but Keashly and Neuman (2010) suggested that when there are two or more perpetrators, the phenomenon is different.

Narcissism: Narcissism is a personality disorder and might trigger the bullying of professors by students who possess this mental condition (Sandler, 2013). Individuals with this disorder entertain grandiose ideas about themselves and a sense of self-importance, and studies inferred that the rise in the bullying of professors by students could be partially attributed to narcissistic tendencies in millennials (Lampman et al., 2016).

Post-traumatic stress disorder (PTSD): "PTSD is a mental health condition that is triggered by a terrifying event that provokes flashbacks, nightmares, dreams, and afterthoughts about the event" (Mayo Clinic Staff, 2021, para. 1). PTSD can occur with targets and witnesses of workplace bullying (DelliFraine et al., 2014).

Precarious professors: Precarious professors are contracted educators without tenure in higher educational institutions; they are more vulnerable than tenured professors because they are not protected by contracts or unions (Holdcroft, 2014).

Student consumerism: There is a belief that power has shifted with students now being consumers of learning and not simply students in higher educational institutions. With this shift in attitude, students might become emboldened and demanding and feel entitled to high grades (Hernandez, 2010; Naidoo et al., 2011).

Student entitlement: When students expect or demand something that they have not earned, their attitude is one of entitlement. Constructs commonly associated with student entitlement include grades, diplomas, favors, or unrealistic expectations for course design (Gates et al., 2015).

Workplace bullying: "Workplace bullying is repetitive and abusive behavior that devalues and harms other people on the job" (Barrow, 2009, p. 77). Verbal aggression is widely observed with workplace bullying, but targets might also experience personal space invasion, ostracism, physical injurious acts, employment or promotion-related discrimination, or other malicious acts intended to harm the target (Namie, 2017).

Assumptions

The philosophical assumptions for this qualitative multiple case study stem from social constructivism. Social constructivists believe that knowledge is subjective and is derived from humans and their experiences with phenomena that can be socially constructed through meaningful interpretations (Farquhar, 2013; Gergen, 2015). In this study, from the data, I constructed how bullying unfolded when professors were targeted by their students and how the conflict was subsequently managed by administrators when it was reported by those professors in higher educational institutions. Through this study,

I showed that serious repercussions might exist when professors become targets of student bullying.

There are other assumptions for this study pertaining to data collection and the case study research design. First, I assumed that the study participants would be forthcoming and truthful in providing demographic data and in describing their observations of how academic contrapower harassment unfolded in the classroom and how it was managed when reported. Farquhar (2013) suggested that with case study research, there should be an assumption that an extensive investigation will be completed in the context and culture where the phenomenon occurred, and that data collection should be ongoing until thematic saturation is achieved. Yin (2018) stated it should be assumed that case study researchers will triangulate the data to ensure credibility. Keashly and Neuman (2010) discussed that the problem of the bullying of professors by students has been understudied in the United States. I identified a topical assumption as being that this problem can be managed effectively in higher educational institutions.

Scope and Delimitations

I narrowed the scope of this study to include 17 professors who were targets of student bullying in higher educational institutions. Researchers mentioned that case studies are generally bound by time and use multiple sources of data to investigate the problem (see Stake, 2006; Yin, 2018). For this multiple case study, I chose a time bound design and used the past 3 years to review recent happenings. The primary data for this multiple case study included semistructured interviews using an instrument that I developed. I also developed an online questionnaire in SurveyMonkey to capture

demographic data that was used to inform the study. The documents that I garnered to support triangulation included emails and a news article offered by participants, and notes I retrieved from the Rate My Professors website. I presented a case contrast/comparison in this study using demographics to illuminate whether differences existed between types/settings of academic institutions and term limits of targeted professors based on the demographic data provided. For recruitment, I used social media groups on Facebook and LinkedIn to secure participation that adequately produced the sample size needed to achieve thematic data saturation in this qualitative multiple case study.

Workplace bullying is a broad research topic and cannot be studied rigorously without narrowing the scope of the topic. Therefore, I narrowed the focus of this qualitative multiple case study to examine how administrators in higher educational institutions addressed student bullying of professors when reported by professors to administrators. I did not emphasize mobbing in this study. Keashly and Neuman (2010) mentioned that mobbing is a form of bullying that involves multiple perpetrators and is different from workplace bullying by a single perpetrator. Bonanno and Hymel (2013) discussed cyberbullying as a different experience compared to traditional classroom bullying. According to Kota et al. (2014), cyberbullying pertains to actions in which the aggressor uses technology and online platforms to engage in bullying. They also mentioned that professors in traditional classrooms might be exposed to cyberbullying if students use smart technology during class. Cyberbullying was not a planned focus of the study because I designed the study to examine descriptions from professors who were targets of student bullying that taught in traditional classrooms.

Limitations

The qualitative multiple case study design that I used posed some limitations. According to Yin (2018), small sampling is recommended for qualitative case studies that are in-depth investigations, but the small sample size used in these studies limits the ability of researchers to generalize study results to larger populations. Another limitation is that I only interviewed professors who were targets of student bullying. At least three players were involved in conflict management pertaining to the bullying of professors by students in higher educational institutions for this study: professors, students, and university administrators. The study was limited concerning diversity in demographics of the participants, such as gender, age groups, ethnicity, etc. Some of the participants elected not to respond to the demographic questionnaire, and the sample size was already small due to its qualitative nature. Despite limitations I had with generalizing the study results, Stake (2006) indicated that case studies could produce thick, rich data that leads to a deeper understanding of a phenomenon. Yin also mentioned that case studies are critiqued for rigor when documents are not used to triangulate the data. However, Fusch et al. (2018) stated there are several ways that researchers can achieve triangulation. My plan to increase validity, reliability, and credibility in this qualitative multiple case study included the following: (a) to achieve thematic saturation, (b) to provide a detailed audit trail, (c) to examine results in comparison to what was previously known about academic contrapower harassment, and (d) to enhance the reliability and validity of data results through triangulation that originated from Denzin (see Fusch et al., 2018).

Significance of the Study

Namie (2017) discussed that more than 60 million workers throughout the United States have experienced some form of workplace bullying. Researchers suggested that the bullying of professors by students has increased in recent years and is considered a serious problem (Cutler, 2014; Forni, 2014; Holdcroft, 2014; Lampman et al., 2016; May & Tenzek, 2018). The purpose of this qualitative multiple case study was to explore how administrators in higher educational institutions addressed student bullying of professors when reported by professors to administrators. The study is important because of its significant implications for theory and management practice and its potential influence on social change.

Significance to Practice

Through this qualitative multiple case study, I brought insight into a unique form of bullying that is a significant management problem in academia. Professors who were classroom managers and targets of student bullying described what occurred when the problem was reported to school administrators in higher educational institutions. Organizational leaders in academia might use this study to influence and develop organizational strategies and policies pertaining to managing conflict from student bullying of professors. Rich data from this study may help stakeholders gain a deeper understanding of the management problem. As stated earlier, recent studies have shown that this unique form of bullying, where students bully their professors, is a growing problem in academia that has been under-researched (see Cutler, 2014; Forni, 2014; Holdcroft, 2014; Lampman, et al., 2016). Empirical studies on how conflict is managed

when students bully professors are limited (Lampman et al., 2016; May & Tenzek, 2018). Findings from this study may be used to inform faculty and school administrators in higher educational institutions on the existence and seriousness of the bullying of professors by students as a management problem in higher educational institutions.

Significance to Theory

Through this qualitative multiple case study, I filled a gap in the literature concerning how reported conflict stemming from student bullying of professors has been managed in higher educational institutions when it is reported. I used case study research to investigate the bullying of professors by students as an under-researched topic that occurred in higher educational institutions. This study might also be used by researchers in theory development regarding the bullying of professors by students in higher educational institutions and how school administrators might employ more effective conflict management strategies.

Significance to Social Change

According to Akella (2016), workplace bullying is a worldwide problem that is considered a social stigma in cultures where it is prevalent and tolerated. It is believed to be problematic within the United States because of the existent capitalism that promotes individualism (Sigler, et al., 2008). The implications for positive social change may occur when administrators in higher educational institutions increase the awareness of academic contrapower harassment, promote human self-worth, and evaluate the effectiveness of school administrators' conflict management strategies to address workplace bullying. By intentionally promoting worth, dignity, and the development of individuals, communities,

organizations, institutions, cultures, or societies, the findings from this study might also lead to conversations among leaders on how to improve human or social conditions in academia. Universal human rights to safety and health are violated when workplace bullying is not effectively managed in organizations (see Hollis, 2022; United Nations, 2011). That is significant because no laws currently exist in the United States that prohibit workplace bullying (see Maurer, 2013; Namie, 2017).

Summary and Transition

I addressed workplace bullying, a ubiquitous problem, in this study. This phenomenon occurs when an aggressor targets one or more individuals in the workplace for repetitive harmful acts. The general problem that I addressed in this study is that student bullying of professors in higher educational institutions is a growing concern; I concluded this from a review of the literature (Cutler, 2014; DeSouza, 2011; Lampman et al., 2016). The specific problem was a lack of information about academic contrapower harassment on conflict management in higher educational institutions. The specific problem also stemmed from a gap I found in May and Tenzek's (2018) study in which they discussed that this form of bullying had not been studied in the context of conflict management. I reviewed different research designs and found that a qualitative multiple case study design was best suited to answer the research question for this study: What conflict management strategies were used by school administrators in higher educational institutions to address targeted professors' reports of student bullying?

Chapter 1 is an overview and introduction of the qualitative multiple case study design I used in this study, which includes the background, problem statement, purpose,

research question, conceptual framework, nature, definitions, assumptions, scope,

delimitations, limitations, and significance of the study. The literature search strategy and

an extensive review of the literature for the conceptual framework and general workplace

bullying are included in Chapter 2.

Chapter 2: Literature Review

The bullying of professors by students has escalated in recent years in academia. The specific problem was a lack of information about academic contrapower harassment on conflict management in higher educational institutions. The specific problem also stemmed from a gap I found in May and Tenzek's (2018) study in which they discussed that this form of bullying had not been studied in the context of conflict management. The purpose of this qualitative multiple case study was to explore how administrators in higher educational institutions addressed student bullying of professors when reported by professors to administrators.

I used data from 17 college professors who were targets of student bullying in this qualitative multiple case study. The bullying of professors by students was predominantly discussed in the literature as academic contrapower harassment, a term coined by Lampman et al. (2009). This concept of inverted abuse of power by students who targeted their professors was discussed as a significant and growing problem that involves escalated incivility and includes more serious forms of harassment/abuse, such as bullying and violent acts (Lampman et al., 2016). The literature showed that this topic had been understudied in the context of conflict management (May & Tenzek, 2018), and I used this gap as the focus of this workplace bullying study.

Literature Search Strategy

I used a multifaceted literature search strategy for this study. My strategy included using online database sources to peruse peer-reviewed journal articles, dissertations, news articles, eBooks, and book chapters. I primarily accessed databases from the Walden

Library that included EBSCO to review the literature in Business Source Complete,

SocIndex, and ERIC; ProQuest to review ABI/INFORM Complete, Academic Search

Complete, and PsycARTICLES/PsycBOOKS. Additionally, I conducted a topic search

by reviewing what was available on the bullying of professors by students from a social

science and humanities perspective. The online peer-reviewed literature that I used was

accessed through LMSB Consulting. The initial database search yielded 22,903 results

when I searched using *bullying of professors by students* as a search topic; the result

decreased to 6,033 when I added *higher education* to the search. Most of this literature

related to sexual harassment, professors bullying students, and bullying that occurred in

primary and secondary schools. I also used *academic contrapower harassment* in another

search, as it more accurately reflects the literature available on the bullying of professors

by students; the search yielded a result of 38 sources since 2013 and 69 since 2008.

However, some of these studies were on sexual harassment, and 28% of them were

dissertations. In reviewing the literature, I observed that students' bullying of professors

was also embedded in the literature that addressed *student incivility, student mistreatment*

of professors (Lampman et al., 2009), *student consumerism* (Gates et al., 2015), and

student academic entitlement (Kopp & Finney, 2013). The sparse literature I found

during the literature search confirmed that the bullying of professors by students had

received scant academic attention. To address the sparsity, I expanded my search strategy

by using a 10-year study range that included international perspectives and related topics

such as cyberbullying, academic bullying, and general workplace bullying, all of which

provide greater insight into the phenomenon of the bullying of professors by students.

Conceptual Framework

I based the conceptual framework for this study on academic contrapower harassment, student entitlement, and student consumerism to investigate the bullying of professors by students in higher educational institutions. According to Namie (2003), workplace bullying is escalated incivility. Academic contrapower harassment was conceptualized by Lampman et al. (2009), and I used this as a framework for how students' bullying of professors unfolds in the college classroom. Harassing behaviors were shown on a continuum ranging from mild incivility (e.g., eating in class or sidebar conversations during lectures) to violence. Bullying was shown as one of the more egregious forms of harassment on the continuum. Seminal research on contrapower harassment was done by Benson (1984), who studied sexual harassment of professors by their students. Lampman et al. built upon contrapower harassment by expanding the scope of uncivil behaviors professors are subjected to by their students. Taylor et al. (2018) mentioned that professors in traditional classrooms could also be exposed to cyberbullying when students target them for harassment using technology. Namie (2017) discussed that bullies in organizations wield power. Other researchers mentioned that students wield power that is intended to harm their professors when academic contrapower harassment occurs (Lampman et al., 2009; May & Tenzek, 2018).

Student entitlement and consumerism associated with Millennial culture may reflect why the problem of bullying professors by students has grown in recent years. As stated earlier, student consumerism occurs in higher educational institutions when students view themselves as customers and make demands of their professors or the

university because of their consumer status (Hernandez, 2010; Naidoo et al., 2011).

Goldman and Martin (2014) discussed Millennial entitlement as a growing concern in

academia, where students believed that they were entitled to high grades without putting

in the work effort. According to Holdcroft (2014), a lack of discipline and

overindulgence by parents are to blame for the entitlement projected by Millennials.

Goldman and Martin suggested that student entitlement and consumerism are student

attitudes that have impacted the pattern of escalating academic contrapower

harassment/bullying in higher educational institutions.

May and Tenzek (2018) used narrative analysis to provide insight into how

targeted professors viewed the bullying and harassment by their students. The study by

May and Tenzek also showed that high achievement, entitlement, and student

expectations might trigger academic contrapower harassment in higher educational

institutions. Underlying these triggers were student expectations for high grades and

course design, and student consumerism was indicated in this study as an issue stemming

from student expectations. The professors described the power displays their student

aggressors exhibited during the bullying events, which manifested in various types of

abuse of power. These were primarily verbal assaults, verbal and non-verbal threats, and

efforts to destroy the professors' reputations. In May and Tenzek's study, professors

described experiences in which students invaded their personal space and threatened to

harm them physically.

May and Tenzek (2018) discussed conflict management of academic contrapower

harassment as a research gap and recommended this as a topic for future research. Results

from my dissertation study could be used in concept and theory development concerning how this unique form of conflict can be effectively managed in higher educational institutions. The purpose of this qualitative multiple case study was to explore how administrators in higher educational institutions addressed student bullying of professors when reported by professors to administrators. May and Tenzek perceived that administrative support would be beneficial, but that university administrators largely supported students at their expense.

I used a qualitative multiple case study design to investigate how professors who were targets of student bullying described what happened when they reported student bullying to administrators in higher educational institutions. Yin (2018) discussed that case study research is commonly used to complete studies that involve exploring an understudied phenomenon and the way something transpired. The qualitative design for this study was based on case study research methods recommended by Yin. The primary data for this multiple case study came from 17 professors who were targets of student bullying. I completed semistructured interviews with the participants using an instrument that I developed to collect the data. An online questionnaire was used to capture demographic data from the participants, and the data were used to inform the study. Data analysis resulted in thematic saturation needed to meet rigorous qualitative case study research standards that also involved triangulation (see Yin, 2018), and enabled me to answer the research question in the study.

Literature Review

Workplace bullying is a well-established management problem that is an epidemic in and outside the United States (Barrow et al., 2013). The extensive review of the literature I completed for this workplace bullying study includes a background of general workplace bullying, the conceptual framework that was based on academic contrapower harassment, student consumerism, and student academic entitlement.

History of Workplace Bullying

Workplace bullying is a worldwide problem that has been studied for more than 30 years. Research on this phenomenon began outside the United States during the 1980s when a German psychologist named Heinz Leymann studied the psychological effects of mobbing, which was defined as workers ganging up on one or more workers (Leymann, 1990). In that study, Leymann (1990) referred to mobbing as psychological terror and found more than 100 instances in which suicides of Swedish and Norwegian workers could be attributed to psychological terror in the workplace. The term *workplace bullying* was coined by Andrea Adams, a British journalist, who was interested in how bullying caused adult workers misery, according to Namie (2003). Within the United States, the researchers Namie and Namie (2018) were the first to contribute to the literature on workplace bullying in 1998. They have become advocates for the legal rights of bullied workers and have established the Workplace Bullying Institute (Namie & Namie, 2018). Yamada (2000) compared workplace bullying to sexual harassment that was considered deviant workplace behavior but was not taken seriously in the early stages of research unless civil rights were violated. Yamada also mentioned that there is currently still no

protection against workplace bullying in the United States workforce. Georgakopoulos and Kelly (2017) showed there is an emerging health and wellness focus in recent workplace bullying studies to assess how leaders of these programs can holistically address these concerns. Even though workplace bullying has been studied for more than 30 years, researchers viewed the phenomenon as an epidemic that exists in contemporary organizations (Barrow et al., 2013).

What is Workplace Bullying?

Researchers differ on the definition of workplace bullying in current literature. For example, Leymann (1990) described workplace bullying as synonymous with mobbing in one study, but Keashly and Neuman (2010) suggested these phenomena are different bullying experiences. Barrow (2009) discussed that workplace bullying occurs when an aggressor targets one or more individuals in an organization and engages in repeated malicious behavior considered abusive and intended to harm those targeted. Researchers used different descriptors when referring to workplace bullying in the literature, such as psychological terror (Leymann, 1990), escalated incivility (Namie, 2003), interpersonal mistreatment (Yamada, 2000), social harassment (Vega & Comer, 2005), and jerks at work (Bible, 2012). Namie (2017) mentioned that bullying tactics vary and seem to fit into categories of physical or verbal abuse, psychological intimidation, and manipulation of people, systems, and processes used to harm targets. According to Vega and Comer (2005), bullying has advanced beyond the schoolyard to where workers are subjected to verbal abuse and sticks, and stones are thrown at them.

Misawa (2015) discussed that when workplace bullying is not addressed, it creates a hostile climate harmful to organizations and their workers.

Namie (2003) characterized workplace bullying as escalated incivility. Harold and Holtz (2015) indicated that workplace incivility is considered common in contemporary organizations and occurs when individuals are discourteous or disrespectful to one another. Incivility can be intimidating (e.g., eye-rolling, sarcasm, and condescension), but Collins and Rogers (2017) mentioned there is no legal recourse against these types of actions. According to Collins and Rogers, workplace incivility is a growing concern because it is counterproductive to the health and safety of workers and the quality of interpersonal relationships within the organization, and incivility can escalate into workplace bullying. A study by Porath and Pearson (2012) showed that incivility diminishes the interpersonal relationships needed to attain positive outcomes in organizations. Porath and Pearson also mentioned that workers who are targets of incivility experience various emotions such as anger, sadness, and fear might cause them to lash out or practice avoidance in managing the conflict. Workplace incivility is a growing concern and can escalate into workplace bullying.

Patterson et al. (2018) discussed that workplace bullying is a phenomenon that portrays abuse and imbalance of power in work structures. Individuals who commit abusive acts often hold legitimate power arising from their organizational role as a leader, but workplace bullying can also be lateral amongst colleagues or inverted when subordinates bully their leaders (Patterson et al., 2018). In a national study, Namie (2017) revealed that hierarchical workplace bullying that occurs when leaders bully their

subordinates was reported as 61% of all reported bullying cases. Psychopathic narcissism

was mentioned in studies as an explanation for why self-absorbed leaders bully their

subordinates (Boddy, 2011; Sandler, 2013). Additionally, Sandler (2013) indicated that

leaders who bully subordinates might also possess low emotional intelligence, which

results in bullying when they become stressed for various reasons. Barrow et al. (2013)

mentioned that some aggressors wield abusive power because they perceive their targets

are threats to their agenda. Patterson et al. discussed that aggressors use different sources

of power to engage in bullying attacks, such as positional, coercive, and informal. They

further stated that informal power is held by individuals in organizations who have

influence that was not given formally. Workplace bullying is a phenomenon observed in

organizations when power imbalance exists and is used by aggressors to harm those

targeted and to promote their own agenda.

Workplace Bullying Consequences

Workplace bullying can diminish the mental and physical health of affected

targets and witnesses (Barrow et al., 2013; Bernstein & Trimm, 2016; Namie, 2017). For

example, Giorgi et al. (2016) discussed that mental health consequences typically involve

psychological conditions such as depression, anxiety, stress, post-traumatic stress

disorder, and in severe cases suicidal tendencies when targets feel hopeless and unable to

cope. Sansone and Sansone (2015) discussed that the mental health of targets and

witnesses of workplace bullying might also be impacted by mood disorders, sleep

disturbances, and emotional distress. Targets and witnesses of workplace bullying might

also experience physical health consequences from bullying, such as "general health

complaints, neck pain, musculoskeletal disorders, acute pain, fibromyalgia, and heart conditions" (Sansone & Sansone, 2015, p.34). Giorgi et al. also mentioned that individuals exposed to prolonged workplace bullying may also experience a lack of energy and burnout.

Given the health consequences associated with workplace bullying, there is an emergence of literature with a focus on workplace health and safety. Young and Brawn (2017) discussed that leaders in organizations must meet reasonable standards for the health and safety of workers, and bullying is considered an unreasonable behavior that negatively impacts workers' health and safety. Young and Brawn also mentioned that the failure of leaders to address complaints and grievances might place an offending organization in violation of the Work, Health, and Safety Act of 2011. The World Health Organization addressed this issue in a business model with ethics and values as its core, encouraging the implementation of policies and procedures that support health and safety for workers through health and wellness programs (World Health Organization, n.d.). Georgakopoulos and Kelly (2017) mentioned that holistic health and wellness programs are needed in organizations and that such programs help to foster a healthy work climate and may also help to reduce workplace bullying. Workplace bullying threatens the health and safety of workers, placing a fiduciary responsibility on organizational leaders to address this management problem.

Workplace bullying without an effective response can be costly to organizations. Manners and Cates (2016) discussed that losses in the United States were estimated at approximately $4 billion dollars annually. Researchers discussed that organizational

performance relies on people as human resources, and a culture of bullying negatively impacts the attendance and retention of targeted workers (Bernstein & Trimm, 2016; Glambek et al., 2015). Loss of revenue in a study by Manners and Cates (2016) was attributed to human resource issues in retention, absenteeism, presentism, and Equal Employment Opportunity Commission harassment complaints. In this regard, presentism exists when workers are present and yet show signs of disengagement, such as decreased productivity. Park and Ono (2016) discussed that engaged employees tend to exhibit higher performance and commitment versus disengaged employees, who are no longer interested in helping the organization succeed and may intend to leave. Park and Ono further mentioned that employees who experience prolonged workplace bullying might also experience job insecurity prompting higher turnover. An effective response to workplace bullying may in turn positively affect organizational performance.

I concluded from the review of literature that workplace bullying is an organizational epidemic that has been challenging to contain. Beginning with the socioeconomic implications, Akella (2016) discussed that capitalism is the cultural norm in the United States, and workplace bullying is more prevalent in such cultures that promote power, distance, and aggression. Donoghue (2017) suggested that America is viewed by some as a national bully. Managing this problem requires leadership, and much of the literature shows there is considerable room for organizational leaders to reduce workplace bullying. Recent national surveys on workplace bullying showed that more than 70% of the time, management does not appropriately respond to bullying complaints (Namie, 2014, 2017). This statistic might reflect the disproportion of power in

workplace bullying, wherein in 61% of cases, the boss was the aggressor, according to Namie (2017). Workplace bullying empirical literature has advanced in knowledge, but studies are needed may help to influence a reduction of bullying in contemporary organizations within the United States.

Targeted Professors in Academia

Workplace bullying is a serious problem, whether it occurs in traditional organizations or higher educational institutions. Faculty seem to be especially vulnerable in higher educational institutions, where they face exposure to bullying from administrative leaders, senior faculty, and academic contrapower harassment from aggressive students (DelliFraine et al., 2014; Hollis, 2015, 2017a). Much of the literature on workplace bullying in academia had a focus on hierarchical and peer-to-peer bullying among faculty, but student bullying was also mentioned as a problem (see DelliFraine et al., 2014; Hollis, 2015; Keashly & Neuman, 2010). Hollis (2017a) revealed that the prevalence of workplace bullying among faculty in academia was 63%. This is extremely high compared to the 19% statistic from a national Zogby survey for Americans bullied in the workplace that was shown in Namie (2017). Hollis (2017b) mentioned that workplace bullying in academia had not been extensively researched, which might explain its pervasiveness. Among college faculty targets that reported bullying, a recent study by Hollis (2017a) revealed that 80% of formal complaints were not managed effectively by university administrators. Bullying among college faculty is prevalent in higher educational institutions and is a serious problem.

Bullying of Professors by Students

The bullying of professors by students has been understudied and is also a serious problem in higher educational institutions (Chamberlin, 2010; Hollis, 2017a). The extensive review of the literature I completed supports that empirical studies are needed to understand and advance knowledge on this narrowed-down area of workplace bullying. Significant gaps exist in research that addresses this topic, and conflict management was recommended by May and Tenzek (2018) for future research.

Seminal and Recent Literature

The empirical research on the bullying of professors by students in higher educational institutions has a short history in the United States. Lashley and De Meneses (2001) completed a national study in nursing education that showed 42.3% of professors were verbally abused by students. Nursing education was discussed by Rawlins (2017) as an academic discipline facing serious issues with workplace bullying. Lampman et al. (2009) were the first to conceptualize academic contrapower harassment, which includes the bullying of professors by students. An extensive review of the literature on this topic from 2001–2022 yielded a sparse result. The bullying of professors by students in higher educational institutions has escalated in recent years, according to Lampman et al., 2016. My comparison of the initial study by Lampman et al. (2009) to another study by Lampman et al. (2016) allowed me to visualize the growing problem. The results from 2009 revealed that 10–30% of study participants (professors) reported firsthand experiences with student bullying: More than 50% of professors reported similar experiences with student bullying 7 years later in the 2016 study. Namie and Namie

(2018) discussed that general workplace bullying had been studied for 20 years within the United States and more than 30 years globally. This differs from the research on academic contrapower harassment that is in the early stages of discovery as empirical literature, according to Lampman et al. (2016).

Student Bullying Descriptors

The bullying of professors by students was discussed in much of the literature as moderate-to-severe uncivil behavior disrupting college classrooms (Burke et al., 2014; Clift, 2011; Klebig et al., 2016; Ward & Yates, 2014). Johnson et al. (2017) discussed that when students bully their professors, it is projected in different ways, such as verbal or physical aggression or attempts to damage the professors' reputation. According to Navarro et al. (2013), shaming of professors by students and attempts to damage their reputation is often through cyberbullying that occurs when students use technology to complete retaliation. Sperber (2018) indicated that cyberbullying is also done by students in retaliatory course evaluations and when technology is used to give poor teacher ratings. Some of the descriptors used for the bullying of professors by students included harassment and psychological harassment (McKay et al., 2008), academic contrapower harassment (Lampman et al., 2009), interpersonal aggression (Keashly & Neuman, 2010), and interpersonal deviance (DeSouza, 2011). Different descriptors were used by researchers to describe workplace the bullying of professors by their students but despite these differences, bullying amounts to abusive behavior that is harmful to individuals and the organization.

Consequences of Student Bullying

Researchers discussed that when professors are bullied by students, it can have negative consequences, such as that experienced by workers in traditional organizations (De Welde et al., 2015; McNaughton-Cassill, 2013). For example, the professors' mental health can be compromised; studies showed that targets might struggle with stress, depression, PTSD, and other psychological effects from ongoing bullying (DelliFraine et al., 2014; Hollis, 2017b). In the study by May and Tenzek (2018), professors reported that they felt terrified by the bullying, and some stated that they changed their classroom demeanor from friendly to stern to avoid such future experiences. Flaherty (2018) discussed that in Florida, a male professor was bullied and feared for his safety to the degree that he had a restraining order issued against his aggressor. According to Lampman et al. (2016), professors who experience this form of workplace aggression might experience anxiety, sleep disturbances, and suicidal ideation. DeSouza (2011) stated that professors exposed to prolonged bullying by their students might ultimately experience burnout from stress and exhaustion. Bullying of professors by their students may have negative consequences on their mental health and well-being.

There may also be physical health consequences for professors targeted by student bullying. In a study by De Welde et al. (2015), one professor reported regularly vomiting in the parking lot because of her bullying experience. In another study by Misawa (2015), gay male professors of color stated that their exposure to a hostile work environment stemming from constant exposure to homophobic and racial epithets negatively affected their physical health and well-being. McKay et al. (2008) mentioned

that professors who were targets of student bullying associated an inability to concentrate

and exhaustion with their bullying experience. Hollis (2015) discussed that hypertension

and weight gain might lead to health consequences of workplace bullying. Compared to

the mental health consequences derived from the bullying of professors by students,

physical health was primarily discussed by researchers as a general problem in the

literature, and details were not provided (Blizard, 2016; Keashly, 2021; Lampman et al.,

2016). The literature review showed that professors targeted for student bullying may

experience physical health consequences, but there is little detail as to what that means.

Academic institutions may suffer consequences when bullying is not managed

effectively by leaders. De Welde et al. (2015) stated that these organizations provide

educational services, and professors play an integral role in ensuring there is an exchange

of knowledge from professors to students. De Welde et al. also mentioned that the

learning environment could be adversely affected when the bullying of professors by

students creates a hostile environment in the classroom. Lampman et al. (2016) discussed

that prolonged bullying of professors by their students could hamper the professors'

productivity and performance. Keashly (2021) mentioned that job satisfaction might be

hampered for workers exposed to prolonged bullying. Hollis (2017a) indicated that

prolonged exposure to workplace bullying might increase turnover intentions for those

prepared to leave the organization. Academic institutions are also susceptible to the

financial effects that traditional organizations might experience when workplace bullying

is not managed well, according to Namie (2017). Flaherty (2018) discussed that costs

associated with ineffective management of the bullying of professors by students could

arise from professors who file legal cases with the Equal Employment Opportunity Commission. Clift (2011) discussed that there might be potential issues with student enrollment related to bullying in academic institutions, and Hollis (2015) mentioned that bullying in these institutions might result in poor job performance by professors related to employee disengagement. The bullying of professors by students poses a threat to higher educational institutions and members of these communities.

Student Incivility

Lampman et al. (2009) found that student incivility was rampant in college classrooms and students exhibited incivility by displaying rude, discourteous, and antisocial behaviors. Examples of student incivility included late arrivals, inattentiveness, sleeping during class, and disrespectful communication with students or the professor. Alberts et al. (2010) mentioned that professors' uncivil behavior in the classroom might provoke incivility in students. Unpreparedness, harsh tone, and condescension are examples of faculty incivility that might provoke students. Alberts et al. further discussed that when incivility escalates to bullying, students have been known to threaten, intimidate, and stalk their professors. Lightner (2014) suggested that students expect professors to manage classrooms effectively, and failure to do so might incite more incivility from onlookers. Lightner recommended that professors establish classroom policies and decorum that formalize standards of civility proactively to reduce student incivility. Lightner also indicated that undergraduates new to academia might not possess the knowledge of campus life or maturity and that structured classrooms would be beneficial for them. In a recent study, Laverghetta (2018) showed that a positive

relationship exists between student anti-intellectualism and student incivility, student

consumerism, and student entitlement. The term anti-intellectualism in this context refers

to students who are ill-prepared for the academic rigor required in higher educational

institutions. Student incivility is disruptive classroom behavior that can escalate to

workplace bullying if it is not curtailed.

The bullying of professors by students in nursing education is embedded within

the incivility literature. The literature revealed that uncivil student behaviors range on a

continuum from mild discourteous behaviors to severe uncivil behavior that might end

with violence (Meires, 2018; Rawlins, 2017). While most incivility does not end in

violence, Kolanko et al. (2006) discussed an incident that occurred in 2004 in which a

student disgruntled from receiving unsatisfactory grades on his clinical performance

retaliated and murdered several nurses. Alberts et al. (2010) discussed that behaviors

along the incivility continuum can escalate to more serious behaviors by students and that

incivility is a moderate-to-severe form of bullying. Lashley and De Meneses (2001)

completed a national study in which they used surveys to collect data from directors in

699 nursing programs regarding problematic student behaviors in nursing education. This

was a longitudinal study in which they compared results to what was found 5 years

earlier. The findings showed that student academic performance declined significantly

over the 5-year period and that student incivility increased significantly. Student incivility

in nursing education as it pertains to bullying, incivility, and violence on a continuum is

consistent with what Lampman et al. (2009) conceptualized as academic contrapower

harassment. During the literature review, I discovered that student bullying of professors was problematic in nursing education.

Academic Contrapower Harassment

Contrapower harassment was defined by Benson (1984) as an inverse power dynamic wherein the individual who generally has legitimate organizational power is harassed by someone with lesser power. Benson studied this concept in higher educational institutions and focused on the sexual harassment of professors by their students. In a subsequent pivotal study in the United States, Lampman et al. (2009) built upon contrapower harassment by including all forms of harassment, and the new concept was coined academic contrapower harassment. The purpose of the study by Lampman, et al. was to determine the prevalence of student incivility experienced by college faculty and to examine demographic differences within the sample. In that study, incivility was shown as a continuum that ranges from mild to severe uncivil student behaviors, and the full continuum represented the concept of academic contrapower harassment. Lampman et al. showed student bullying of professors as an escalated form of incivility on the continuum. The sample in the study by Lampman et al. consisted of 399 professors from a large public university in Alaska. The results from this academic contrapower harassment study showed that the bullying of professors by students was a problem reported by 10–30% of the participants. Lampman et al. discussed that there were no demographic differences in the study, except that women faculty reported a more severe reaction to being bullied by their students than men. Student bullying of professors is more egregious than simple incivility.

Cyberbullying

Studies showed that professors in traditional classrooms are also susceptible to cyberbullying (see Bartlett & Bartlett, 2016; Epps, 2016; Taylor et al., 2018) that usually involves the intentional use of technology to harm others. Social media is commonly used as a forum for cyberbullying, but email, text messaging, or other forms of technology can be used as well. Blizard (2016) discussed that the harmful effects of cyberbullying can be long-lasting and devastating because a single electronic transmission might go viral. Professors in contemporary classrooms allow the use of advanced technology that fosters student engagement, also posing a cyberbullying threat (Bartlett & Bartlett, 2016; Blizard, 2016). Schmidt (2015) discussed that because cyberbullying is with the use of technology, professors may not know the identity of their aggressors in those attacks. Schmidt also discussed that without a court order, no disclosure of identity is required, and school administrators will likely face challenges in managing cyberbullying cases. Professors in traditional classrooms and school administrators face challenges in addressing cyberbullying by students in higher educational institutions.

Students use technology to evaluate courses and professors in higher educational institutions, which is an opportunity for them to engage in cyberbullying. Goos and Salamons (2017) determined that evaluations are used in higher educational institutions to measure student satisfaction with their learning and course experience and to assess the student consumers' perception of their professors' role in learning outcomes. While this is one method of gathering data to understand and improve learning outcomes, numerous criticisms suggest there might be validity issues. According to Aruguete et al. (2017),

there is cause for concern regarding racial-ethnic biases that can exist. A finding in this study was that students considered it okay for White professors to wear casual clothing to class but frowned upon Black professors doing the same. For Black professors, casual clothing was considered unprofessional. Aruguete et al. also suggested that even with professional attire, Black professors have a more challenging time demonstrating competence to students than white professors do in demonstrating competence.

Besides racial-ethnic biases, other biases and issues may exist in student course evaluations. Goos and Salamons (2017) discussed that course evaluations are partially used to measure the performance of the professor, and if the student is unhappy with grades or harbors any prejudices against their professor, their evaluation might provide inaccurate data to the university. That is problematic for professors and higher educational institutions because if students use the electronic platform to bully their professors through course evaluations, it might harm the professors' employment or promotion opportunities. Furthermore, high turnover was mentioned by Hollis (2015) as a financial consequence of workplace bullying in higher educational institutions. Boring et al. (2016) conducted an experiment to determine whether gender bias was a problem with the evaluation of professors by students in higher educational institutions. The study showed weaknesses in the validity of student evaluations because women were predominantly rated more harshly than men. Schwandt (2015) indicated that validity demonstrates that the researcher measures what was intended, and if students do not report accurate data in course evaluations of their professors, there is a problem with bias.

Sperber (2018) discussed that students commit cyberbullying attacks on their professors through an online forum as well, known as Rate My Professor. The purpose of that forum is to provide data for students to assess the teaching quality and class difficulty of prospective professors. Students are asked to rate their professors on a Likert-type scale of 1–5 and to add an emoji depicting their overall feelings about the professors' performance. Sperber mentioned that students could qualitatively describe the professor in the Rate My Professor forum. Rate My Professor influenced the harassment of professors because student raters were able to use a red chili pepper emoji to indicate a professor's attractiveness, according to Sperber. Shannon (2018) discussed that the red chili pepper emoji had been discontinued by Rate My Professor because of its criticism from professors. Consumerism was also mentioned by Shannon and discussed as a movement that has empowered students to threaten the livelihood of their professors, especially if they are precarious. Compared to views in student course evaluations, when students use Rate My Professor, it might influence grade inflation by professors who feel jeopardized where employment is concerned, according to Sperber. Students use Rate My Professor to alert other students about prospective professors and may also use it to bully their professors in higher educational institutions.

Student Consumerism

Studies showed a link between student consumerism and student academic entitlement (see Gates et al., 2015; McLellan & Jackson, 2017), which might explain why the bullying of professors by students has increased in higher educational institutions in recent years. Saunders (2014) discussed that students with a consumerist mindset demand

customer satisfaction concerning their education and consider their professor as someone that works for them. Plunkett (2014) suggested that students are less concerned with their role of performing as students in rigorous programs and believe that they are entitled to their degree because they have paid for it. Kurtyka (2013) mentioned that some students who possess consumerist attitudes have valid arguments regarding their right as consumers to receive a quality education. Students in that group desire a rigorous program and expect that their professors will possess teaching qualifications commensurate with their programs. Kurtyka also asserted that students expressed their dissatisfaction when teaching assistants were used as primary instructors because they did not deem them competent. Researchers discussed that responsibility for student consumerism is shared between three various entities: (a) helicopter parents that transfer unrealistic expectations onto their children, (b) faculty that engage in grade inflation to appease students, and (c) educational marketization as an enrollment strategy (Judson & Taylor, 2014; Kurtyka, 2013). Student consumerism was linked to academic entitlement and supported the framework for this study regarding why some students bully their professors.

Student Academic Entitlement

A finding from my review of the academic entitlement literature suggests that this construct can partially explain the rise in the bullying of professors by students in higher educational institutions. Researchers described academic entitlement as a mindset that students possess, causing them to feel entitled to something they have not earned, such as high grades (Bonaccio et al., 2016; Kopp & Finney, 2013). Researchers showed a

connection between academic entitlement to Millennials (Jiang et al., 2017; Mazer & Hess, 2016). In other studies, researchers discussed that helicopter parents were responsible for instilling false expectations and unrealistic ideals in students with high academic entitlement (Bradley-Geist & Olson-Buchanan, 2014; Sohr-Preston & Boswell, 2015). Researchers discussed that academic entitlement is indirectly related to the bullying of professors by students based on the student's learning motives/orientation (Goldman & Martin, 2014; Goodboy & Frisby, 2014; Vallade et al., 2014). Goldman and Martin (2014) discussed that students with a learning orientation (LO) accepted responsibility for their role in grades and class performance. Even though LO students felt entitled, they believed that they should be challenged with rigorous programs and deserve a quality education. Goldman and Martin further discussed a second group of students that were identified as grade-oriented (GO), and they tended to blame their professor or university for poor performance. The distinction of LO versus GO groups with high entitlement offers insight that not all Millennials will retaliate with uncivil or bullying behaviors when their expectations are unmet. Jiang et al. (2017) mentioned that professors might experience exhaustion and burnout from student bullying and retaliation associated with academic entitlement. Lewis et al. (2017) indicated that academic entitlement appeared to decrease as students acclimatized to college life and rigor. Thus, student academic entitlement can be problematic for college professors.

Bullying Stories

Professors' stories of their experiences with student bullying illuminated the severity of this lingering psychological trauma (Cutler, 2014; Pittman, 2010). In the first

story, the professor was accosted in class by an angry student who disagreed with a test review, according to Cutler (2014). The student blocked the professor from moving away and verbally assaulted her with profanity while the class watched in disbelief but did not intervene. Intervention came from another instructor who helped to move the altercation outside of the classroom. A second story by Cutler involved a student's dissatisfaction with grades and the subsequent extensive number of retaliatory grievances the student filed throughout the semester against the professor. The student also posted verbally abusive messages on the professor's voicemail regularly. A third example in Pittman (2010) involved several women of color in the faculty discussing bullying encounters with White male students, who they believed usurped their authority in the classroom due to ethnicity and gender. One of these professors shared an incident in which a student enraged over a grade threw a stack of papers at her. In the first two stories, Cutler mentioned that the professors experienced fear, intimidation, and concern for future psychological post-traumatic effects. The study by Pittman showed similar mental health consequences experienced by targeted professors. Pittman also discussed that professors expressed they had job risk concerns surrounding their inability to manage the problem. Professors shared similar stories of how their experiences with student bullying left them facing serious mental health consequences.

Vulnerable Groups

Themes for vulnerable groups emerged in the literature and suggested that certain groups of professors could be vulnerable to student bullying. For example, five susceptible groups were identified as follows: (a) female professors (DeSouza, 2011;

Lampman et al., 2016; Taylor et al., 2018); (b) ethnic minorities (Johnson-Bailey, 2015; Navarro et al., 2013; Pittman, 2010); (c) individuals self-identifying as LGBTQ (Johnson-Bailey, 2015; Misawa, 2015); (d) professors on a tenure track (Lampman et al., 2009), and (e) precarious professors (Cook, 2019; Keashly, 2021; May & Tenzek, 2018). May and Tenzek (2018) discussed that precarious professors are contracted instructors that are vulnerable because of their untenured and part-time status. Taylor et al. (2018) mentioned that some of the vulnerability of women professors may originate from societal expectations that women should be nurturing. Also, women of color were subjected to a *double bind* in this regard because they are both women and ethnic minorities (see Navarro, et al., 2013; Pittman, 2010). Lampman et al. (2016) found in a study that Millennial male students were aggressors in bullying cases 63% of the time. Workplace bullying is a pervasive problem in the United States, and in college classrooms, it appears that some groups of professors are more susceptible to student bullying than others.

Bullying Triggers

May and Tenzek (2018) provided a narrative qualitative study of how the bullying of professors by students is precipitated in college classrooms. The purpose of their study was to ascertain whether common themes existed regarding what triggers students to bully their professors. The researchers used snowballing methods to collect data from 20 college professors, revealing several thematic triggers: achievement, entitlement, diversity, and expectations management. Achievement and entitlement were somewhat related in that when students viewed themselves as worthy of a 4.0 grade-point average,

anything less than that could trigger aggression. Entitlement also encompassed students' perceptions that they should be given special consideration because of their status as athletes, published authors, and consumers of educational services. May and Tenzek mentioned that diversity triggered student aggression from individuals who lacked an appreciation for inclusion. They found that class discussions on diversity also prompted student aggression when moral values were in question, such as with topics related to religion or abortion. The final thematic trigger that emerged in the study by May and Tenzek stemmed from students expecting something that was not promised. For example, some students had unreasonable expectations related to course designs and attempted to manage expectations by intimidating their professors. The student's expectations were unreasonable because the course design was spelled out in the syllabi. A recent study by May and Tenzek showed how bullying unfolds in the college classroom and provides a list of known triggers of the phenomenon.

The literature contained other explanations for what might trigger the bullying of professors in higher educational institutions. Keashly and Neuman (2010) discussed that professors are not always targeted; they are sometimes aggressors of incivility and workplace bullying and might provoke student retaliation through their aggression. Workplace bullying was discussed as socially learned behavior in pro-capitalistic societies (Akella, 2016; Matthiesen & Einarsen, 2007), and some aggressors may be unaware that their conduct constitutes workplace bullying. In that regard, the target reciprocates, and the cycle continues. Neville-Miller et al. (2014) discussed how students engage in higher levels of incivility when the professors' credibility is in question. This

was supported by Chory and Offstein (2017), who discussed that professors' conduct outside the classroom might be a reason for students to engage in harsh behavior toward their professors. Lampman et al. (2016) discussed that Millennials possess narcissistic tendencies and that cohort had a large presence in college classrooms at the time of their study. Holdcroft (2014) discussed that narcissism associated with Millennials alludes to entitlement because they are referred to in the literature as the "me generation." Sandler (2013) mentioned that narcissism is considered a mental condition, which suggests to some degree that they may be unable to control aggression without treatment.

Comparison Across Disciplines

A comparison of student bullying across disciplines suggests that the problem is systemic in higher educational institutions. Epps (2016) studied the prevalence of contrapower harassment in pharmacy schools in a national survey and found that 94% of professors experienced this phenomenon within the past year, and 40% of the respondents reported that their experience was significant. Swinney et al. (2010) focused on incivility in accounting as a business discipline and found that compared to other disciplines, the prevalence of incivility and bullying of the accounting faculty was higher. Lashley and De Meneses (2001) in their national study on bullying of professors in nursing education discussed that 24.8% of the respondents experienced physical aggression by students; 42.8% were verbally abused by students in the clinical setting; and 52.8% were verbally assaulted by students in the classroom. Lampman et al. (2016) discussed that in the clinical setting, patients in need of health care witnessed workplace bullying. Lampman et al. (2016) used random sampling across disciplines and the

bullying of professors by students was problematic across disciplines. The implications

from the literature on student incivility and the bullying of professors are that this

phenomenon is a pervasive management problem that should not be ignored in higher

educational institutions.

Conflict Management

Empirical research concerning academic contrapower harassment in the context

of conflict management was sparse. May and Tenzek (2018) exposed the research gap

and included it in their recommendations for future research. Other research showed that

professors in academia sometimes used proactive measures to avoid issues with student

bullying in their classrooms through established codes of conduct and classroom

protocols (Hollis, 2017a; Lampman, 2012; May & Tenzek, 2018; Misawa, 2015; Taylor

et al., 2018). Taylor et al. (2018) discussed that when professors were targets of student

bullying, some reported an ability to discern when to call students out for disruptive and

disrespectful behaviors versus practicing avoidance of conflict during class. Conversely,

May and Tenzek mentioned that some participants described they were unable to manage

student bullying effectively and filed complaints with school administrators. Pursuant to

the reports, some felt the administrators sided with the student to maintain enrollment.

However, May and Tenzek discussed that professors were generally satisfied with the

resolution of their complaints if the dean of students participated in managing the

conflict. Conflict management was minimally discussed in the literature I reviewed for

the bullying of professors by students in higher educational institutions. Moreover, no

studies had a research focus on this topic.

I reviewed additional literature that contained some discussion on conflict management of the bullying of professors by students in higher educational institutions. Johnson-Bailey (2015) discussed that social justice is at the core of bullying, and managing this problem requires an understanding of how societies view this behavior. Capitalistic views in the United States foster a culture of acceptance concerning workplace bullying, according to Akella (2016). Barrow (2015) completed a study in which 300 college students were surveyed as future leaders and asked whether workplace bullying was considered ethical or moral, some of them deemed some bullying behaviors acceptable. The ethical and moral findings in the study by Barrow provided important insight concerning whether students might engage in conflict management associated with their malicious acts that constitute workplace bullying. In this regard, students who perceive their behavior as normal might not be open to participating in mediation. Empirical studies on managing conflict from the bullying of professors by students are needed to deeply understand the phenomenon. Administrators in higher educational institutions might manage this phenomenon more effectively with a deeper understanding and advanced knowledge of what strategies are used that will likely balance and restore student/professor relationships.

Interventions

Literature on interventions was sparse. Recommendations were made in the literature concerning interventions that professors and university administrators might use to address this problem. Researchers discussed that proactive measures should be adopted to foster a zero-tolerance culture for bullying on college campuses (Keashly & Neuman,

2010; Taylor et al., 2018). Misawa (2015) mentioned that this effort might also include implementing and establishing university codes of conduct that address workplace bullying. Lampman et al. (2016) suggested creating a formal and safe process for reporting incidents might be helpful. May and Tenzek (2018) recommended training both professors and students on policies and procedures related to bullying as a plausible intervention. Navarro et al. (2013) recommended assigning mentors as direct support to coach new professors to reduce the problem. Creating smaller classes with less than 60 students was mentioned by DeSouza (2011) as a possible intervention because there is some evidence that larger classes allow greater anonymity for uncivil behavior. Recommendations for interventions I reviewed in the literature were plausible to address the bullying of professors by students in higher educational institutions, but empirical studies are needed to enhance the current literature.

Research Limitations

Several research limitations emerged from my extensive review of the literature on the topic of the bullying of professors by students in higher educational institutions. The first limitation is there was sparse literature on this topic, resulting in the inclusion of literature without actual studies, such as news articles, proposition papers, book chapters, and literature reviews from authors that referenced existing studies. This segment of literature comprised 25% of the total literature I reviewed. The remaining literature and studies I reviewed were quantitative (49%), qualitative (20%), and mixed methods (5%). Those statistics suggest that the problem is known but not well-understood. Several limitations have emerged in recent studies as follows: (a) possible bias from self-reported

data (Klebig et al., 2016; Wahler & Badger, 2016; Weger, 2018); (b) samples lacking

ethnic or gender diversity (Epps, 2016; Johnson et al., 2017; May & Tenzek, 2018;

Taylor, et al., 2018; Wahler & Badger, 2016); (c) limitations of generalizability because

of the selected geographical location of the sample target population (Epps, 2016;

Lampman et al., 2016; Offstein & Chory, 2017; Wahler & Badger, 2016); and (d) many

quantitative studies using correlation that should not be confused with causation (Jiang et

al., 2017; Klebig et al., 2016; Weger, 2018). The limitations that exist in the current body

of literature on the bullying of professors by students in academia suggest that qualitative

studies are needed to enhance current knowledge and to deeply understand the

phenomenon. I helped fill a research gap in this qualitative multiple case study

concerning the bullying of professors by students in the context of conflict management.

Summary and Conclusions

I found student bullying of professors to be a significant management problem in

academia, and the problem has been understudied in the context of how the conflict has

been managed. In a recent study, 50% of professors confessed to being targets of student

bullying (Lampman, et al., 2016). The literature showed that this problem has escalated

in recent years and that student entitlement and student consumerism underlie the

growing problem. In this regard, student entitlement was largely related to the

unreasonable expectations students had for high grades, and student consumerism was

reflected in their attitudes toward being customers. Professors in traditional classrooms

were also susceptible to cyberbullying because the use of technology has allowed

students to target their professors covertly at times. Targeted professors discussed that

when the problem was reported, the administrators tended to side with students to

maintain enrollment. Another finding I made in the literature review was that professors,

students, and helicopter parents might be responsible for triggering bullying altercations.

The literature supported the need to address the bullying of professors by students in

higher educational institutions as a significant management problem that warrants further

research on how the conflict has been managed. Chapter 3 reflects the proposed research

methods that were planned for this study.

Chapter 3: Research Methods

The purpose of this qualitative multiple case study was to explore how administrators in higher educational institutions addressed student bullying of professors when reported by professors to administrators. I proposed a qualitative research design for this study, and the rationale, my role as a researcher, methodology, and trustworthiness of the study are included in this chapter.

Research Design and Rationale

The research question that I answered in this study was: What conflict management strategies were used by school administrators in higher educational institutions to address targeted professors' reports of student bullying? Bullying of professors by students is a significant management problem that exists in academia within the United States that has grown in recent years (Lampman et al., 2016). This form of workplace bullying was included in a concept by Lampman et al. (2009), identified as contrapower harassment, an inverted abuse of power by students directed toward their professors in academia. The inverted power was delineated because professors generally possess legitimate power in their classrooms. Varying degrees of uncivil behaviors are acted out by students, and bullying their professors is one of the more egregious forms of uncivil behaviors. The student aggression can be verbal or physical or an effort to harm the professors' reputation and can also escalate to violence (Lampman et al., 2016).

I selected a qualitative multiple case study design to complete the investigation on the bullying of professors by students in higher educational institutions. Yin (2018) indicated that case study research is appropriately used by researchers to investigate a

little-known organizational phenomenon and to explore processes. I considered

alternative research designs that were not appropriate for this study. For example, I did

not select a quantitative design based on research by Schwandt (2015) that suggests

quantitative designs are used to test theories or to answer a hypothesis, which does not

apply in this case. I also considered several qualitative designs that were not selected,

based on a guide by Merriam and Tisdell (2016): ethnography was not possible due to

campus closures resulting from the pandemic, phenomenology was inappropriate because

meaning derived from lived experiences was not a goal in this study, and narrative

inquiry. Through narrative inquiry, a researcher unveils stories but does not unearth the

type of data that can be derived from the use of in-depth interviews I used in this study.

Therefore, I appropriately selected a qualitative multiple case study design to complete

this study on the bullying of professors by students in higher educational institutions.

Role of the Researcher

The purpose of this qualitative multiple case study was to explore how

administrators in higher educational institutions addressed student bullying of professors

when reported by professors to administrators. My role in this regard was to informally

observe participants and the flow of interview responses to interject propositions as

appropriate and to ensure that the questions from the semistructured interviews were

thoroughly answered. I accomplished this by using the conceptual framework from the

study as propositions, followed by member verification of transcripts to ensure that

transcripts reflected accurate descriptions from the participants. Bias issues did not exist

in my role as a researcher for the participants in this qualitative multiple case study. I

used social media to recruit 17 professors who were targets of student bullying in higher

educational institutions for this study, and the names of their institutions were not

disclosed in the study for reasons of confidentiality.

Methodology

According to Yin (2018), case study research is appropriate to explore a little-

known organizational phenomenon and to investigate processes. The general problem

that I addressed in this study is that student bullying of professors in higher educational

institutions is a growing concern; I concluded this from a review of the literature (Cutler,

2014; DeSouza, 2011; Lampman et al., 2016). The specific problem was a lack of

information about academic contrapower harassment on conflict management in higher

educational institutions. The specific problem also stemmed from a gap I found in May

and Tenzek's (2018) study in which they discussed that this form of bullying had not

been studied in the context of conflict management. I selected a qualitative multiple case

study design to investigate the problem of bullying professors by students. According to

Stake (2006), case study boundaries must be established to contain these investigations

that tend to produce large amounts of data. The case was bound spatially by the

geographical locations (California, New Mexico, Ohio, Texas, Florida, Tennessee,

Massachusetts, New York, and Rocky Mountain West) in higher educational institutions

within the United States and was bound in time by incidents within the previous 3 years

from when data collection began. A graphic image of the case was recommended by

Stake and can be visualized for this study in Figure 1. The qualitative methods I used in

this study are aligned with social constructivism. Gergen (2015) discussed that

researchers who hold social constructivist views believe that value and meaning are to be gained from subjective human experiences and that phenomena should be studied in their natural environment. Figure 1 is a visual of my research proposal to investigate student bullying of professors in higher educational institutions.

Figure 1

Qualitative Multiple Case Study Model

Case: A Group of Targeted Professors

How do professors who were targets of student bullying describe their experiences when they reported student bullying to administrators in higher educational institutions?
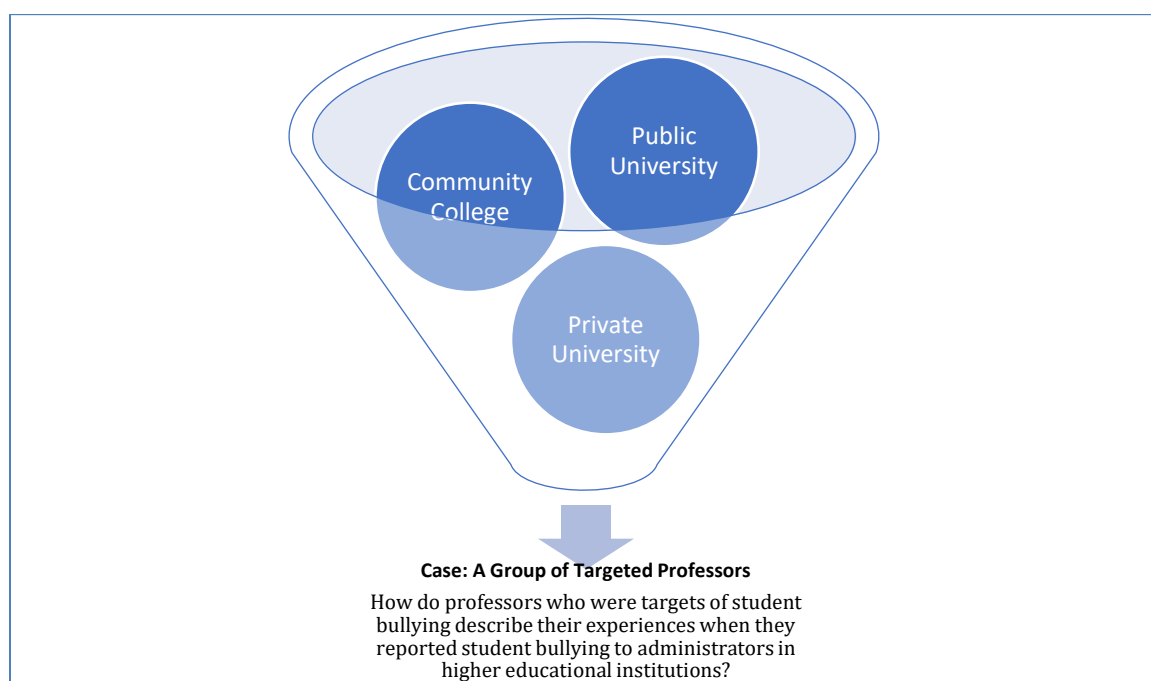
Participant Selection Logic

The natural setting for this multiple case study was higher educational institutions. The types of higher educational institutions in which the faculty experienced this behavior included community colleges, public universities, and private colleges and universities. I selected a sample that consisted of 17 professors who were targets of student bullying in higher educational institutions to complete the study. The small

sample size limited the study regarding generalizing its findings; however, an important

goal in this study was to enhance knowledge that could be used to gain a deeper

understanding of the phenomenon and that might be used to generate theories or to

conduct future research on a larger scale. Stake (2006) discussed that the focus of case

study research is to investigate a phenomenon in depth in its natural setting, and this goal

may at times require multiple site visits by the researcher. This type of information that

potentially could have been obtained, such as related statistical reports, classroom

decorum, and written responses on investigative outcomes was unavailable in this study

due to FERPA and previously mentioned pandemic restrictions. However, I retrieved

some documents and archival data were obtained outside of the academic institutions to

support this case study. I used sound research methods to select the sample size and

population of participants for this qualitative multiple case study.

I recruited study participants from Facebook and LinkedIn social media groups

through a simple process. I posted the social media recruitment in higher education

related groups on Facebook without permission requirements. LinkedIn group

administrators required that I join their groups to post the study recruitment notice. Only

one of the group administrators required permission for posting, and I obtained

permission in that instance. Refer to the appendices to review questionnaires,

semistructured interview questions, and the social media recruitment notice for the study.

All participants who mentioned that they experienced the bullying of professors by

students in higher educational institutions were included in the interviews and asked to

complete the demographic questionnaires. One individual responded to participate but

did not fulfill the criteria and was excluded from the study. The recruitment yielded a random sample of 16 targeted professors who had experienced student bullying within the United States. An additional participant was included who experienced this phenomenon at a higher educational institution outside the United States because of his eagerness to share his experience and as an opportunity to learn how this phenomenon occurs outside the United States. The participant selection logic for social media recruitment resulted in an adequate sample to complete the study.

I planned to use a research randomizer for participants if needed. Randomizers are useful with large samples when the researcher desires to reduce the size to eliminate possible bias. There was no way to project what a social media recruitment on workplace bullying for this unique type of bullying might produce, but the result was that a randomizer was not needed. According to Moser and Korstjens (2018), the goal for the sample size to ensure data saturation should be 10–20 participants for qualitative studies. My goal was 15, and I was able to recruit 17 participants in total. I reduced bias in this study by recruiting a random sample to complete a qualitative multiple case study that achieved thematic saturation.

Instrumentation

In case study research, protocols uniquely developed by the researcher and specific to the case are used to guide interview conversations rather than imposing a rigid published instrument (Hancock & Algozzine, 2017; Yin, 2018). I developed the research questions that was used in this study (see Appendix C). My questions for the interviews were pre-screened and approved by the dissertation committee with expertise in

overseeing qualitative workplace bullying studies. The interview questions follow the standard protocol for types of questions recommended for use in qualitative research. According to Merriam and Tisdell (2016), interview questions should be framed as hypothetical, devil's advocate, ideal position, and interpretive. Merriam and Tisdell also mentioned that qualitative interview questions should also be framed such that the researcher avoids yes/no responses, dual responses, and biased responses from leading questions. Although qualitative interviews can range from highly structured to unstructured, according to Merriam and Tisdell. Hancock and Algozzine (2017) mentioned that the semistructured interview format is more suitable for case study investigations. I developed the instrument used in data collection for this study rather than my using a published instrument. The independently developed questions I used were consistent with protocols established for qualitative research.

I collected primary data from study participants through semistructured interviews with professors who were targets of student bullying in higher educational institutions. My focus and questions were designed to determine what the professors' experienced regarding how the conflict from their altercations was managed by school administrators at their academic institutions when it was reported. I used their descriptions of the experiences to identify patterns reflecting conflict management strategies. Strategies in this study refer to detailed plans devised to manage the conflict from workplace bullying when professors were targeted by their students. I designed and completed this qualitative multiple case study because little is known about managing conflict from the bullying of professors by students, as discussed in the study by May and Tenzek (2018). Hancock

and Algozzine (2017) discussed that semistructured in-depth interviews could be effectively used to generate thick, rich primary data in qualitative case study designs. Yin (2018) mentioned that when behaviors are part of the case investigation, the interview goal should be to encourage participants to provide their perception of what the behaviors mean. I adopted and applied Yin's goal in the interview process during the semistructured interviews.

I used demographic data from participants who were also targets of student bullying to develop and illustrate the context for this study. It should be noted that my intention for the case study was not to investigate the prevalence of the phenomenon and that the demographic data were only used to inform the study. I launched a demographic questionnaire in SurveyMonkey to collect this data at the outset of the study as opposed to a published instrument (see Appendix B). SurveyMonkey is a tool that researchers can use to gather qualitative data for research purposes. Regmi et al. (2016) stated that online survey methodology is relatively new but is emerging as a successful method for questionnaires, and SurveyMonkey was mentioned in the literature. The demographic data that I requested from participants included ethnicity, gender, age groups, and tenure status. I used online technology by SurveyMonkey in this study to collect demographic data from professors who were targets of student bullying in higher educational institutions to inform the study.

Procedures for Recruitment, Participation, and Data Collection

The research question for this study was: What conflict management strategies were used by school administrators in higher educational institutions to address targeted

professors' reports of student bullying? Sources of data that I used to complete the study included primary data from a demographic questionnaire I posted in SurveyMonkey and data from study participants in which I captured the targeted professors' responses to 10 relevant questions during semistructured interviews (see Appendices B and C).

The target population for this qualitative multiple case study was professors who were targets of student bullying in higher education institutions within the United States. I used the following virtual data collection steps for this study:

1. I identified relevant groups on Facebook or LinkedIn that identified as higher education or were specifically related to higher education faculty.

2. I posted the study recruitment notice in the following Facebook groups: Workplace Bullying in Higher Education, Leadership Educators in Higher Education, Adjunct Professors United for Justice, End Workplace Abuse Now, Higher Education Professionals, Justice for Adjunct Professors, Adjunct Faculty United, Faculty Against Bullying, Adjunct World, and Black Educators Rocked.

3. I also posted the recruitment notice on the following LinkedIn groups: Higher Education and Research, Professors in Management Schools, Higher Education Management, and Higher Education Adjunct Faculty.

4. The LinkedIn Higher Education and Research group required permission to post notices, and for that group, I obtained approval from the group administrator by sending him a private message on LinkedIn.

5. My email address was included in the recruitment posting as a contact method for participants to notify me.

6. I was notified by email directly by most participants, but some posted comments directly in my recruitment post, and I provided them with my email address.

7. I did not begin data collection without first obtaining informed consent via DocuSign from the study participants.

8. With informed consent, participants were provided with a link via email to complete the 2–3-minute demographic survey at SurveyMonkey.

9. Participants completed semistructured interviews that were mostly completed by phone ($n =13$), in Zoom ($n = 2$), and by emailing the question guide that was completed by the participant and emailed back to me ($n =2$). The latter two requested this method because they did not feel comfortable discussing their experiences over the phone. I offered to follow up by phone with them with any questions, but they insisted on communicating in writing.

10. I listened and transcribed simultaneously during the semistructured in-depth interviews that were completed by phone and in Zoom without recording. In the two cases where the participants provided written responses to the semistructured interview questions, we communicated completely in writing.

11. Participant verification of transcription was completed in all cases to ensure the accuracy of transcription, and after minor changes, all transcripts were approved by participants.

12. I used a reflexivity journal in this study to strengthen dependability.

My data collection plan in this study was approved by the Walden University Internal Review Board (IRB), study #12-24-19-0743341, which enabled the collection of data used to investigate the bullying of professors by students in higher educational institutions in the context of conflict management.

I devised data collection guidelines for participants, which offered them the opportunity to complete the study or to withdraw from the process at any time and for any reason. If participants had requested an early withdrawal from the study for whatever reason, they would have been thanked for their initial interest in participating and released from the study. With a release, I planned to exclude any data collected from them during their participation in the study. It did not occur that any of the participants declined to complete the study. I offered all participants the opportunity to review the explicated transcripts of their interviews, and I also offered them a final debriefing meeting if requested through Zoom Professional or by phone. I notified all participants via email that I would brief them on the results and findings upon completion of the study, and I thanked them for their participation. The data collection plan for this study was sound, and I successfully collected data that I used to answer the research question.

Data Analysis Plan

Gummesson (2017) discussed that case study research has an established history, but there are no single requisite methods for analyzing data. Yin (2018) mentioned that the researcher must decide how to approach data analysis based on the case and research questions. According to Stake (2006), researchers must balance their focus during the

analysis phase of a case study with the open mindedness needed to complete a thorough case investigation. My plan for data analysis was to explicate descriptions from semistructured interviews to answer the research question in the study. Additionally, I remained open to gaining new knowledge and a deeper understanding of the phenomenon during the case study investigation. Tetnowski (2015) mentioned that time-series analysis and replication logic are effective strategies for analyzing data in case study research. I applied that strategy in this multiple case study to analyze data for the investigation regarding how the bullying of professors by students was managed in different types of academic institutional settings over a 3-year timeframe. No path is required for analyzing data for case study research, and the strategy I used in this study is consistent with what researchers have suggested is acceptable.

I used NVivo to support the analysis plan for this qualitative multiple case study regarding coding and analyzing emerging themes and managing various sources of data. Yin (2018) indicated that case study researchers can benefit from the use of computer-assisted tools in organizing, coding, and managing large amounts of data common to case study research. Software programs such as NVivo have been used for more than 25 years in qualitative research designs, according to Woods et al. (2016); and they can be trusted for their intended purpose in this study. Additionally, Yin mentioned that NVivo and similar qualitative data analysis tools can be used in case study research to increase rigor. I used the following steps to complete data analyses for this qualitative multiple case study:

1. My initial step was to import into NVivo all 17 of the participant-verified

   interview transcripts employed as primary data in this study. The transcripts were

   imported by me into data files in NVivo, and I classified them as interviews saved

   as P1–P17, followed by the participants' names so that I could easily identify

   where the responses came from. This naming convention also allowed me to

   introduce pseudonyms (P1–P17) in writing the results section of this chapter to

   maintain the confidentiality of the participants.

2. To completely assess the words used in the transcripts, I formatted interview

   questions in NVivo with heading-1 and interview responses with normal

   headings. I was then able to query the transcripts individually at first and then

   collectively to visualize through a word cloud which words stood out from the

   transcripts (see Figure 1). This high-level view did not offer me much insight but

   showed a high level of problems with students.

3. I used NVivo nodes to organize codes, and I began by using abbreviated interview

   questions as parent nodes: significance/general views, provocation, departmental

   comparisons, the form of bullying, conflict management, faculty perceptions on

   conflict management, consequences, professor/student post-conflict relationships,

   and recommendations. I reviewed each transcript, and I manually coded responses

   to nodes in NVivo. The highlight feature was used to delineate coding in the

   transcripts. Node hierarchy was needed to capture the details of the targeted

   professors' experiences with student bullying and the conflict management of this

   phenomenon. I created a node hierarchy in NVivo consisting of three levels of

nodes after completing all the coding. When I coded responses related to the question about conflict management, the following three levels applied: (a) response to how the conflict was managed, (b) responses were grouped into administrative conflict management versus faculty conflict management, and (c) specific actions by administrators were coded into this sub-node.

4. After coding was completed, I reviewed the data in nodes to ensure that coding accuracy was achieved and made corrections as needed by using un-code before reassigning them to the correct node.

5. I imported transcripts for demographic data into NVivo and used them to create classifications and attributes that could be compared to coding nodes. The classifications and attributes were then applied to the 17 transcript files.

6. I created charts in NVivo by using visualize and chart node coding of the data for emergent themes identified in the data by the number of references coded in nodes which are reflected in the results section of this chapter. Data analysis also included a comparison of these nodes to demographic data that was accomplished by using visualize and chart node coding by attribute to create charts.

I successfully analyzed data in this qualitative multiple case study to answer the research question. I completed the analysis of demographic data that included a comparison between the demographic classifications of participants and the type of institutional settings where the incidents occurred. See Appendix B for the demographic coding classifications used in the study. I also completed an analysis of data from the interviews. I was able to answer the research question from the analysis of interview data:

What conflict management strategies were used by school administrators in higher educational institutions to address targeted professors' reports of student bullying?

My plan for analysis also involved ensuring that reliability and validity standards were met for conducting case study research. My first goal in this regard was to reach thematic saturation which was discussed as a requirement by Yin (2018). I achieved data saturation by analyzing the data for patterns and themes until no new themes emerged. Triangulation is also a standard of case study research and was discussed in Yin. I achieved triangulation using standards originating from Denzin's paradigm shift of triangulating that was revisited by Fusch et al., (2018). To this extent, triangulation was met through data triangulation, which involves people, space, and time, and methods triangulation, which involves different sources of data. I included a detailed discussion on triangulation in this study and what it means in Chapter 5.

Issues of Trustworthiness

Leedy and Ormrod (2015) discussed that research is used to address significant problems existing in various contexts and in this regard, researchers should assure prospective audiences of the trustworthiness in their studies. Workplace bullying was addressed in this study as a significant management and social problem that exists worldwide. Issues of trustworthiness that I proactively addressed in this study include credibility, transferability, dependability, confirmability, and ethical procedures.

Credibility

Schwandt (2015) indicated that credibility in qualitative research is established when the study demonstrates internal validity suggesting that the findings are accurate.

He further stated that social constructivist views on internal qualitative validity

emphasize that the researcher, participants, and research audience must find the study

credible. I took the following steps to establish credibility in this study: achievement of

thematic saturation, linkage of results back to the current literature, verification of

transcription and peer debriefing, reduction in my personal bias, and peer review of the

study. I used both participant verification of transcriptions and participant debriefing was

used by me to ensure that data from semistructured interviews were accurately depicted

in the study. I reduced researcher bias in the study by disclosing any personal study-

related biases. I applied the recommendation made by Moustakas (1994) to suspend all

personal ideology in completing qualitative interviews. By achieving thematic saturation

and triangulation of the data, I was also able to provide a more rigorous study.

Transferability

Yin (2018) discussed that external validity is typically not a goal in qualitative

case studies that use small samples to conduct in-depth investigations of phenomena. The

same is true in this qualitative multiple case study that I bound spatially by incidents that

occurred in higher educational institutions. The purpose of this qualitative multiple case

study was to explore how administrators in higher educational institutions addressed

student bullying of professors when reported by professors to administrators. This was

accomplished from the perspectives and perceptions of targeted professors. Merriam and

Tisdell (2016) suggested the researcher in qualitative studies develops thick descriptions

by completing in-depth interviews and through detailed themes validated by participants.

In this case study, I presented thick, rich descriptions that can be used by practitioners

and researchers to gain a meaningful understanding of the phenomenon as a basis for conducting larger-scale studies for future research. Transferability was not a goal in this qualitative multiple case study except to provide thick, rich descriptions that might be used in future research studies.

Dependability

Schwandt (2015) discussed that dependability is established in qualitative studies when the researcher uses methods consistent with research standards. Yin (2018) included a 5-step process that researchers should use to complete quality case study research. Yin further stated that case study research is not restricted to a single approach but uses different approaches to thoroughly investigate social and organizational phenomena. Yin's 5-step process was used in this qualitative multiple case study to ensure that dependability was accomplished. Schwandt also discussed the establishment of an audit trail, organization of data, and intercoder reliability could also help increase dependability in qualitative studies. I applied this protocol by Schwandt to this study. I used NVivo software as a tool to organize and code the various sources of data used in this study. Woods et al. (2016) suggested NVivo as a reputed qualitative coding tool. I used methods in this study to strengthen dependability and to produce reliable empirical research.

Confirmability

Korstjens and Moser (2018) discussed that confirmability is required in qualitative research to ensure that studies reflect truthfulness that can be confirmed by others. For this study, I established confirmability through reflexivity and documented a

clear audit trail of research methods used in the case study investigation. Leedy and Ormrod (2015) mentioned that reflexivity pertains to transparency by the researcher in disclosing personal assumptions and biases concerning the study. I maintained a reflexivity journal to satisfy this requirement that contains reflections and descriptions of my assumptions, biases, and experiences while completing the study. I also completed an audit trail as a method to ensure confirmability so that the research audience could trace how and why various methods were used to complete the study. Reflexivity and audit trail maintenance are methods used to establish confirmability in this study.

Ethical Procedures

Various considerations were given to ethical practices by me in this qualitative multiple case study. Leedy and Ormrod (2015) posited that establishing ethics in research is important to assure others that the study and its findings are trustworthy. To begin with, I took measures to ensure that I interacted ethically with social media groups and administrators. When relevant social media groups were identified, I determined whether the administrator required permission for postings. I obtained approval through LinkedIn email for a single LinkedIn group that required its administrator's permission. I submitted the approval to the Walden University IRB as a modification. Messenger notifications and emails from LinkedIn administrators will serve as written notice approvals. I planned ethical procedures for this study to demonstrate trustworthiness and research integrity.

Other ethical procedures I planned for this study involved the following five key areas: (a) protection from harm, (b) informed consent, (c) right to privacy, (d) honesty and integrity, and (e) the IRB process and approval. The recommended best practices I

used in this study to ensure the safety of participants include honesty, informed consent, rights to privacy, and data confirmation as recommended by experts (Cooper & Schindler, 2014; Leedy & Ormrod, 2015). Cooper and Schindler (2014) discussed rights to privacy and mentioned that researchers are required to provide anonymity for participants and organizations involved in studies unless written consent allows disclosure of their true identities. Pseudonyms can be used to protect anonymity in such cases. I used standards in the Belmont Report for this study to ensure that ethical standards were met. The Belmont Report delineates ethical research practices pertaining to persons, beneficence, and justice (Office for Human Research Protections, 2018). The Walden University IRB is a required part of the dissertation process for ethical approval, #12-24-19-0743341. I used ethical procedures in this study to protect the participants and organizations from harm and to ensure that trustworthiness was reflected in this study.

The Office of Research Integrity (ORI) established protocols for how research data should be managed (Office of Research Integrity, n.d.). The ethical procedures that I used to manage data in this study comply with the protocols established by the ORI. For data acquisition, I applied a digital measure to capture data through SurveyMonkey and Zoom Professional. The data from SurveyMonkey consisted of demographic data I obtained from responses to the study solicitation. I used Zoom Professional to host and record the in-depth interviews for individuals that allowed the use of this feature in the study. I then uploaded the data into NVivo, that I used to support the qualitative data analysis. While the NVivo project is open, the data will be stored on my personal computer protected by Norton antivirus software. Upon completion of the NVivo project,

I will transfer the data and its output will be transferred to a drop box, a cloud-based storage provider. I will retain all electronic data for 5 years as the steward of this research. According to the ORI, the researcher needs to maintain an audit trail for at least 3 years (Office of Research Integrity, n.d.). The 5-year standard will ensure the availability of data should an audit be requested. When the 5-year retention period ends, I will use a professional e-waste company to destroy the data. I used data management procedures consistent with ORI protocols for data management in this study to ensure that research integrity was accomplished.

Summary

I covered the research design and rationale, role of the researcher, methodology, and issues of trustworthiness for this study in Chapter 3. Using these sound research methods allowed me to complete the study on the bullying of professors by students in higher educational institutions in an ethical manner. I appropriately selected the qualitative multiple case study design based on an assessment of criteria established by Yin (2018) to complete the research. I successfully used social media to exceed qualitative study recruitment standards wherein I recruited 17 professors who were targets of student bullying in higher educational institutions, and I held semistructured interviews with participants to investigate the problem. The robust design that I used in this study included participant verification of transcripts, comparison of results to the thematic literature saturation, and data triangulation that is required in case study research. The sound research design and methods proposed in this chapter helped me to

be successful with data collection and analysis and were presented in the results in

Chapter 4.

Chapter 4: Results

The purpose of this qualitative multiple case study was to explore how administrators in higher educational institutions addressed student bullying of professors when reported by professors to administrators. The research question answered in this study was: What conflict management strategies were used by school administrators in higher educational institutions to address targeted professors' reports of student bullying? I used a qualitative multiple case study to explore this problem, and the sample included 17 professors (i.e., cases) who were targets of student bullying in higher educational institutions. The firsthand observations and descriptions from the targeted professors brought revelation regarding this phenomenon and allowed me to answer the research question posed in the study. Due to the national lockdown of academic institutions in the United States during the COVID-19 pandemic, the previous plan to obtain internal and external documents (e.g., statistical reports), which are generally used to achieve triangulation in a case study was not possible. Even so, the study remained robust, given that thematic saturation and data triangulation were achieved and through results from the study, I confirmed findings in the current literature. The results from data collection and analysis that are reflected in Chapter 4.

Research Setting

The COVID-19 pandemic impacted this study, which involved targeted professors from community colleges, public universities, and private colleges and universities. My original plan included onsite visits to partnering academic institutions to assess the context where the phenomena occurred. This was impossible because of the government

shutdown that resulted in academic institutions nationwide transitioning to online learning and administration. The change made the data collection process challenging regarding timing and access to the sample population. For timing, many universities were challenged by faculty having to establish new protocols for doing business virtually, and they advised me that faculty were not available to participate in external research projects. Additionally, there was a focus on faculty completing final grades to end the semester that hindered participation in the study. Some faculty expressed their concerns about the pandemic and did not feel that it was a good time to engage in research studies. Social media became the platform I used to recruit study participants from Facebook and LinkedIn. Even with social media as the data collection platform, the data collection process was time-consuming due to slow responses during the pandemic.

Demographics

The study sample consisted of 17 professors who were targets of student bullying in higher educational institutions in and outside the United States. All but one of the professors reported that they were employed at academic institutions within the United States; that is, P1 responded that he was from the Middle East where the student bullying incident occurred. I asked each of the 17 participants to complete a demographic questionnaire. I was able to analyze each case regarding ethnicity, gender, generational cohort, type of academic institution where the incidents occurred, professional title, and term limit of their position. Only 65% of the participants responded to the survey, which partially diminished my ability to achieve that goal. For the missing demographic information, I was able to fill in some details disclosed during semistructured interviews.

The results from the analysis of the demographic questionnaire revealed that individuals identified as White women ($n = 7$), Biracial women ($n = 2$), Hispanic woman ($n = 1$), Black women ($n = 2$) White men ($n = 2$), and a Middle Eastern man ($n = 1$). Demographic results for generational cohorts showed Gen-X being the largest ($n = 5$) and Millennials and baby boomers equal numerically ($n = 3$). The results for the type of academic institutional settings where the professors worked when they were targets of student bullying included private universities ($n = 8$), community colleges ($n = 5$), and public universities ($n = 2$). The response to the question used to identify term limits on teaching showed that there were adjuncts ($n = 5$) with titles listed as professor, associate professor, senior faculty, and faculty; a 1-year term limit was indicated ($n = 2$) with professional titles listed as professor for both; and no term limit was provided ($n = 4$) with titles listed as instructor, lecturer, and full professor. All participants will henceforth be referred to as "professors" and in specific results by a participant number assigned.

In this qualitative multiple case study, I investigated 17 cases comprised of individual professors who were targets of student bullying, each from different academic institutions. The names of the academic institutions involved were not disclosed for reasons of confidentiality, but they were geographically located in California ($n = 4$), New Mexico ($n = 1$), Rocky Mountain West ($n = 1$), Ohio ($n = 1$), Illinois ($n = 1$), Texas ($n = 1$), Florida ($n = 2$), Tennessee ($n = 1$), Massachusetts ($n = 1$), and New York ($n = 1$), and United Arab Emirates ($n = 1$). Two of the participants declined to respond to the question regarding the geographic location of their academic institution.

Data Collection

My contingency plan for data collection was used in this study. I originally

planned to collect data from 15 university administrators to investigate what strategies

they relied on to manage conflict from the targeted professors' complaints of student

bullying. Alternatively, I planned to interview at least 15 targeted professors to examine

how administrators in higher educational institutions addressed student bullying of

professors when reported by professors to administrators. Optimally this information

should have come from university administrators directly, but after several months of

recruiting without success for this proposed sample, I initiated the contingency plan to

recruit professors who were targets of student bullying and successfully recruited 17

college professors who fit the criteria. The COVID-19 pandemic occurred, and the

subsequent physical closure of schools prevented me from completing onsite visits. I

used the following steps for the virtual data collection plan for this study:

1. I identified relevant groups on Facebook or LinkedIn that identified as higher
   education or were specifically related to higher education faculty.

2. I posted the study recruitment notice in the following Facebook groups:
   Workplace Bullying in Higher Education, Leadership Educators in Higher
   Education, Adjunct Professors United for Justice, End Workplace Abuse
   Now, Higher Education Professionals, Justice for Adjunct Professors, Adjunct
   Faculty United, Faculty Against Bullying, Adjunct World, and Black
   Educators Rocked.

3. I also posted the recruitment notice on the following LinkedIn groups: Higher Education and Research, Professors in Management Schools, Higher Education Management, and Higher Education Adjunct Faculty.

4. The LinkedIn Higher Education and Research group required permission to post notices, and for that group, I obtained approval from the group administrator by sending him a private message on LinkedIn.

5. My email address was included in the recruitment posting as a contact method for participants to notify me.

6. I was notified by email directly by most participants, but some posted comments directly in my recruitment post, and I provided them with my email address.

7. Data collection did not commence without first obtaining informed consent via DocuSign from the participants.

8. With informed consent, participants were provided with a link via email to complete the 2–3-minute demographic survey at SurveyMonkey.

9. Participants completed semistructured interviews that were mostly completed by phone ($n =13$), in Zoom ($n = 2$), and by emailing the question guide that was completed by the participant and emailed back to me ($n =2$). The latter two requested this method because they did not feel comfortable discussing their experiences over the phone. I offered to follow up by phone with them with any questions, but they insisted on communicating in writing.

10. I listened and transcribed simultaneously during the semistructured in-depth interviews that were completed by phone and in Zoom without recording. In the two cases where the participants provided written responses to the semistructured interview questions, we communicated completely in writing.

11. Participant verification of transcription was completed in all cases to ensure the accuracy of transcription, and after minor changes, all transcripts were approved by participants.

12. I used a reflexivity journal in this study to strengthen dependability.

Data Analysis

My primary objective for data analysis was to examine interview transcripts that reflected the targeted professors' descriptions of how the phenomenon of student bullying unfolded and how the related conflict was managed in higher educational institutions when it was reported. I used NVivo as an electronic tool to complete the coding and thematic schemes analysis for this study. My coding strategy was to use nodes to code and organize the data in NVivo, and ultimately hierarchies were created as a coding framework that used interview questions for parent nodes. I used classifications in NVivo to compare nodes by demographic attributes. Additional analysis of the data included results that I compared with what was known about the phenomenon in the current literature. Data analysis produced results that offered insight into the research problem, and I was able to answer the research question. I used the following steps to complete the data analysis phase of this study:

1. My initial step was to import into NVivo all 17 of the participant-verified interview transcripts employed as primary data in this study. The transcripts were imported by me into data files in NVivo, and I classified them as interviews saved as P1–P17, followed by the participants' names so that I could easily identify where the responses came from. I used this naming convention to introduce pseudonyms (P1–P17) in writing the results section of this chapter to maintain the confidentiality of the participants.

2. To completely assess the words used in the transcripts, I formatted interview questions in NVivo with heading-1 and interview responses with normal headings. I was then able to query the transcripts individually at first and then collectively to visualize through a word cloud which words stood out from the transcripts (see Figure 1). This high-level view did not offer me much insight but showed a high level of problems with students.

3. I used NVivo nodes to organize codes, and I began by using abbreviated interview questions as parent nodes: significance/general views, provocation, departmental comparisons, the form of bullying, conflict management, faculty perceptions on conflict management, consequences, professor/student post-conflict relationships, and recommendations. I reviewed each transcript, and I manually coded responses to nodes in NVivo. The highlight feature was used to delineate coding in the transcripts. Node hierarchy was needed to capture the details of the targeted professors' experiences with student bullying and the conflict management of this phenomenon. I created a node hierarchy in NVivo consisting of three levels of

nodes after completing all the coding. For example, when I coded responses related to the question about conflict management, the following levels applied: (a) response to how the conflict was managed, (b) responses were grouped into administrative conflict management versus faculty conflict management, and (c) specific actions by administrators were coded into this sub-node.

4. After coding was completed, I reviewed the data in nodes to ensure that coding accuracy was achieved and made corrections as needed by using un-code before reassigning them to the correct node.

5. I imported transcripts for demographic data into NVivo and used them to create classifications and attributes that could be compared to coding nodes. The classifications and attributes were then applied to the 17 transcript files.

6. I created charts in NVivo by using visualize and chart node coding of the data for emergent themes identified in the data by the number of references coded in nodes which are reflected in the results section of this chapter. Data analysis also included a comparison of these nodes to demographic data that was accomplished by using visualize and chart node coding by attribute to create charts.

Key themes emerged from data analysis in this qualitative multiple case study on the bullying of professors by students. The significance of the problem was illuminated from my analysis, along with how the phenomenon unfolded in traditional college classrooms, how the related conflict was managed when it was reported, and what the consequences were for professors targeted by student bullying. The purpose of this study was to explore how administrators in higher educational institutions addressed student

bullying of professors when reported by professors to administrators. I discovered new knowledge through this study regarding how this form of conflict has been managed in higher educational institutions, which helped to fill the research gap mentioned by May and Tenzek (2018). I discussed the themes that emerged from data analysis in greater detail in the results section of this chapter.

Evidence of Trustworthiness

There is evidence that this research study met standards of trustworthiness for qualitative research in the areas of credibility, dependability, and confirmability. While transferability was not established in this study, Yin (2018) mentioned that the aim of qualitative studies is to find meaning from rich descriptions of participants' experiences. Part of the demonstrating evidence of trustworthiness for this study came from working with a research committee and the Walden University IRB to ensure that research standards and human study standards were met during various milestones of the study. Issues of trustworthiness have been sufficiently addressed in this qualitative study pertaining to credibility, transferability, dependability, and confirmability.

Credibility

Schwandt (2015) indicated that credibility in qualitative research is established when the study demonstrates internal validity suggesting that the findings are accurate. Schwandt further stated that social constructivist views on internal qualitative validity emphasize that the researcher, participants, and research audience must find the study credible. I took the following steps to establish credibility in this study: achievement of thematic saturation, linkage of results back to the current literature, verification of

transcription and peer debriefing, reduction in my personal bias, and peer review of the study. I used both participant verification of transcriptions, and participant debriefing was used by me to ensure that data from semistructured interviews were accurately depicted in the study. I reduced researcher bias in the study by disclosing any personal study-related biases. I applied the recommendation made by Moustakas (1994) to suspend all personal ideology in completing qualitative interviews. By achieving data saturation and triangulation of the data, I was also able to strengthen and provide a more credible study.

Transferability

Yin (2018) generalized that external validity is typically not a goal in qualitative case studies that use small samples to conduct in-depth investigations of phenomena. The same is true in this qualitative multiple case study that I bound spatially by incidents that occurred in higher educational institutions. The purpose of this qualitative multiple case study was to explore how administrators in higher educational institutions addressed student bullying of professors when reported by professors to administrators. This was accomplished from the perspectives and perceptions of targeted professors. Merriam and Tisdell (2016) recommended that the researcher in qualitative studies develops thick descriptions by completing in-depth interviews and through detailed themes validated by participants. In this case study I presented thick, rich descriptions that can be used by practitioners and researchers to gain a meaningful understanding of the phenomenon as a basis for conducting larger-scale studies for future research. Transferability was not a goal in this qualitative multiple case study except to provide thick, rich descriptions that might be used in future research studies.

Dependability

Schwandt (2015) specified that dependability is established in qualitative studies when the researcher uses methods consistent with research standards. Yin (2018) included a 5-step process that researchers should use to complete quality case study research. Yin further stated that case study research is not restricted to a single approach but uses different approaches to thoroughly investigate social and organizational phenomena. I used the process by Yin in this qualitative multiple case study to ensure that dependability was accomplished. Further, Schwandt discussed that the establishment of an audit trail, organization of data, and intercoder reliability could also help increase dependability in qualitative studies. I applied this protocol by Schwandt to this study. I used NVivo as a tool to organize and code the various sources of data used in this study. Woods et al. (2016) suggested NVivo as a reputed qualitative coding tool. I used methods in this study to strengthen dependability and to produce reliable empirical research.

Confirmability

Korstjens and Moser (2018) determined that confirmability is required in qualitative research to ensure that studies reflect truthfulness that can be confirmed by others. For this study, I established confirmability through reflexivity and documented a clear audit trail of research methods used in the case study investigation. Leedy and Ormrod (2015) mentioned that reflexivity pertains to transparency by the researcher in disclosing personal assumptions and biases concerning the study. I maintained a reflexivity journal to satisfy this requirement that contains reflections and descriptions of my assumptions, biases, and experiences while completing the study. I also completed an

audit trail as a method to ensure confirmability so that the research audience could trace how and why various methods were used to complete the study. Reflexivity and audit trail maintenance are methods used to establish confirmability in this study.

Study Results

This section reflects results from interview transcripts of 17 professors who were targets of student bullying in higher educational institutions. The participants are referred to as P1–P17 in this study to protect confidentiality when discussing specific details. The results discussed in this section include themes that emerged from data derived from the semistructured interviews with participants. The results from the data were analyzed within the context of the interview questions outlined in Appendix C. Key themes that emerged from the data in this study showed how significant the problem was, how the conflict unfolded in traditional classrooms, and how this form of workplace bullying has been managed in higher educational institutions when it was reported, as described by professors.

Results for Individual Cases

P1 identified as a Middle Eastern male who served as a lecturer at a 4-year private college or university in the United Arab Emirates, where he did not have a term limit on his tenure. P1 is grouped in the Generation-X generational cohort. Results from the semistructured interview with P1 are as follows: When asked about general thoughts concerning student bullying of professors, P1 stated, "Student bullying of professors is a main problem." When asked about their belief concerning what provokes student bullying of professors in higher educational institutions, P1 stated, "There are numerous

reasons for provocation, including positions in the academy, economic status, personality, the relationship between the student and professor, mental health status, peer pressure and fame, and grading." When asked about their knowledge of how student bullying of professors varies by educational department, P1 stated, "I am unsure of whether the bullying varies by educational department." When asked to describe severe cases in which they were targets of student bullying that was reported, P1 stated, "There was a severe case in which I was subjected to bullying by a student who spread false rumors about me to other students with the intention to cause harm." When asked about how the conflict from these cases was managed by school administrators, P1 stated:

> The question does not apply. I managed the conflict on my own by showing mercy because I considered the student a brother. When I discussed this with the administrator, I was asked to change the student's final grade from a C to a B.

When asked what their overall perception was about how student bullying of professors is managed by administrators in higher education, P1 stated, "Administrators tended to do investigations but were not consistent in following standards." When asked to share what they considered successful outcomes in managing this form of workplace bullying conflict, P1 stated, "Managing this form of conflict would help professors maintain their reputations, and it would help with the student and teacher relationship." When asked about their relationship with the student aggressor post-conflict management by school administrators, P1 stated, "I have a positive relationship with the student that was aggressive." When asked to describe the most notable outcomes from their experience as a target of student bullying, P1 stated, "At the time of the bullying

encounter, it was negative but has since become positive." When asked what their belief was concerning how student bullying of professors can be reduced, P1 stated, "Stronger views and policies are needed and if implemented, would help student and teacher relationships."

P2 did not respond to the demographic questionnaire for this study but disclosed during the interview that she was a professor at a 2-year suburban community college. Results from the semistructured interview with P2 are as follows: When asked about general thoughts concerning student bullying of professors, P2 stated, "I have worked at five academic institutions in varied institutional settings and observed this problem. I recently noticed that some of the incoming freshmen at my academic institution were very immature." When asked about their belief concerning what provokes student bullying of professors in higher educational institutions, P2 stated, "student bullying of professors may be provoked by standardized testing, helicopter/bulldozer parenting, student expectations, and administrators not holding students accountable." When asked about their knowledge of how student bullying of professors varies by educational department, P2 stated, I am unsure of whether student bullying of professors varies by department." When asked to describe severe cases in which they were targets of student bullying that was reported, P2 stated:

> I had four major bullying instances at a suburban community college. I was targeted by four different students at a community college. The first bullying case was by a student that was unhappy at the end of her final exam and who verbally abused me in class, down the hall, and into the parking lot, hoping I would cry.

The next case involved a student that assaulted me in writing her end-of-semester essay. A different student in the third bullying case assaulted me in writing during the end-of-course student evaluation. And in the fourth severe case, a male student became enraged in class and verbally assaulted me as well as sending abusive emails.

When asked about how the conflict from their student bullying cases was managed by school administrators, P2 stated:

Administrators have generally been non-supportive and have allowed students to get away with the bullying behavior. Reporting these incidents has at times, caused retaliation where not as many teaching opportunities were provided, and I have felt undermined by administrators.

When asked what their overall perception was about how student bullying of professors is managed by administrators in higher education, P2 stated, "Uneven application of school policies has been applied by administrators in resolving this type of conflict. Some professors discussed their issues were resolved, but for others this was not the case." When asked to share what they considered successful outcomes in managing this form of workplace bullying conflict, P2 stated, "What is at stake here is the integrity of the disciplines, grades, and the college degree. There could potentially be legal fees as well if courts become involved in these cases." When asked about their relationship with the student aggressor post-conflict management by school administrators, P2 stated, "I have had no relationship with the students after the bullying claims." When asked to describe the most notable outcomes from their experience as a target of student bullying,

P2 stated, "There were no notable outcomes following my complaints as a professor targeted by aggressive students, meaning that nothing was done." When asked what their belief was concerning how student bullying of professors can be reduced, P2 stated, "Clear policies and procedures with even application and training for administrators, professors, and students would help reduce the problem."

P3 identified as an Other Biracial female who served as a full professor at a public university in the Rocky Mountain West, where she did not have a term limit on her tenure. P3 is grouped in the Generation-X generational cohort. Results from the semistructured interview with P3 are as follows: When asked about general thoughts concerning student bullying of professors, P3 stated, "I am aware of others that have been bullied but who were afraid to come forward. This was a huge issue when I spoke to other women of color that were full and tenured professors, and they said it has happened to them as well." When asked about their belief concerning what provokes student bullying of professors in higher educational institutions, P3 stated:

> Racism has been an underlying reason for student bullying of professors at the university where I experienced this problem. There was also an expectation that women of color would go above and beyond to support students of color outside the classroom, and I was affected as a woman of color.

When asked about their knowledge of how student bullying of professors varies by educational department, P3 stated, "I am unsure of whether the problem varies by department." When asked to describe severe cases in which they were targets of student bullying that was reported, P3 stated:

Earlier, as a professor, I established a relationship with students outside of class and the students viewed me in a motherly role. When I saw this as problematic and attempted to change the relationship and set boundaries, there was retaliation and the spreading of false rumors by students about my husband, intended to defame me. There were also comments made in a Human Resources (HR) complaint I initiated regarding quid-pro-quo, in which it was suggested that students had to serve me like slaves by cooking meals and babysitting my children in exchange for me engaging in the role of professor.

When asked about how the conflict from their student bullying cases was managed by school administrators, P3 stated:

There was a HR investigation, and I was completely exonerated after 6-7 months of investigation. Nothing happened to the student for making a false complaint. Even with me being exonerated, the White deans advised me they were going to issue an academic suspension with punishing me for 1 year and called it a growing process for me.

When asked what their overall perception was about how student bullying of professors is managed by administrators in higher education, P3 stated, "In my experience, the administrators unfairly sided with students and suspended me from teaching." When asked to share what they considered successful outcomes in managing this form of workplace bullying conflict, P3 stated:

Successful outcomes would include (a) checks and balances with administrators, (b) stronger repercussions for those students who engage in false allegations, (c)

stop allowing White administrators to pit a faculty of color to the next, (d) mental health for faculty of dolor and doctoral students of color, (e) more critical faculty of color, so all the pressure does not go impact one or two faculty members, (f) clear outlines as to how to interact with and respect faculty of color between students and faculty and faculty and administrator, (g) make sure the White dean has no cases of racism on their history, (h) TO BE CLEAR office of equity and HR only investigate to protect the university and not the faculty member. They are trying to gather evidence to see if the university can be sued, (i) repercussions for administrators who punish faculty of color by suspending their annual merit pay or forcing their doctoral students to find new advisors, and (j) the administrator must not be racist.

When asked about their relationship with the student aggressor post-conflict management by school administrators, P3 stated, "I practiced forgiveness and have maintained relationships with some of the students, and some students apologized to me." When asked to describe the most notable outcomes from their experience as a target of student bullying, P3 stated, "My faith in God has helped me to move forward and I am in a better position at a different academic institution." When asked what their belief was concerning how student bullying of professors can be reduced, P3 stated:

There needs to be checks and balances with the administration. I did not have a department chair, so I had to go straight to the dean. I believe deep in her heart that the dean manipulated the situation to write me up. The Office of Equity and

HR should investigate to make sure they do not get sued, and they need to protect

professors.

P4 identified as a White female who served as a lecturer at a 4-year public

university in Illinois, where she did not have a term limit on her tenure. P4 is grouped in

the baby boomer generational cohort. Results from the semistructured interview with P4

are as follows: When asked about general thoughts concerning student bullying of

professors, P4 stated:

> I believe that student bullying of professors might be a problem related to the
>
> price of tuition and how the students have become consumers. The students are
>
> paying so much money that they believe they can talk to professors like they are
>
> kids. Social media also factors into the problem because people are misunderstood
>
> and misquoted, and students can make comments about faculty they have never
>
> met. The students can hide behind the social media wall.

When asked about their belief concerning what provokes student bullying of

professors in higher educational institutions, P4 stated, "I was misunderstood for

comments I made that got into the hands of the wrong person who was confrontational

and liked to attack." When asked about their knowledge of how student bullying of

professors varies by educational department, P4 stated, "I am unsure of whether the

problem varies by department." When asked to describe severe cases in which they were

targets of student bullying that was reported, P4 stated:

> I experienced a severe student bullying case in which a student read my Facebook
>
> page and found comments that I made about female students that, on my end, was

innocent and unrelated to the university where the bullying occurred. He took my

comments out of context and began a smear campaign in which he garnered

others to join in the cyberbullying. The language he used in his post about me was

very abusive.

When asked about how the conflict from their student bullying cases was

managed by school administrators, P4 stated,

There was an investigation, and it was said that the comment I made about female

students was upsetting people. I explained the context of my comments to the

director and apologized. I was brought before a committee that included the

director of music and another administrator, and I brought my union

representative. This was not a disciplinary meeting but was more of a slap on the

wrist. I told the director that I expected him to support me and not just take the

side of my accuser. The support I received was that I was not fired, but the student

aggressor was not interviewed during the investigation or reprimanded in any

way.

When asked what their overall perception was about how student bullying of

professors is managed by administrators in higher education, P4 stated, "Management of

this problem in my case was very one-sided because administrators do not want to hold

students accountable." When asked to share what they considered successful outcomes in

managing this form of workplace bullying conflict, P4 stated, "Successful outcomes

would be when the parties involved communicate with one another openly, so there is

resolution." When asked about their relationship with the student aggressor following

conflict management by school administrators, P4 stated, "One student asked me for my side of the story. I also heard where some students were telling others not to mistreat me." When asked to describe the most notable outcomes from their experience as a target of student bullying, P4 stated, "The harmful outcome is that this case of bullying reached the local newspaper, and some still view me as a sexist. The good outcome was that I received support from some of my colleagues." When asked what their belief was concerning how student bullying of professors can be reduced, P4 stated, "I believe that discussions on student mental health are needed and that administrators need to support professors as their employees concerning this problem."

P5 identified as a White female who served as an associate professor at a 4-year private college or university in Boston where she was on a 1-year contract regarding the term limit of her position. P5 is grouped in the baby boomer generational cohort. Results from the semistructured interview with P5 are as follows: When asked about general thoughts concerning student bullying of professors, P5 stated:

The participant viewed student bullying of professors as a major problem and indicated on a scale of 1-10, it was a 12. She believed the problem has grown worse because of the generation of students that are being educated now. She mentioned they have no respect for someone who has done work in the field. The participant suggested the phenomenon is a generational problem. Many of the students have always had things given to them, and everyone gets an A and a trophy and when they do not get it, they want to appeal. There has been a shift in

the student attitudes toward education. The shift has been that professors are there to teach them; they are not there to learn from professors.

When asked about their belief concerning what provokes student bullying of professors in higher educational institutions, P5 stated, "Grading is the main thing that provokes student bullying of professors because the students expect a win, and a win is an A." When asked about their knowledge of how student bullying of professors varies by educational department, P5 stated:

Some colleagues outside of my school in health and sciences did not experience student bullying of professors, but in my school, there were colleagues that were also targets of student bullying. I believe professors in the school of health sciences are vulnerable.

When asked to describe severe cases in which they were targets of student bullying that was reported, P5 stated:

I had two severe cases where I was targeted by students. In the first case, I established rigor in assignments, and students were unhappy with that. They advised me that they would get me at evaluation time and proceeded to give me poor evaluations when the class ended. In the second case, students complained that they could learn what I was teaching from books on their own and stopped showing up to class or engaging. They followed this by cyberbullying me on Twitter until the administration ended their attacks.

When asked about how the conflict from their student bullying cases was managed by school administrators, P5 stated:

I reported plagiarism for 20-25 out of 135 of my students to the dean and an

internal board called OSCCR, a legal and ethical standards board. The ethics

board had them do a paper suggesting that plagiarism was not a punishable

offense, and grades were increased from the zero that I previously assigned. The

result was that students were not held accountable for plagiarism, and I was asked

to bump their grades up.

When asked what their overall perception was about how student bullying of

professors is managed by administrators in higher education, P5 stated:

Nothing was done to help me, and I was not supported. I was asked to help

students as a professor but was countermanded when I did my job. They overrode

my decisions for the assignments and did not support me at all. Except, their

biggest worry was how the school looked in the eyes of the university because of

something external that happened with the pharmacy school. In my opinion, they

participated in the bullying by omission.

When asked to share what they considered successful outcomes in managing this

form of workplace bullying conflict, P5 stated:

Administrators should respect professors for their role and authority in providing

instruction and should not countermand them for doing their jobs. I brought

plagiarism awareness to the department and did not want to be asked to change

grades because I am an honest person.

When asked about their relationship with the student aggressor post-conflict

management by school administrators, P5 stated:

I have a few good relationships with students that came to speak with me following these encounters to get an understanding. Most of the students did not care and had a negative opinion of me. The group that wanted to understand my point of view was 5% or less and, I am still in touch with them.

When asked to describe the most notable outcomes from their experience as a target of student bullying, P5 stated:

I brought plagiarism awareness to the entire faculty. I also helped a small group of students understand a more excellent way of learning. I received feedback that the students were sorry that they picked on me because they realized later how much I had taught them. They benefited from content and application.

When asked what their belief was concerning how student bullying of professors can be reduced, P5 stated:

The first action that can be taken is to not put so much weight on what the students say. The student survey questions that are based on emotional responses such as "do you feel" should not be used in the evaluations. The administration must set a higher standard for the scholarship. This involves learning and application of what students are learning.

P6 identified as a White female who served as an adjunct faculty at a 2-year community college in Florida where the term limit for teaching classes was per contract. P6 is grouped in the baby boomer generational cohort. Results from the semistructured interview with P6 are as follows: When asked about general thoughts concerning student bullying of professors, P6 stated:

I never saw what happened to me as bullying until an incident last year. I viewed it as a cultural shift regarding the lack of respect for professors. The shift was to make education, so consumer-oriented that academic integrity took a hit and has influenced the way that teachers grade and how the university interacts with the students. Consumerism in higher education has gone too far.

When asked about their belief concerning what provokes student bullying of professors in higher educational institutions, P6 stated:

Student bullying of professors reflects the entire educational system K-12 in which teachers are not respected or paid appropriately. I view this as a general cultural change from earlier times when teachers were considered right until now where students believe they are right. There should be a middle ground. Teachers are encouraged to please the consumer in higher education. The trend is the same in primary school as in college. The degree of helicopter parenting at colleges is unbelievable, and it does impact bullying.

When asked about their knowledge of how student bullying of professors varies by educational department, P6 stated:

I do not believe there was any difference at all. I was instrumental in starting an adjunct union, and all professors had the same story to tell. Because of my involvement with the union, I spent many, many hours with professors in various departments and they all shared experiencing the same problem. The general disrespect that students have for academic leaders has grown in higher education.

When asked to describe severe cases in which they were targets of student bullying that was reported, P6 stated:

There was one experience I had that was a severe case of becoming a target of student bullying. I suspected the aggressive student was someone with learning difficulties. The student frequently had outbursts in which he disrupted the class because he had difficulty understanding what was being taught. He verbally abused me in class for being what he perceived as a lousy teacher, used profanity, and entered my personal space in an intimidating way that made me feel unsafe. When I filed a complaint with the dean and the Office of Student Conduct and Integrity, I was advised that I could counsel the student to let him know he could drop my class if he wanted to.

When asked about how the conflict from their student bullying cases was managed by school administrators, P6 stated:

My supervisor was the dean, who advised me that the university did not have tutoring for QuickBooks, which was difficult for the student to grasp, and I was advised the student would need to locate other resources. After inquiring about my complaint, I learned there would be a meeting between my dean, the student, and another dean. From that meeting, the student was advised he could move to another campus, transfer out of my class, or treat me with respect. The student chose to continue in my class with the same disruptive behavior but no longer invaded my personal space. He sent me a letter of apology that was supposed to resolve the conflict. He later gave me a scathing review on Rate My Professor

because he got a D in the class. I am considering not teaching at that college any longer because of the scathing review. I discovered back in 2018 that recruiters checked Rate My Professor feedback, and I believe students have hurt my opportunities for future teaching and other job opportunities unrelated to teaching.

When asked what their overall perception was about how student bullying of professors is managed by administrators in higher education, P6 stated:

Administrators want the professor to manage this form of conflict on their own. The only reason my college managed the incident is that I filed an official report. It is not easy to ask a student to leave the room, especially if the student is agitated. I had security walk the hall for me because I was scared the night of the midterm. The administration does not want to deal with this problem.

When asked to share what they considered successful outcomes in managing this form of workplace bullying conflict, P6 stated:

The student should have been asked to drop the class and retake it when he was more available. He had a busy schedule, and he was putting pressure on me to give him a grade that he did not deserve. I also overheard that the guidance counselors were telling students that QuickBooks was an easy class, and this was not true. The college did not require prerequisite classes that I believe are necessary. The guidance counselors were contributing to the problem by giving students the wrong expectations of the class.

When asked about their relationship with the student aggressor post-conflict management by school administrators, P6 stated:

The semester ended in May, and we transitioned to an online format. The student continued to be disruptive even in the online format. I helped him once or twice outside of the normal class time, but he was not happy because he did not get the grade he wanted. Rate My Professor is where he took out his final frustration. The student did get a B on his final exam, but it was not enough to pull his grade up. I have had no further interaction with him since the class ended.

When asked to describe the most notable outcomes from their experience as a target of student bullying, P6 stated, "Does not apply." When asked what their belief was concerning how student bullying of professors can be reduced, P6 stated:

This is a systemic problem that involves a lot of variables. A lot of students that go to community college are there because they were not the best students and could not get into a university. Some are there because of financial challenges. Instead of wasting money on administrators that are not needed or are overpaid, the money should be spent on student support and paying fair wages to professors. Monies should not be spent on frivolous things like bringing in public speakers and new buildings when students need basic services and teachers cannot make a living wage. I do not believe that education is the priority – money is the priority. Administrators should stop misappropriating funds so that students do not take their frustration out on their professors. A cultural change is needed where administrators back their teachers rather than being so concerned about losing a student because of disciplinary action. There was no observation initiated by the

administration in my bullying case. Faculty observers have no knowledge of application, methodology, learning styles, or practical teaching styles.

P7 identified as a White female who served as a professor at a 2-year community college in New York, where she had a 1-year contract as a term limit for teaching. P7 is grouped in the Generation-X generational cohort. Results from the semistructured interview with P7 are as follows: When asked about general thoughts concerning student bullying of professors, P7 stated:

I have been a target and witness of student bullying of professors in higher education, and the inherent power dynamics in this behavior interfere with proper boundaries in the classroom. Although students are consumers of a college education as a product, their rights do not supersede that of the professor as a provider of the product.

When asked about their belief concerning what provokes student bullying of professors in higher educational institutions, P7 stated:

When students get the message that they are the customer and therefore have rights above and beyond the professor, this establishes a college campus culture that enables and even rewards adversarial and retaliatory behavior in and out of the classroom space. A lack of policy to establish and set the cultural expectations and behavior requirements is a problem. The fear of college administration to preserve the bottom line where "every student counts" at all costs sends a clear message as to what behavior is tolerable.

When asked about their knowledge of how student bullying of professors varies by educational department, P7 stated:

I witnessed departmental culture drive the behavioral expectations on the part of students. Depending on the level of favoritism and support that department gets from the administration, the behavioral norms and established culture are either positively or negatively reinforced. If the department was well-liked, the college culture permeated and revolved around the in-crowd, and the departments with faculty who were sidelined witnessed the ideals of those individuals get disparaged. Word gets around, and the students gain an understanding of the departmental dynamics and in some cases, seek to exploit the culture. Some departments encourage students to "fight back" against faculty in other departments, especially when it comes to grade appeals or academic work expectations for rigor. Faculty align with the students holding grudges at hearings so that their reputation is deemed favorable at end-of-course surveys.

When asked to describe severe cases in which they were targets of student bullying that was reported, P7 stated:

I had a situation where a student was at risk of being dropped from my class for non-attendance. When I notified him that he was in violation of the attendance policy, he became outraged and charged at me in my office. He was angry that he was going to lose financial aid because he was being placed on part-time status because of my dropping him from the class. Within a day of this, he started sending very threatening emails to me while copying my chair. The lengthy

emails were very descriptive as to what he thought of me, and he spoke at length of me as an obese individual and further went into great details as to what he thought of Jewish people. His antisemitic remarks and the level of insidious descriptions of the physical harm he would inflict led me to report him to campus officials. I also told them that I would not be comfortable holding class until this student was removed from campus. I informed them that I feared for my safety and that of my students and therefore was requesting that he be expelled from campus immediately. The director of security agreed with me on my assessment of the level of risk, but the dean of students did not necessarily agree with me. I did not hold a class for a week, and when confronted by the vice president as to what was going on, I explained what had happened. Upon the dean of students being brought into the conversation, her response was that she did not think I was serious about canceling class. My union had been advised of the issue and agreed to file a grievance on my behalf if necessary. Eventually, the student was expelled from campus, and I was able to resume classes as usual. Other instances of bullying occurred on social media where students used Rate My Professor to post disparaging comments about other professors and me as well. Not only were the comments not true, but the administration started using these posts in their reviews of some faculty. Jokes would be made as to which faculty had the worst posts on Rate My Professor, and the reputation of faculty who were lambasted on the website declined to engage, and those faculty who had positive reviews by their students would resort to bragging in various meetings.

When asked about how the conflict from their student bullying cases was managed by school administrators, P7 stated:

In almost all cases, administrators sided with the student because of enrollment declines. The college administration very rarely supports the faculty anymore, and any faculty who report this problem are then often targeted by administrators as annoying and ungrateful for having a job. Negative adjectives are often thrown around to describe faculty that make a stand against student bullying behavior. Cases are not clearly documented, and in some cases, evidence that favors the faculty is.

When asked what their overall perception was about how student bullying of professors is managed by administrators in higher education, P7 stated:

There is no clear conflict resolution plan, and it almost always becomes a union issue, especially if faculty must stop teaching or engage in protective behavior to mitigate perceived risk. There is also a lack of clear policy on the part of reporting and expectations for students. The policy is weak in general, so conflict is not dealt with in a standardized manner. Favoritism between administrators and faculty is also an issue that impedes fair and equitable conflict resolution. Often this results in a hostile work environment, especially during semesters where the culture dynamic shifts.

When asked to share what they considered successful outcomes in managing this form of workplace bullying conflict, P7 stated:

Successful outcomes would be a resolution that is fair and equitable to both the perpetrator and the target. Communication that is clear and definitive of expectations on the part of all parties would be a successful outcome in managing conflict or potential conflict. Having clear parameters that guide expected behavior could perhaps deter behavior that would drive and perpetuate conflict.

When asked about their relationship with the student aggressor post-conflict management by school administrators, P7 stated:

Mixed results and a lack of consistency as administrator turnover has been the overall experience during my tenure as a faculty member. I can think of a short span of 2 years where the relationships between students and faculty were respectful, honest, and yet demanding of academic excellence. When conflict did occur, it was dealt with quickly and fairly. Most parties would agree that the process worked. Once a new administration came in, the level of stability and modifications made to the policy by prior administrations caused a decline in efficacy, and the conflict increased as a result. In fact, end-of-course student evaluations that were negative were used against faculty, and the validation of the comments made by students never took place. Faculty were notified the following semester by receiving a copy of their evaluations, and in some cases, students wrote very nasty comments or drew pictures that were in poor taste, along with caricatures that were demeaning.

When asked to describe the most notable outcomes from their experience as a target of student bullying, P7 stated:

As a result of the bullying that I was subjected to, I experienced mental health issues, trauma, and PTSD. I began to question my role as a faculty member and started to doubt whether I wanted to continue teaching. Had the administration intervened with policies to prevent students from engaging in bullying without consequences, I may have been able to overcome the feelings of worthlessness. Mind you, I had good students who were second-year students, and this did help mitigate some of the doubt I had about my ability to connect and make a positive impact on the lives of students. I later learned that it was common for incoming students (first year) to follow by example, and of course, I was not the only faculty member that was bullied.

When asked what their belief was concerning how student bullying of professors can be reduced, P7 stated:

Standards need to be established at the federal and state level (not campus-level). Collective bargaining agreements need to contain language that protects the faculty from harmful students and a process for redress needs to be apparent. No faculty should fear for their job because of having to protect themselves from student bullies. Whether physical or verbal assault or cyberstalking/defamation, faculty should have the ability to defend themselves. A college ombudsman should be assigned to faculty (just like students have), and the union should be part of the conversation as a witness and guide.

P8 identified as a Black female who served as a professor at a 4-year private college or university in Ohio, and she did not respond to the question regarding the term

limits of this position. She also did not respond to the demographic question pertaining to a generational cohort. Results from the semistructured interview with P8 are as follows: When asked about general thoughts concerning student bullying of professors, P8 stated:

> As a background to my story, I was the first Black female professor at the law school where I taught, and student bullying of professors was a significant problem when I was teaching. There are a lot of different sources of bullying, and I do not know if this is not as much of a problem now. I had a colleague who was afraid of being killed by a student and would not sit in an unlocked office because of this. When students in law school stress out, they sometimes act out against who they think is a vulnerable target. People are acting out more these days in general, especially around race and class issues. The last time I was bullied by a student was around 2010.

When asked about their belief concerning what provokes student bullying of professors in higher educational institutions, P8 stated:

> What provokes student bullying of professors is the same thing that provokes bullying at every level. Students come into higher education with personality traits and problems. They get angry and feel like a professor is vulnerable. I was tenured, but a lot of my colleagues are in untenured positions, and they are more vulnerable. Sexism, racism, homophobia, and classism are some of the things that provoke students, and higher education is not the problem; it is who the person is. Mental illness is something that also provokes student bullying of professors. Law students are under stress, and this can provoke the bullying. In law school, if you

have students that have a nature to bully, and the law school system bullies, they are inclined to find what they think is a weak professor and bully them. The targets were often White women and men and women of color. It probably occurs less for Black men. Students are not taught how to do well in law school, and they have a lot on the line.

When asked about their knowledge of how student bullying of professors varies by educational department, P8 stated, "I do not have knowledge about bullying across departments." When asked to describe severe cases in which they were targets of student bullying that was reported, P8 stated:

In the first case where I was the target of student bullying by a single student, I was teaching healthcare law with 25 students in the class, and my classes were popular. I was teaching genetics and the law, and it was the first day of class. I opened with a question, and we went around the room, and I got to this one woman, and the question had to do with violence. She said that genetics was the problem. I told her that the genetic component was controversial, and some viewed that position as tied to racism. She said that I was calling her a racist and tried to get the class to agree with her. She started spreading a rumor about this throughout the school. Law school is a self-contained community and a closed environment where everyone knows everyone else. She started a campaign to say that I was racist. This became a long continuous thing of her trying to get me declared as racist, and she spread this throughout the school. Eventually, as her supervisor, I had to start taping her because she was playing a victim and telling

lies about what was going on. I also had to fire her because the Black students that were in my program said that she was mistreating them, and there was a real change in her behavior. Anything I did, she escalated her discussion around the campus. I filed a complaint because I wanted the school to make her stop and let her know that she was engaged in unethical behavior. I wanted the school to tell her that this could affect her getting a license. The school did not do this and allowed her to not list me as her supervisor, which was illegal. They did not consult with me regarding this. It felt like I was bullied, and there was nothing I could do to control it. This ruined my reputation at the law school and made people take sides. People stopped signing up for my class, and this had a significant impact on my career. I got tenured, but I fought like hell to get this. In the second case, I was mobbed by multiple students. There is a high failure rate of Black law students because of the teaching methodology that has been adopted. I decided that I would be a different professor. I adopted different methodologies from my older son, who is a professor. The students joined in signing a petition against me and took it to the dean of students to try to get me fired. Their argument was that I was not teaching like their other professors, who positioned them to earn automatic A grades if they were good at taking tests, but my teaching style was not standard. This was racially motivated, and they were comparing me to my White colleagues. Several of the students that engaged in mobbing me later came back to me to apologize.

When asked about how the conflict from their student bullying cases was managed by school administrators, P8 stated:

In the first conflict with one student, their strategy was to pretend that the student did not do anything wrong. They tried to avoid a future complaint from her by not having me involved in her bar application. They protected her, and I wish I had taken it out of law school above my dean. A lot of this stuff keeps happening because it is kept internal. In the second case, administrators took me out of required courses that students did not have to take. They moved me out of this because that way, they could tell students that they did not have to take me. This led to my having smaller classes and courses that I really liked teaching. They did nothing about the students.

When asked what their overall perception was about how student bullying of professors is managed by administrators in higher education, P8 stated, "This problem has been managed poorly. I have numerous friends that are still teaching and talking about their students bullying them. The administrator tries to appease students so they do not have to do anything." When asked to share what they considered successful outcomes in managing this form of workplace bullying conflict, P8 stated:

In the mobbing case, a couple of students came to me afterward and apologized. They were caught up in mobbing and felt stressed by the exam. They were led to believe that they were disadvantaged and did not understand my teaching. The students realized that they did not manage things appropriately. Part of the mobbing was the immaturity of the students who were not truly adults.

When asked about their relationship with the student aggressor post-conflict management by school administrators, P8 stated, "I did not maintain any relationships with students that targeted me for bullying." When asked to describe the most notable outcomes from their experience as a target of student bullying, P8 stated:

These experiences were still impacting my life at the end of my career. Any discussion of race means that you are a racist, and the student that ruined my reputation lingered on for years. Before the student labeled me a racist, my class was so full because many students wanted to take it. I negotiated with the dean on how to include minority students because it was popular. The class was Race and Racism in American Law. I was a popular professor, and my class appealed to many people in law school. Before the student, my class had a waiting list. After her bullying, my class was never full, and students told me it was because I had a reputation for being a racist. She bullied me for 2 years. When she said genetics is a source of violence, she was thinking about her Native American child that showed violent tendencies.

When asked what their belief was concerning how student bullying of professors can be reduced, P8 stated:

It should be reportable, and if it is severe enough, it should be dismissible and should be considered a violation of ethics. This should be higher than student/student bullying because this is an employment situation. While we think that professors have a lot of power, that power is limited if you are on the tenure track. This can affect the person's mental health, lifestyle, and employment. This

is no small thing to happen, and especially if the school does not recognize this in

evaluations. Students use negative evaluations to bully professors. Higher

education should have a significant form of discipline and tell students what this

is before it happens. This will help to diffuse situations before it gets to a severe

case by providing these mechanisms. I did not make a formal complaint until after

the first year. If it is mild and the school does not take mild bullying seriously, the

problem can escalate and get out of control.

P9 only responded to the demographic questions that identified this faculty as

someone having taught at a 2-year community college in Tennessee. Results from the

semistructured interview with P9 are as follows: When asked about general thoughts

concerning student bullying of professors, P9 stated:

I feel that many parenting trends of late have set younger students up to be

unprepared for the natural consequences of life, such as participation trophies for

sports. This leads to a shock when they can no longer be shielded by their parents.

I have experienced this with my teenage college freshmen. Students threatened to

get their parents involved, and I explained to them that due to confidentiality

restrictions, professors are not permitted to talk to their parents, as it is a violation

of their adult privacy.

When asked about their belief concerning what provokes student bullying of

professors in higher educational institutions, P9 stated, "Some students have figured out

the system and use the knowledge to get their way. For example, if they are unhappy with

an instructor, they change classes and sometimes go back and forth." When asked about

their knowledge of how student bullying of professors varies by educational department, P9 stated:

> I am only familiar with the humanities, but I would assume that until the teenage freshmen get used to the differences between high school and college, there will be an adjustment period. They then either drop out, fail out, or conform to the rules. Some choose to work or switch to trade school instead.

When asked to describe severe cases in which they were targets of student bullying that was reported, P9 stated:

> I had an incident where a student was disruptive twice in the classroom. By the time we moved to the library to complete the day's tasks, she had acted out for a third time. This was unacceptable, as it disrupted not only my students but other students who were trying to study. She asked to speak with me, so I chose a table, and she began to berate me about how I was not showing her respect. Because I held my ground and did not speak to her on her level but maintained my authority, she stood up and loudly announced she was going to her advisor and the dean. I did have a witness as this scene unfolded in front of the writing tutor on duty.

When asked about how the conflict from their student bullying cases was managed by school administrators, P9 stated:

> When this case escalated, an advisor showed up with no notice and asked to come into my office with the student. She did not first ask me what happened. The student started venting, and the advisor basically backed her up, saying that the student needed to be heard. Because the student prefaced the conversation in my

office with personal issues at home causing her mental distress with anxiety and

depression, I immediately suggested that she get school counselors involved.

Since the student was proceeding to rip me apart verbally, I curtailed it and said

this is not the place.

When asked what their overall perception was about how student bullying of

professors is managed by administrators in higher education, P9 stated:

I was appalled that the advisor tried to pit us against each other, and I let her know

later that she had overstepped her bounds. I copied the dean so that we were all on

the same page. The fact is that once a student discloses a possible mental illness,

they need to go through the Office of Student Disabilities so that it can be

documented and proper accommodations can be made. I also let her know that

had she talked to me first, without the student present, she would have known that

was the third incident during one class period. She would also have had a chance

to verify my perception of the library scene that the staff witnessed. Instead, she

was trying to allow the student to verbally abuse me.

When asked to share what they considered successful outcomes in managing this

form of workplace bullying conflict, P9 stated:

I think that there should be a process (perhaps a form) where the teacher can

explain what happened first. This would involve an appeal like when students

appeal grades or academic probation issues. That type of process would be better

than just ambushing a faculty and allowing the student to get away with

threatening their job.

When asked about their relationship with the student aggressor post-conflict management by school administrators, P9 stated:

I noticed that when I managed it and explained to students directly why I set certain boundaries and how ignoring them would affect their overall grades, they understood. If it was a late paper, I explained that I had 100 students. Students might not realize the workload of professors who have large classes. I have had students come back and apologize or thank me for working with them on time management, etc. When a student goes to the dean, it is normally taken out of my hands and the communication shuts down. If this happens early in the semester, it does not set the tone for successful classroom management in the future.

When asked to describe the most notable outcomes from their experience as a target of student bullying, P9 stated, "There were no notable outcomes." When asked what their belief was concerning how student bullying of professors can be reduced, P9 stated:

As an online instructor, I can attest that I am much more comfortable because all my interactions with students are recorded in written form that I can access easily. This makes me feel safer and more in control, and that my job will not be affected. I personally feel violated if I am recorded without my consent, but I am sad to say that cameras may be what classrooms have come to in the future if the administration will not back up faculty. That way, it is not just my word against the students. If it does come to that, I would prefer not to teach on campus at all.

P10 identified as a White female who served as an adjunct faculty member at a 2-year community college in California, where the term limit for teaching classes was per contract. P10 is grouped in the Millennial generational cohort. Results from the semistructured interview with P10 are as follows: When asked about general thoughts concerning student bullying of professors, P10 stated:

One of the reasons this has been a problem in my experience is the McDonaldization of higher education, where students are being viewed as customers. When you use the consumer model the customer is always right. There has been a priority shift in higher education that caused the power to shift to the students because they are being catered to. I have heard from other faculty that they must make the students happy rather than focusing on helping students to learn. There is a lack of enforcement of policies when students bully their professors because they want to keep the students happy, and now the problem has become a faculty problem versus the institution's problem.

When asked about their belief concerning what provokes student bullying of professors in higher educational institutions, P10 stated, "consumerism is at the root of the problem. The students feel that we are there to serve them and that we should cater to them rather than them come to class and learn something new." When asked about their knowledge of how student bullying of professors varies by educational department, P10 stated:

I have taught ESL, humanities, and English classes. I have heard from some of my friends that teach English, anthropology, pharmacy, and math that they have

experienced harassment from students because of their grades not meeting

expectations. This is a pervasive problem across departments.

When asked to describe severe cases in which they were targets of student

bullying that was reported, P10 stated:

I teach ESL and assign reading and grammar because this is an ESL class. I had at

least five students in one semester tell me that I was teaching wrong and that I

was a bad instructor. They told me I was a bad teacher for using a textbook

because the other teachers did not use one. I had another student walk out of class.

I have always had high marks from teaching, but at this institution, the students

wanted professors to cater to them. I learned that a lot of faculties stopped using

textbooks as an institutional culture to cater to the students based on what they

wanted. The "customer is always right" mentality was the culture at this

institution of higher education that was a community college. I started

documenting this behavior by students because I was an adjunct that had just been

hired and I did not know what the policies were. After the student said that my

teaching was stupid and pointless and would not do the work, another student

found me crying in class. I wanted to report this to the director, but the director

was out of state at the time. I met with the program director, who advised me I

could have 10 minutes of her time before my class. She advised me that they

would not discipline the students and she asked me to stop teaching grammar

because the students there did not like it. I asked her how I could teach an ESL

class without grammar and let her know that I felt it would be a disservice to the

students. I put a lot of work and activities into the course that would make it a fun

learning experience for the students. She said the students only wanted to work on

their pronunciation. She also advised me that a syllabus is not officially used

because the professors should cater to their students. She advised that if it were

that much of a problem that, she could sit in on the class, but I determined she did

not really want to help. I gave my students a full hour to complete a survey that I

created that I could use to determine how to design the class. The survey results

revealed that half of the class wanted grammar, but I re-designed the class to

satisfy more students. This created a timing nightmare for me because I was

planning my wedding and teaching at other institutions. The stress from all of this

caused me to have a major car accident in which my car was totaled, and I had

numerous bodily injuries. I did not have a car for a couple of weeks and notified

the school because I was unable to work due to my injuries and being on muscle

relaxers. Students were emailing me during my absence, and I resigned after

getting so many inquiries. In the resignation, I let them know that the hostile work

environment was part of the reason that I was leaving the school. I taught there

from August to late October before resigning. While the bullying occurred and

was ongoing, it took a huge toll on my mental and physical health. I was not

eating or sleeping and experienced lightheadedness. I was incredibly stressed out.

When asked about how the conflict from their student bullying cases was

managed by school administrators, P10 stated, "My report was not taken seriously when I

reported it. My manager asked me if I was sure that I was not exaggerating about what

happened. She was not compassionate. When asked what their overall perception was about how student bullying of professors is managed by administrators in higher education, P10 stated, "Overall, I do not believe that administrators in higher education take complaints of student bullying of professors serious because they do not want to address the problem." When asked to share what they considered successful outcomes in managing this form of workplace bullying conflict, P10 stated, "I would say that a successful outcome would be one in which the administrator shows support and acknowledgment of the experience and contribution of the professor. They should mediate the problem and support the professor rather than acting as though the professor is the problem." When asked about their relationship with the student aggressor post-conflict management by school administrators, P10 stated, "There has been no interaction with students, and I no longer use the college email. I have broken off all contacts in my case, and I am glad that students cannot reach out to me." When asked to describe the most notable outcomes from their experience as a target of student bullying, P10 stated:

> This experience caused me to resign, and I am teaching at another community college. It made me realize that I want to be an instructional designer but will continue to teach part-time at a different community college that I enjoy teaching at. I teach online now and enjoy it because it places distance between the students and me. I am becoming certified in instructional design and e-learning. Things have worked out for the best for me following this experience.

When asked what their belief was concerning how student bullying of professors can be reduced, P10 stated:

Institutional changes are needed to shift the focus from consumerism to a focus on learning. Administrators should not give in to the whims of students when they complain or bully a faculty member. The students know that nothing will be done by administrators to protect the faculty, and they use their power to get what they want.

P11 identified as a White female who served as senior faculty at a 4-year private college or university in California, where the term limit for teaching classes was per contract. P11 is grouped in the Generation-X generational cohort. Results from the semistructured interview with P11 are as follows: When asked about general thoughts concerning student bullying of professors, P11 stated:

When I think of higher education, I kind of separate traditional colleges from non-traditional adult colleges. I teach adult learners who are often completing degrees, or they are graduate students. My overall thoughts are that those working adults have the same variety that we see everywhere in society, but in that variety, I have students, who for whatever reason, feel entitled to be on a level playing field with the professor, or they come in with a view of they need to prove the professor wrong, or they do not have anything to learn. To me this is where I have seen bullying-type behavior in my classroom when someone wants to call out the professor for saying something wrong. I have also observed attention-seeking behavior that is like the king of the hill thing, and the bullying manifests with interrupting, overtalking, snide remarks, and trying to derail or drive the conversation in the class based on their agenda has been my experience.

When asked about their belief concerning what provokes student bullying of professors in higher educational institutions, P11 stated:

It is the students' need to prove the professor wrong or to build themselves up that provokes this behavior. The proving the professor wrong thing, I have had that happen several times in my classroom. I have had to take students aside to ask them why they are in the class and if they can teach it themselves. Society is partly to blame for this problem that manifests in the classroom, where people want to blame others for their bad behavior.

When asked about their knowledge of how student bullying of professors varies by educational department, P11 stated:

The social sciences lend to bullying because there is a lot of kind of a philosophical theory element to it that makes people believe there is room for their opinion to rule out my opinion or stuff like that to me. I would expect to see this more in social sciences because of the philosophical and theoretical elements where people want to rail against a theory.

When asked to describe severe cases in which they were targets of student bullying that was reported, P11 stated:

Three encounters come to mind concerning this, and I will be brief about each of them. In one, I was teaching operations management at the graduate level, which is largely about manufacturing and supply chain, and I had a student that was a master blackbelt in six sigma, which is one of the credentialed mastery type things in that world and she was consistently checking me during lecture. If I introduced

a concept and talked through something, she would suggest that I was making wrong statements. It came to a point where I had to pull her aside and advise her that I was unsure of why she was in the class because it did not seem as though she wanted to learn, but more so to point out that the curriculum was not accurate. I asked her to stop debating or drop the class. I invited pointers or tips offline but did not want her to interrupt me during the lecture. I told her she was vying for control and disrupting everyone else's learning. She fell in line in the classroom, but she put not so nice comments in the end-of-class survey, which I kind of expected. The second severe case was with a male, and I had graded his paper, and it was supposed to be in APA format. I follow a strong writing/teaching methodology and demand that my students learn to write. They need to learn what a thesis is, a solid body that supports this, and a solid conclusion that flows well and with transitions. I had a male student that submitted two paragraphs without structure or format of narrative opinion. I really came back at him with how he failed to follow instructions and gave him an F because that is what he earned. He came back at me in the classroom during class and told me that I did not know what it was like to be a working adult and that I should just give him some credit for doing something. I explained to him that was not true and that I had earned a double master's as a working adult. There was also a single working mother in the class that was a charge nurse who always submitted her assignments. He was an undergraduate and was literally yelling at me until another male student told him to chill out. One of his arguments was that his company was reimbursing him for

tuition, where he would receive compensation based on his grade. He wanted an

A so that he could be fully reimbursed, but I told him that I was not giving him

anything that he had to earn it. His expectation of entitlement was off, and he was

very ugly about it until another male student stepped in. In the last severe case, I

had a graduate student whose behavior in the classroom was disruptive. I had set

the bar upfront on the first night of class at what I deemed to be acceptable

classroom behavior. She was engaging in sidebar conversations while someone

was presenting, and I had to ask her to stop. She turned on me in the classroom,

which I thought I handled it well, but she went to the site director and lodged a

formal complaint. They came back to me and wanted to investigate and sit in on

my classes and to monitor me based on her complaint. My actual job was put in

jeopardy by this student from my asking her not to violate the class norms. This

one was worse than the other two because she went after my livelihood outside of

the classroom. This was eye-opening to me and a little scary.

When asked about how the conflict from their student bullying cases was

managed by school administrators, P11 stated:

For the lady who did the end-of-class survey who gave me a 1, the administration

asked me about it but understood it was an outlier because of other surveys. In the

situation where the student reported me for her violating class norms in hindsight,

I was naïve. I had been teaching successfully in this school for more than two

years and had a stellar track record there. They did ask me what happened but said

they were going to monitor my classroom for three months. I was so taken aback

by this because of my stellar record. I asked if there was any room that they

considered this was a one-off perception, and I was being censured. They would

not back down. I later found out that the student was personal friends with the site

director.

When asked what their overall perception was about how student bullying of

professors is managed by administrators in higher education, P11 stated:

I have never seen this directly addressed by administrators. I talked to my chair

with the male who bullied me, and they asked me a couple of questions. They

confirmed that they had no concerns about how I handled things, but there was no

formal investigation. The personal relationship between the student and site

manager in my third example overrode my position as a professor.

When asked to share what they considered successful outcomes in managing this

form of workplace bullying conflict, P11 stated:

Human nature is human nature, and professors can bully just as much as students

can. I do not think there is any occupation in the world that is exempt from bad

behavior by a human being. Successful outcomes are the same thing that I see in

the corporate world that I would expect to see in the academic world. If

something gets reported by the student or professor, the administration's role

should be to understand the facts of the situation and then try to negotiate through

conflict resolution. They should try to understand if it was a miscommunication,

was it bad perception, was someone having a bad day, or if there was a reason to

be concerned that there was borderline violence or truly unacceptable behavior.

Tools are needed to address this and might include removing the person from the situation. If it is a student, they might be reassigned to a different professor, or if the behavior is egregious, they might be removed from the school. In today's world of school shootings, as a professor, it enters my mind that I am concerned that students might show up with handguns or follow me to my car. Successful outcomes to me are having the means to which things get reported and that facts get understood, and then having tools involved so that things can be resolved in a healthy way. The administration should have tools in place to address and protect people from someone that crossed the line from bad behavior to dangerous behavior. I would love it if someone could provide and explain resources that help me understand the difference.

When asked about their relationship with the student aggressor post-conflict management by school administrators, P11 stated:

I have had students where I had visible conflicts occur that were not as egregious as the incidents I discussed, and most of the time I applied my 30+ years of experience in conflict resolution and was able to turn things around. In the case where the student reported me, I was under scrutiny. At graduation I avoided her but tried to see other students that graduated. I generally attempt to work to a place of neutrality.

When asked to describe the most notable outcomes from their experience as a target of student bullying, P11 stated:

Most of the time, I have been able to work to neutral by sharing my perspectives and using my extensive skills in conflict management to resolve problems. The personal relationship between the student and site director in my third scenario did not allow me the chance of reconciliation because the site director was not open to my perspectives.

When asked what their belief was concerning how student bullying of professors can be reduced, P11 stated:

I try to set my expectations upfront through the syllabus and class discussion. I try to explain the why behind why I have high standards to prepare them for better success in their jobs and education after my class. I lay ground rules up front and try to get buy-in. I believe that if you set standards upfront and students know what to expect, it creates a framework of the agreement. This is my opportunity to address bullying behavior before it escalates. Most of the bullying that I have seen has been because expectations are off. I have been fortunate that I have not had too many students that just had a bone to pick. The administration should be prepared in case this happens and have tools and processes in place by which, if things escalate and are not resolved that steps can be taken to protect the people involved. This has not been in place at every place where I have taught.

P12 identified as a Hispanic female who served as an instructor at a 4-year private college or university in Florida, where there was no term limit for providing instruction. P12 is grouped in the Millennial generational cohort. Results from the semistructured

interview with P12 are as follows: When asked about general thoughts concerning

student bullying of professors, P12 stated:

> This behavior now seems to be common, and I am concerned that there has been a
>
> shift in some universities to the student as a consumer model. This changes the
>
> relationship between the educator and the student, and between the administration
>
> and the student body, because now it becomes a profit-seeking venture instead of
>
> allowing us to do the best that we can for our students so that they can learn and
>
> have a good experience. A lot of students feel entitled to having certain outcomes
>
> because of the money that they have spent on their education, and their attitude
>
> toward educators and the administration is to do what they say. This is a recent
>
> shift from my perspective that I noticed after I graduated with my MFA. I have
>
> seen a lot of this online and in the classroom within the past 5-8 years.

When asked about their belief concerning what provokes student bullying of

professors in higher educational institutions, P12 stated:

> A consumerist mentality and entitlement provoke this behavior because they have
>
> paid for classes. Something is happening culturally that has affected students and
>
> how they view education. I have friends that teach in primary education who say
>
> that students believe it is enough for them to show up to class. Students are okay
>
> with not submitting work and getting lower grades.

When asked about their knowledge of how student bullying of professors varies

by educational department, P12 stated:

As an instructor in humanities, I get way more pushback than my colleagues who teach in hard sciences. Grades in math, physics, and chemistry classes are based on objective questions versus humanity that is subjective. I hear less from my colleagues that teach objective subjects than otherwise. There are strict hard rules in humanity assignments but there will be differences in how students approach their assignments, and yet everyone can earn an A. I hear fewer bullying stories from my colleagues that teach in the sciences than for colleagues that teach subjective and progressive subjects.

When asked to describe severe cases in which they were targets of student bullying that was reported, P12 stated:

The biggest one that I encountered is what I call the doctor student. When I was at an online for-profit art school, I had a student that signed his name Dr. on everything. He was in a first-year freshman class, so it was interesting to me that he always signed Dr. I generally referred to students by their first name because the university wanted a casual culture. This student contacted me at the beginning of the term to advise me that he had a disability and needed accommodations. I advised him that I was happy to work with him and that I only needed his form. He wanted a blanket extension on all the coursework for the course that was only four weeks. I advised him that this was not reasonable because of the accelerated structure of the class. This was a writing class, and review and revisions were part of my feedback process. I advised him that I could grant extensions on a case-by-case basis. I checked with the administration, and they agreed. The student gave

me pushback and said that he deserved to have what he requested. He agreed to try it my way. Every week he would try to bully me into giving him more time. He was doing the work in the same amount of time as everyone, even with extensions. He did not understand why I could not meet his accommodations. He was getting angry with me as time went by regarding feedback that I was giving him on his writing if it was constructive. He would try and fight with me about his grades and argued that he wanted to speak with my supervisor about the grading. I provided him with my department chair's information, but I do not believe he ever contacted her. I gave him her information more than once. The student came to a point in week three where he sent me a written communication that had an angry and threatening tone. Both I and the department chair reported this because it was threatening. Security did nothing because it was an online class, and he lived in Colorado. The email was in all caps and the student said that I was not doing a good job and should be fired. He said that he felt like he wanted to put his fist through the wall every time he had to contact me. He spoke in an aggressive and violent tone in this email. I shared this with my chair, who said it was above both of our pay grades. I forwarded many emails from this student to security. They said it was concerning but that there was nothing they could do about it at that time because the student was out of state. They asked me to alert them if the behavior continued. Disability Services notified the student that he was entitled to reasonable services. I am not sure if the dean reached out to the student. I was pregnant at the time, but the student did not know this. I was happy to be going on

maternity leave after this experience. I tiptoed around the student so that I would

not set him off and the experience was incredibly stressful.

When asked about how the conflict from their student bullying cases was

managed by school administrators, P12 stated, "I reported the bullying to the department

chair, and she advised me to send all emails to security. Security was unable to help

because the student was out of state." When asked what their overall perception was

about how student bullying of professors is managed by administrators in higher

education, P12 stated:

> My supervisors have been supportive, but deans, provosts, presidents, and other
>
> senior leaders tend not to act regarding students. The closer that the administrators
>
> are to teachers, the more supportive they are because they remember what it was
>
> like to be in the trenches and want to protect the teachers. More senior
>
> administrators tend to do what is in the best interest of the students so that they
>
> can keep parents happy and have money coming in.

When asked to share what they considered successful outcomes in managing this

form of workplace bullying conflict, P12 stated:

> The instructor needs to feel safe enough to teach without being threatened. Safety
>
> for the professor and other students should be paramount. Intervention might be
>
> needed to let the student know that this behavior is not okay. Having a strike
>
> system might work because sometimes a zero-tolerance does not work. I would
>
> like to see rehabilitation offered to students. Students might need to be reassigned
>
> to another instructor or do an independent study. They might not be mature

enough for college life if they are not able to conduct themselves in a reasonable way.

When asked about their relationship with the student aggressor post-conflict management by school administrators, P12 stated, "My Dr. student continued to send me threatening emails after the class was over." When asked to describe the most notable outcomes from their experience as a target of student bullying, P12 stated, "There were no notable outcomes for me personally." When asked what their belief was concerning how student bullying of professors can be reduced, P12 stated:

I think that having more specific and aggressive training for students as part of orientation for all incoming students should be done. I have a welcome module in my syllabus in which I discuss classroom etiquette. I frame the etiquette training in a way that lets the students know how their etiquette can impact job readiness and performance. Similar information is provided in the Student Code of Conduct, but students tend not to read it until after something happens. Clear academic integrity scaffolding should be established that is like Title IX.

P13 identified as a White female faculty at a 4-year private college or university in California. She did not respond to the other demographic questions. Results from the semistructured interview with P13 are as follows: When asked about general thoughts concerning student bullying of professors, P13 stated:

It is very pervasive for female faculty. Women experience this problem at different levels. Sometimes the bullying does not make it to the administration. Male colleagues do not take the problem seriously. It is sometimes micro-

aggressions, and people minimize the severity of the problem. The other big

problem is that students cannot be taken out of classes because of consumerism,

and the professor will be punished for not supporting the institution's goals for

maintaining student enrollment and graduation.

When asked about their belief concerning what provokes student bullying of

professors in higher educational institutions, P13 stated:

This comes from a sense of entitlement and consumerism and if the students do

not get what they want, they act out. As a society, we have gotten to a point where

your opinion is equivalent to research and what is being said in the classroom.

Students view what they think as what is acceptable – their opinion. I promote

students using peer-reviewed sources rather than merely giving their opinion. The

problem is cultural in society right now and is not exclusive to generational

cohorts. This mindset tends to come from men. Older male students speak down

to me, and younger male students do not believe that I know what I am talking

about because I am a woman. This is sexism in classes.

When asked about their knowledge of how student bullying of professors varies

by educational department, P13 stated, "I am unsure whether this varies by educational

department." When asked to describe severe cases in which they were targets of student

bullying that was reported, P13 stated:

This occurred during my 2nd year of teaching at a 4-year institution after Donald

Trump was elected president. On my first day of lecture, I had a class of repeat

students in sociology. I heard chanting on campus and asked the students if I was

hearing F--- Trump? An African American in the back of my class started yelling

about how Trump is the greatest president and that Muslims, and their children

should be sent back to their native counties because they are terrorists. I am White

and asked him to calm down, but the student continued to rant about Mexicans

and the walls, Muslims, terrorism, etc. I asked him to calm down and to not

violate the student code of conduct. I threatened to call security, and he continued

so I told him again that I would call security. The student refused to leave the

class when asked to, and I gave him a second chance. The student came to me

after class and advised that he had anger issues through which he was working. I

suggested that he seek help, and everything was fine for another two weeks. He

then went on another rant, as previously, about different races, and he mentioned

that women should take birth control. I asked him to leave the class, and he

refused. Something was wrong with the student, and he was a danger. The student

always wore gloves in class and kept his backpack near him. I questioned if I was

feeling a certain way because he was a Black man, but some of the students

became concerned as well. I emailed the chair and outlined what was happening. I

also emailed the students to see if they would want to share their feelings with the

chair, and half the class responded yes. Some of the students noted that the

student had behaved that way in other classes and other professors changed the

subject to calm him down. The chair sent the complaint to Academic Affairs. The

chair advised me not to come to campus because the student was angry with me

and felt that I had a vendetta. I wanted him to be removed from campus but

instead, my class was canceled. The following Monday, the administration met with the student, and he lost it. I held class and advised the students that there was going to be a hearing. I had a police escort because of the perceived threat and danger this student posed. The students on campus were predominantly Black and Brown students, and the aggressor was African American. They moved my class to keep me safe, but the student was still enrolled and could determine where my class was. I had a hearing and was escorted by a police officer. The student had outbursts during the hearing and was interrupting and screaming at me. One month passed between the second incident and the hearing. The police advised me to keep my door locked because the student might come for me when I was by myself. In the middle of April, two months out of the second incident, I was notified that the student was "suspended" for the remainder of the semester and that he had to stay away from me. This was ridiculous because I might still run into him on campus, especially with his known anger issues. I got a different position as a research assistant and union VP of part time faculty at a different campus.

When asked about how the conflict from their student bullying cases was managed by school administrators, P13 stated, "There was an investigation, and the student was suspended for the semester." When asked what their overall perception was about how student bullying of professors is managed by administrators in higher education, P13 stated:

Faculty members are advised to say something if they see something. However, when they say something, it is not taken seriously or handled properly. This is because of consumerism or graduating students. Administrators seem to be concerned that students will sue the university.

When asked to share what they considered successful outcomes in managing this form of workplace bullying conflict, P13 stated:

In my case where the student posed a danger, the student should have been removed from class pending investigation without any access to me. The investigation should have included interviewing students that were in her class that witnessed the behavior. The student should have been expelled or suspended for a year. For lower-level bullying, professors should be able to remove students from class pending investigation.

When asked about their relationship with the student aggressor post-conflict management by school administrators, P13 stated, "The students did not reach back out to me or take my classes following bullying." When asked to describe the most notable outcomes from their experience as a target of student bullying, P13 stated, "No notable outcomes occurred except that I moved to a new campus." When asked what their belief was concerning how student bullying of professors can be reduced, P13 stated:

There are societal issues impacting this problem. This problem starts in K-12, and just passing students that are not working is part of the problem. Bullying and harassment training should be required for students regarding professors. Students should be suspended from campus if they do not follow a code of conduct that

does not tolerate bullying. This should happen at the start of class as well, where professors include this in class decorum. Entitlement, sexism, and racism are all societal/cultural issues that influence this behavior in higher education.

P14 identified as a White male faculty at a 4-year private college or university in New Mexico. He did not respond to other demographic questions. Results from the semistructured interview with P14 are as follows: When asked about general thoughts concerning student bullying of professors, P14 stated:

This is a problem that I will preface by saying that I work in a discipline that covers race, class, gender, critical race, and critical pedagogy, and this involves oppression, and there is tension. In many ways, professors have institutional power over students, but it is not absolute. Policies are written so that students mostly have no responsibility for their actions. Race, class, gender, and diversity may also influence what happens in this phenomenon. This is the ideology of some administrators who are being simplistic about power.

When asked about their belief concerning what provokes student bullying of professors in higher educational institutions, P14 stated, "One of the main problems is a historical problem in higher education that has not been managed well, mental illness. Policy inaction, protecting and helping people, and making sure these individuals receive help is not part of the administrative policies." When asked about their knowledge of how student bullying of professors varies by educational department, P14 stated:

I do not know the answer to this with hard evidence, but my sense is that sciences might be worse because the professor is not just a teacher; they might be an

employer. I have not heard much from sciences, but I am in education, and the

problem seems to be significant. Education does not tend to have as much

financial resources.

When asked to describe severe cases in which they were targets of student

bullying that was reported, P14 stated:

There was a doctoral student approximately 2 years ago that made a false claim

about me. I had worked with the student for several years, and she hosted family

parties at her house that I sometimes attended. I began to see that she had

problems, such as not being able to settle on a dissertation topic, and I let her

know that I had concerns. She took this reaction of my being frustrated as me

losing interest in her as a student. Every week there was a brand-new topic with

this student. She was very defensive when I gave her constructive feedback. She

was working with another professor, and I recommended that she work with that

professor on her dissertation rather than me. I also saw some concerning behavior

when she was working with me on organizing a conference. Some of the things I

noticed were difficult to deal with behaviors, such as controlling behavior. The

student filed a complaint with the provost that was deemed an Equal Employment

Opportunity (EEO) complaint in which she suggested that I sexually harassed her.

She said that I encouraged her to introduce female students/friends to me and

treated her as if she was a pimp at the family parties. She described me in her

complaint as a menace and a predator. The provost was an interim and was a

White guy that does not like the work that that I did. Rather than waiting for an

investigation, the provost suspended me. I have eye issues and did meet with her at one point with sunglasses on, and she looked at me and asked me to remove the sunglasses. She told me that when I wear sunglasses, it reminds her of her uncle, who sexually abused her. I did not remove the sunglasses as she requested.

When asked about how the conflict from their student bullying cases was managed by school administrators, P14 stated:

This complaint was resolved but it seemed like it took forever. The student gave almost no names of any individuals, but this was dragged out for about a year, and I was suspended for the entire time. The administration was involved because she got them involved, and they did an investigation. I had no influence over who would be included in the investigation. The student provided the names of her friends who were collaborating with her. In the end, I was exonerated. There was another related complaint that is similar that I cannot talk about because a legal case is pending. I was not supported by the administration, my department, or faculty, which do not like that I focus on race in my role at the university.

When asked what their overall perception was about how student bullying of professors is managed by administrators in higher education, P14 stated, "Administrators have not supported me in these incidents because I was known as the "race" guy and the White administrators were predominately who did not like what I represented." When asked to share what they considered successful outcomes in managing this form of workplace bullying conflict, P14 stated, "Mental health issues and dynamics need to be a bigger part of how these conflicts and problems are dealt with." When asked about their

relationship with the student aggressor post-conflict management by school

administrators, P14 stated, "None." When asked to describe the most notable outcomes

from their experience as a target of student bullying, P14 stated, "I was exonerated from

one complaint after a year of being suspended, but a related complaint that is separate is

being investigated." When asked what their belief was concerning how student bullying

of professors can be reduced, P14 stated:

> People need to become part of the discourse of how things are talked about and
>
> people receiving help regarding mental health. Things are happening now, but we
>
> do not have the language that is part of mental health, such as borderline
>
> personality, narcissism, etc.

P15 responded as an Other Biracial female who served as an adjunct professor at

a 2-year community college. She did not respond to the question regarding the

geographic region of that assignment. P15 is grouped in the Millennial generational

cohort. Results from the semistructured interview with P15 are as follows:

When asked about general thoughts concerning student bullying of professors, P15

stated, "I feel that this is a big issue but that it is not taken as seriously as a student

bullying another student." When asked about their belief concerning what provokes

student bullying of professors in higher educational institutions, P15 stated, "In my case,

the department chair undermined my classroom leadership, and the students jumped on

board." When asked about their knowledge of how student bullying of professors varies

by educational department, P15 stated:

I had a colleague that taught English who said that she was verbally abused and that students used profanity in speaking with her. I have another colleague who works in the community college teaching music and art, and his students cussed him out and walked out of class.

When asked to describe severe cases in which they were targets of student bullying that was reported, P15 stated:

I was teaching and, the students had to break up into groups of three and talk about concerns they were having; this experiential learning was based on true scenarios. I had one student who was suicidal, and I was genuinely concerned for this student. I escorted him to my supervisor because it was an emergency. I asked the student to let me know how he was doing going forward and to let me know if he was comfortable continuing the semester. My supervisor asked him to let her know if he experienced any serious issues so that she could help him and perhaps recommend that he take time off from school. My supervisor interpreted my written communication in the wrong way and began to bully me. She said that I was a horrible professor, and I reminded her that she had trained me. I was an adjunct, and she fired me. This was illegal because adjuncts in my state are unionized. This happened on a Friday, and my students were supposed to take an exam on Monday. I could not respond to the students because I was fired. She took my class and disrespected me and lied to students about me when she took over my class. The dean became involved in this case and said that he would reinstate me because I provided him with documentation. I got to class on

Wednesday, and the students were verbally abusive to me because I did not

respond to their emails. I had to put some of the students out of the class who used

profanity and slammed the door. One student in this class replied to one of my

emails that some of them have jobs and could not respond to emails from Friday

night. Another student came into the class and said that she was sick, and she

looked angry. She then said, "I don't f------ want to be here." She used the palms

of her hands to hit the dry erase board and then stormed out of class and slammed

the door behind her. I spoke with the dean and advised him that the verbal abuse

was unacceptable for a graduate-level program and that I would like for him to

speak with my students to warn them. He told me no and advised me to give them

a chance. He was on my side when it came to the staff member, but when it came

to the students, he was unwilling to support me. I advised him there were four

ring leaders that were encouraging this behavior from other students. When he

refused to support me, I resigned. I felt like it was a high school experience where

I was being disrespected, so I resigned.

When asked about how the conflict from their student bullying cases was

managed by school administrators, P15 stated:

My union rep did not like the dean and said that he was an a--. My union rep said

that the school does not like conflict. The dean said that it was my responsibility

to figure out how to handle the student with borderline personality disorder as part

of classroom management. My union rep said that they would not give me another

class to teach because of conflict. The dean began to disassociate from me, which

was his response without directly telling me that he was not going to use me. The dean told me that he prefers professors who are lenient. The assistant dean that I had a close rapport with went from addressing me as a professor, to Ms. Graves. The student handbook addresses bullying and says that it will not be tolerated. The deans did not want to hold the student accountable despite this.

When asked what their overall perception was about how student bullying of professors is managed by administrators in higher education, P15 stated:

Administrators coddle students and do not hold them accountable for their actions. The dean said that the students are having a first experience with college, and they come from poor communities, so their behavior is to be expected due to the psycho-social backgrounds of the students.

When asked to share what they considered successful outcomes in managing this form of workplace bullying conflict, P15 stated, "I teach with a real-world culture and maintain this philosophy in classroom management. I believe that students should be released from the university if they bully professors." When asked about their relationship with the student aggressor post-conflict management by school administrators, P15 stated, "I have no relationships with the students that targeted me for bullying." When asked to describe the most notable outcomes from their experience as a target of student bullying, P15 stated, "There were no notable outcomes; it was quit or be fired." When asked what their belief was concerning how student bullying of professors can be reduced, P15 stated, "Administrators should hold students accountable and follow guidelines in the student handbooks."

P16 did not respond to the demographic questionnaire for this study. Results from the semistructured interview with P16 are as follows: When asked about general thoughts concerning student bullying of professors, P16 stated, "This is an increasing problem as schools have commercialized and treat students like customers. The students in this environment become customers and wield power." When asked about their belief concerning what provokes student bullying of professors in higher educational institutions, P16 stated, "Consumerism and student pressure to maintain high grades and scholarship provoke student bullying of professors." When asked about their knowledge of how student bullying of professors varies by educational department, P16 stated, "I have taught in different departments, and I noticed a difference in information technology (IT) where there are fewer women and people of color. These individuals are targeted more than others." When asked to describe severe cases in which they were targets of student bullying that was reported, P16 stated:

> I had been teaching for about 2 years, and there was a student that did not do well in the course. Where most students turned in 8-9 pages, this female student turned in 1 page and left a lot of questions blank on the final exam. She got upset because I gave her half of the total grade points available because of her response in the model. She did not turn everything in during this course, and the work she did submit was sub-standard. The student complained to the dean because she did not pass the class. The new term started, and the dean supported me in failing the student because of her lack of submitting the work, but the dean replaced me with a different professor. She did not give me a reason for replacing me and merely

sent me an email saying that I had been replaced. The dean did not want to lose

the student, and students were known to threaten that they would leave the school.

In another case, I was teaching an IT class, typically 90% male military students.

The online school required local proctoring of exams. There was a two-week

window that students could take the exam. A male student completely forgot

about the exam. When I was passing back the grades, he realized that he did not

take the test. I advised him that I had already given back the answers and we were

close to the final, so he could not take the exam late. The department chair

supported me on this, but the student complained to the dean. The dean told me to

make a new test for the student. In another for-profit university, I was teaching an

IT course, and part of the assignment was to draw a network diagram. The

students had a map of the computer network and described it in the write-up. The

student did a fairly good job and received an A but not full credit. The student

was upset that I deducted points and went to the department chair. The department

chair sided with me because the diagram was outdated, and the grading was

justified. The student wrote nasty things about me as a professor in the student

survey as well as posted similar comments online at Rate My Professor.

When asked about how the conflict from their student bullying cases was

managed by school administrators, P16 stated, "Their overall strategy was to keep

students happy. In one of the cases, the department chair was sympathetic to both the

student and me, but ultimately supported the student. An informal investigation was used

in the last case." When asked what their overall perception was about how student

bullying of professors is managed by administrators in higher education, P16 stated, "Student consumerism causes them to side with students over professors because they want to maintain enrollment. There is a financial aspect to managing this form of conflict." When asked to share what they considered successful outcomes in managing this form of workplace bullying conflict, P16 stated:

> The most successful outcome would be balancing the professional judgment and expertise of the professor against what the student is stating. The case where the dean asked me to rewrite a whole test for one student was above and beyond. This takes a significant amount of time.

When asked about their relationship with the student aggressor post-conflict management by school administrators, P16 stated, "No relationships were maintained related to the bullying case." When asked to describe the most notable outcomes from their experience as a target of student bullying, P16 stated, "Outcomes were positive for the students and not me as the professor. These experiences have been disappointing for me." When asked what their belief was concerning how student bullying of professors can be reduced, P16 stated, "There should be an administrative policy in the student handbook that addresses student bullying of professors as part of the code of conduct."

P17 identified as a White male who served as a professor at a 4-year college or university in California, where his term limit was a 1-year contract. P17 is grouped in Generation-X generational cohort. Results from the semistructured interview with P17 are as follows: When asked about general thoughts concerning student bullying of professors, P17 stated:

Non-profit school administrators take these events a lot more seriously. I am not in favor of students being able to bully anyone, professors, or administrative staff. International students seem to have much more sway over institutions because of their extremely high tuition. I was bullied in both public and private higher educational institutions. My department chair supported me with student complaints. I view student bullying of professors as a big problem in higher educational institutions, especially in for-profit schools. In my experience, the administrators did not care about grades or anything except tuition. I had both good and bad outcomes in the cases where I experienced student bullying.

When asked about their belief concerning what provokes student bullying of professors in higher educational institutions, P17 stated:

This is provoked when the students do not get their way with grades because of their high tuition rates. Some believe they are entitled to high grades simply because of how much they are paying. Some students are unfamiliar with the subject matter and have difficulties in class but want high grades without doing the work.

When asked about their knowledge of how student bullying of professors varies by educational department, P17 stated, "I believe that business schools are a little more susceptible to this behavior because qualified candidates are teaching the classes and they are not allowing the students to slide by." When asked to describe severe cases in which they were targets of student bullying that was reported, P17 stated:

At the public university, two students from China were caught cheating on an exam and I failed them on the final exam. The two students and three of their friends surrounded me and threatened me with violence. They said, "we paid for the grade, and you are going to give us an A." I told them to take the first shot because I have a 1st-degree black belt in jujitsu, and I asked them if they liked hospital food. They backed off after this. I reported this to the department chair, who stood by my side. The chair advised me to call security if any further issues like this occurred. I created a course on raising venture capital that I became famous for. I divided the class into groups and taught them how to raise venture capital. A lady from Taiwan was unprofessional with one of the companies and was acidic, mean-spirited, and demeaning to others so I gave her a C on the project and a B in the class. Her work product was also terrible. She took the complaint to the department chair because she wanted an A. She then went to the dean of the college. The department chair accompanied me to meet with the dean, who admonished me not to be so hard on graduate students. At the private university, there was a foreign student that was mean to some of the Asian students in the class, and the student made belittling remarks. One of the students in my class was shy and would not speak up; I worked with this student to get her to participate. I urged her to comply because she wanted to go into public accounting, a field that requires interaction. The student finally asked a question in class, and it took courage for her to do it because of language barriers. The foreign student advised her that it was a stupid question. I reinforced my rule of

students not making fun of others that engage, and I advised her that I would fail

her if it ever happened again. She went to the dean and demanded that I be

dismissed from the school. The dean called me in for a meeting, and I explained

what happened. The dean told me to stop pissing off the graduate students. I told

the dean it was about making other students feel safe to share in the class and that

the student was bullying others. The student that complained received a C in the

class and wanted an A. She took me before the academic council, who sided with

me, but the dean wanted me dismissed as an adjunct. His reason was that there

were too many complaints. I had always had extremely high reviews and was very

popular as a professor. I had 350 students that signed a petition for me to be

reinstated, and nothing came of it.

When asked about how the conflict from their student bullying cases was

managed by school administrators, P17 stated:

In the case of the private university, the dean left it up to the department chair.

The department chair advised the student that the grade would stand if she wanted

to graduate, or she could challenge it and not graduate on time. The student sent a

couple of emails to me after this, noting that I was a horrible professor. I did not

respond because I did not want to enflame the student any further. The dean made

me feel guilty and grilled me over the student's complaint.

When asked what their overall perception was about how student bullying of

professors is managed by administrators in higher education, P17 stated, "For-profits

universities tend to side with the students, and reports of this form of bullying were

managed very, very poorly. Public universities handle things differently and much better

because of governmental regulations." When asked to share what they considered

successful outcomes in managing this form of workplace bullying conflict, P17 stated, "If

the teacher, student, and department chair can meet as adults and discuss the events and

come to a compromise and rational outcome, that would be the ideal outcome.

Antagonistic and vengeful acts are not acceptable outcomes." When asked about their

relationship with the student aggressor post-conflict management by school

administrators, P17 stated, "I received emails from two of the students after the events

telling me how horrible of a teacher I was, and one mentioned she was glad that he got

fired." When asked to describe the most notable outcomes from their experience as a

target of student bullying, P17 stated:

> An accounting student asked me to help her get a better job, and I did. She got a
>
> $50,000 raise, and pursuant to this, the student turned around and filed a sexual
>
> harassment complaint against me for calling her on Valentine's Day. I was simply
>
> returning her call. The school exonerated me, but I was not allowed to teach in the
>
> accounting department again.

When asked what their belief was concerning how student bullying of professors

can be reduced, P17 stated:

> The administration must first care about the problem. In private universities, they
>
> do not have strategies/policies for how to manage this type of conflict. They are
>
> focused on high tuition in these institutions. In public universities, they must
>
> comply with the government, and they listen to both students and professors to

assess complaints. True efforts are made in these institutions to mediate the situation.

Significance of the Problem

The data results showed that the bullying of professors by students was significant in higher educational institutions. To gain a better understanding of the problem, I queried professors on their experiences with academic contrapower harassment. This approach involved determining what views they held concerning the problem in general, what their views were on what provoked the bullying, and whether they believed that the bullying of professors by students extended across academic departments. The results showed that professors who were targets of student bullying viewed academic contrapower harassment as a significant problem in higher educational institutions.

General Views

The data showed that 88% of professors (*n = 15*) viewed the bullying of professors by students as problematic in higher education. For example, the bullying was described as "a main problem" (P1), "an increasing problem" (P2), "a huge problem for women of color" (P3), "major and 12 on a scale of 1–10" (P5), "consumerism in education that has gone too far" (P6), "students are overstepping their boundaries in the classroom (P7), "a significant problem when I was teaching" (P8), "unprepared freshmen students that threaten to involve their parents if they do not receive trophies" (P9), "the problem has become a faculty problem versus the institution's problem" (P10), "I have students who for whatever reason want to be on a level playing field with the professor and like to call them out for being wrong" (P11), "a common problem" (P12), "pervasive

for female faculty" (P13), "I think this is a problem" (P14), "a big problem that has not been taken seriously" (P15), "a big problem that has not been taken as seriously as a student bullying another student" (P16), and "a big problem in higher educational institutions" (P17). P13 mentioned that men experience the problem, but her perception was that "they do not take it as a serious matter." P2 expressed that she was considering leaving academia because of the problem of students bullying their professors. P4 was unsure whether the problem was significant outside of her personal experience as a target of student bullying. The bullying of professors by students was discussed by targeted professors as a significant problem in academia.

Departmental Comparisons

The results showed that the bullying of professors by students was not prevalent across departments. For responses by P1–P4, P8–P9, and P13–P15, each replied that they were unsure of whether the problem existed across academic departments ($n= 9$), and other participants mentioned that this phenomenon had been observed more often in specific departments ($n = 5$). For example, P11 and P12 considered schools of social sciences vulnerable, and P16 and 17 considered schools of business vulnerable to academic contrapower harassment. Additionally, the following statement is from P7, who discussed that departmental culture might be a factor:

> I have witnessed departmental culture drive behavioral expectations on the part of students. Depending on the level of favoritism and support that the department gets from the administration, the behavioral norms and established culture are either positively or negatively reinforced. If the department is well-liked, the

college culture will permeate and revolve around the "in-crowd," and the departments with faculty who are sidelined witness the ideals of those individuals get disparaged. Word gets around, and the students gain an understanding of the departmental dynamics and, in some cases, seek to exploit the culture. Some departments encourage students to "fight back" against faculty in other departments, especially when it comes to grade appeals or academic work expectations for rigor. Faculty align with the students' holding grudges at hearings so that their reputation is deemed favorable and end-of-course surveys are positive as well.

Participants who viewed the bullying of professors by students as problematic across departments ($n = 2$) were confident in their position. P6 mentioned that she was involved with the faculty union and in that capacity, interacted with other faculty who all acknowledged that students in higher educational institutions had targeted them as well. P10 described the problem as "pervasive across all departments." The results did not show that the bullying of professors by students was a management problem that impacted all academic departments significantly in higher educational institutions.

How the Problem Unfolded

Results in this study were consistent with the conceptual framework I proposed concerning how academic contrapower harassment unfolded. Academic contrapower harassment, student entitlement, and student consumerism were proposed as the conceptual framework in this study to investigate the bullying of professors by students in higher educational institutions. Lampman et al. (2009) described academic

contrapower harassment as inverted power in higher educational institutions where students engaged in uncivil behaviors toward their professors on a continuum ranging from mild incivility to violence, and the bullying of professors by students was mentioned as serious. I asked study participants to describe severe cases of bullying in which they were targeted by students, question four in the semistructured interview guide. Data from the 17 files I examined in NVivo revealed 39 references in which participants described personal experiences as targets of academic contrapower harassment that involved traditional bullying or cyberbullying. All references to this phenomenon were in the recent past, and 16 participants reported that they experienced this phenomenon within the past 3 years. P10 mentioned that McDonaldization has occurred on college campuses where "there is a lack of enforcement of policies when students bully their professors because they want to keep the students happy, and now the problem has become a faculty problem versus the institution's problem." In another example, P17 stated that "some students believe they are entitled to high grades simply because of how much they are paying." The results supported the conceptual framework for the study of academic contrapower harassment, student entitlement, and student consumerism in higher educational institutions.

Another result that emerged from the data concerning the conceptual framework pertained to how the bullying of professors by students escalated, what types of bullying tactics were used by students, and what the targeted professors believed provoked this form of bullying. The following includes themes that emerged in this regard:

- Verbal interruptions were the most common form of incivility that emerged in the data.

- The data showed that the bullying of professors by students might derive from escalated incivility, but this was not always the case.

- Students commonly used verbal threats and abuse, complaints to administrators/HR, and gossip/rumors to target professors with traditional bullying.

- Students commonly used abusive emails, end-of-course surveys, and social media smears to target professors with cyberbullying.

- Groups vulnerable to the bullying of professors by students were identified in the data as precarious professors, females, and women of color.

- Student entitlement, student consumerism, and mental health emerged as themes regarding what provoked academic contrapower harassment.

Incivility

Incivility emerged in the data, as shown in Figure 2. Incivility behavior can escalate to the bullying of professors by students, according to Namie (2017), and the most common form of incivility revealed in the data were verbal interruptions ($n = 6$). Some professors attempted to manage the verbal classroom interruptions, but the student behavior advanced to bullying on the academic contrapower harassment continuum, which is a stronger form of harassment (see Lampman et al., 2009). An example of this was described by P11:

I had set the bar upfront on the first night of class at what I deemed to be

acceptable classroom behavior. She was engaging in sidebar conversations while

someone was presenting, and I had to ask her to stop. She turned on me in the

classroom, which I thought I handled well, but she went to the site director and

lodged a formal complaint.

In a different case, P13 discussed that "a student made outbursts in class about

race, religion, gender, and political beliefs and refused to leave the class when asked to."

This behavior continued and escalated to the class being canceled and the professor

needing to request security assistance for safety reasons. The data showed that incivility

did not always precede or escalate to professors becoming targets of student bullying in

higher educational institutions.

Figure 2

Student Incivility by Types of Incivility
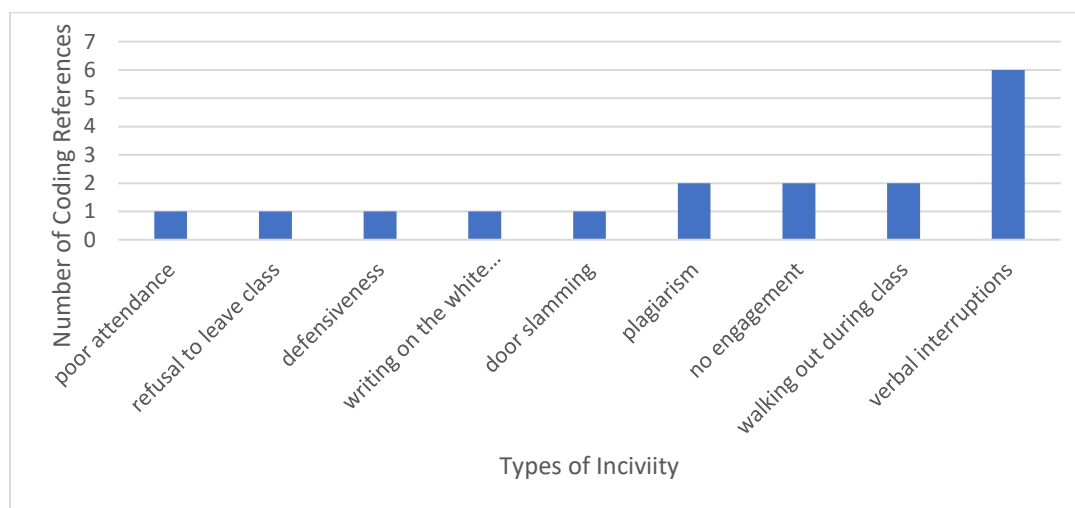
Traditional Bullying

Traditional bullying was reported by professors as the predominant form of aggression students used against them ($n = 14$). Figure 3 reflects different classifications of bullying to which these professors were subjected. The most common type of aggression was verbal threats or abuse ($n = 12$), followed by student complaints to administrators ($n = 5$), harmful rumors ($n = 4$), HR complaints ($n = 2$), and invasion of the professors' personal space ($n = 2$).

Complaints to Administrators

Professors discussed that students who were unhappy with the class protocol or grading complained to administrators, who dealt with them harshly following these unwarranted complaints (P11, P16, and P17). Although challenging a grade is within a student's rights, these professors felt that the complaints were intended to harm their employment. P11 discussed that she enforced class protocol on a student who was holding sidebar conversations during class presentations. In this case, the student turned on her in class and then proceeded to report her to the administrator. The complaint threatened her employment, and she later learned that the student and administrator were personal friends. In this case, the professor left the university because she felt censured. P16 described an experience in which she failed a student for missing too many assignments, and the student filed an administrative complaint against her for this act. She also mentioned that students were known to use these types of complaints to make threats regarding their intent to leave the university when they had issues with professors. In this case, the grade stood based on documentation, but the professor was replaced by

the administrator with another instructor. P17 described an experience in which he

warned a student who was verbally abusive to other students that if she continued, he

would fail her in the class. The student reported him to the dean and demanded his

dismissal. He was dismissed by the dean for student complaints even though he believed

that he managed this matter appropriately. Professors in these cases believed that they

were targeted by students who filed an administrative complaint that was harmful to their

employment or university standing.

Participants discussed that students sometimes filed multiple administrative

complaints when they did not get their way (P16 and P17). P16 described an experience

where one of her students did not take the final exam by the due date, explaining that he

forgot it was due. He requested to take it late, but the professor had already distributed

exams and grades to other students. The professor gave him a failing grade on the final,

and the student challenged this by complaining to the department chair. The department

chair sided with the professor, so the student filed a second complaint with the dean who

demanded that the professor prepare an entirely new final exam for the student. She

viewed this as student bullying. P17 described a similar experience in which a student

who submitted "terrible work" was unhappy with her grade and complained to the

department chair. The department chair sided with the professor, and the student

escalated her complaint to the dean, who reprimanded the professor for being "too hard

on grad students." Professors who followed class and grading protocols were supported

by their department chairs following investigations of student complaints, but an

escalation of the student complaint was overturned by the dean.

Gossip and Rumors

Gossip and rumors emerged from the data as a form of traditional bullying used by students to harm their professors (P1, P3, P8, and P15). P1 had an experience as a lecturer at a university in the United Arab Emeritus where a Palestinian student spread a rumor among students that the professor had insulted his country. When the rumor reached P1, he confronted the student, who apologized, indicating that he misunderstood what was said. P1 mentioned that he gave this student, who had a history of spreading false rumors about professors, "a sign of no importance" following the incident. P8 discussed an experience she encountered where a student labeled her as a racist and spread the rumor throughout the law school, which was a tight-knit community. This rumor was harmful to such a degree that she lost classes and status as a preferred professor at the university. P15 discussed an experience in which her student with a known mental illness was spreading lies about her, which she refused to the administration with documentation. The administrator acknowledged that the student was spreading rumors but advised her to settle class issues with the student on her own. Professors shared their experiences in these cases of being targets of student bullying in which students spread false rumors to harm their reputations.

P3 described a student bullying experience that stemmed from the student wanting her to play a "motherly role" in her life, and she believes that the student had personal issues at home. This was a case in which the student spread false rumors that had serious consequences for the professor:

The student and a Latina student friend of hers, who was a former colleague of mine who became a doctoral student, began to tell other students a rumor about my husband. They started a rumor that my husband worked for Immigration and Customs Enforcement (ICE), and they threatened me in an email that I needed to meet with them concerning my husband working for ICE. They told me that my character of social justice would not stand if they spread this rumor around. I advised them that this was not true, but they refused to speak with me and considered themselves social justice warriors. I started getting calls from my colleagues within and outside of the university about the rumors going around. I sought advice from mentors, and they advised me to cut all communications because these students were prepared to go rogue by shaming me. One mentor advised me to get a defamation lawyer.

Students sometimes target their professors by spreading false rumors that can be detrimental to the professors' reputations because the professor will not cater to the student's demands.

HR Complaints

Participants described HR complaints as a type of traditional bullying students used against their professors ($n = 2$). The nature of EEO complaints were allegations of discrimination, mentioned by P3, and sexual harassment, mentioned by P14. For P3, the professor mentioned that she established personal relationships with students who expected her to treat them like family. When she realized that this could be problematic and started to pull back, she experienced retaliation and the subsequent complaint of

racial discrimination. The professor was suspended for six months pending the outcome

of the investigation but was completely exonerated in the end. Similarly, P14 established

a personal relationship with doctoral students and then realized that this was problematic

because it affected his ability to establish the role he needed to play in their education.

When he suggested that one of his doctoral students change advisers, the student took it

personally and retaliated by filing a sexual harassment complaint with HR. In the

complaint, the student accused P14 of encouraging her to set him up with her friends and

treating her as if she were a pimp at the family parties. P14 was also described in the

complaint by the student as a menace and a predator. P14 was also suspended pending the

outcome of the investigation from which he was completely exonerated, but the

suspension without pay lasted for a year. The data showed that two of the participants

were subjected to false allegations and claims of discrimination made by students, of

which they were completely exonerated.

Invasion of Personal Space

Student aggression by an invasion of their professors' personal space was present

in the data (*n* = 2). P17 described a scenario in which he was surrounded and threatened

by students because he failed them for cheating, and he stated:

> Two students from China were caught cheating in an exam, and I failed them for
>
> the final exam. These two students and three of their friends surrounded me and
>
> threatened me with violence. They said, "We paid for the grade, and you are
>
> going to give us an A." I told them to take the first shot because I have a 1st-
>
> degree black belt in jujitsu, and I asked them whether they liked hospital food.

In the case of P17, in which students invaded his physical space and threatened to physically harm him, the students backed off because he was trained to respond physically if they acted on the threats.

Another example of invasion of physical space was provided by P6. She described a case in which the student struggled to understand the subject matter and was constantly disrupting class and walking up to her during lectures to seek personal help. This case described by P6 is an example of where incivility escalated to student bullying of the professor, as shown in the following statement:

It was a week before the midterm exam, and the student was beginning to freak out because he was struggling. He blamed it on me being a lousy professor because he felt that I taught too fast. He used the word f--- during this encounter. He invaded my personal space again. He was asking if the midterm would weigh heavily on his grade because he did not believe he would do well. I told him that it would and could tell that he was afraid about the exam because it would be without any assistance. I told him he was being disrespectful, and he told me that I was disrespectful because I went too fast. I reported the student to have him dropped or removed. I had never been verbally attacked like this in 13 years, and I asked my supervisor what to do. I also filed an official incident report with the college administration. He was looking for magic dust for me to sprinkle to give him a passing grade. Some professors do this to avoid conflict, but I advised him that his grade was what he earned. He made sure to tell me that he was an employee of the college and that he worked in the Academic Success Center, and

that knew powerful people that advised him to drop my class. He told me that his

GPA was 3.8 and implied that I would be the cause of the ruin.

In this case, P6 expressed that the student disrupted the class and made her feel

unsafe because of verbal aggression and invasion of her personal space.

Started a Petition

The data showed one case of student bullying in which the professor was targeted

by students that started a petition with the intentions to remove her from her position. P8

described how this experience unfolded on campus in the law school community:

I was mobbed by multiple students. There is a high failure rate of Black law

students because of the teaching methodology that has been adopted. I decided

that I would be a different professor. I adopted different methodologies from my

older son, who is a professor. The students joined in signing a petition against me

and took it to the dean of students to try to get me fired. They argued that I was

not teaching like their other professors, who positioned them to earn an automatic

A if they were good test-takers, but my teaching style was not standard. This was

racially motivated, and they were comparing me to my White colleagues. Several

of the students that engaged in mobbing me later came back to me to apologize.

P8 shared that she was removed by the university from teaching the required

classes, which reduced her teaching opportunities, and that her reputation was scarred by

the petition. Students may use petitions against their professors for different reasons, and

it can be harmful to the professors' reputation or standing in that institution.

Figure 3

Traditional Bullying by Types of Malicious Bullying Acts
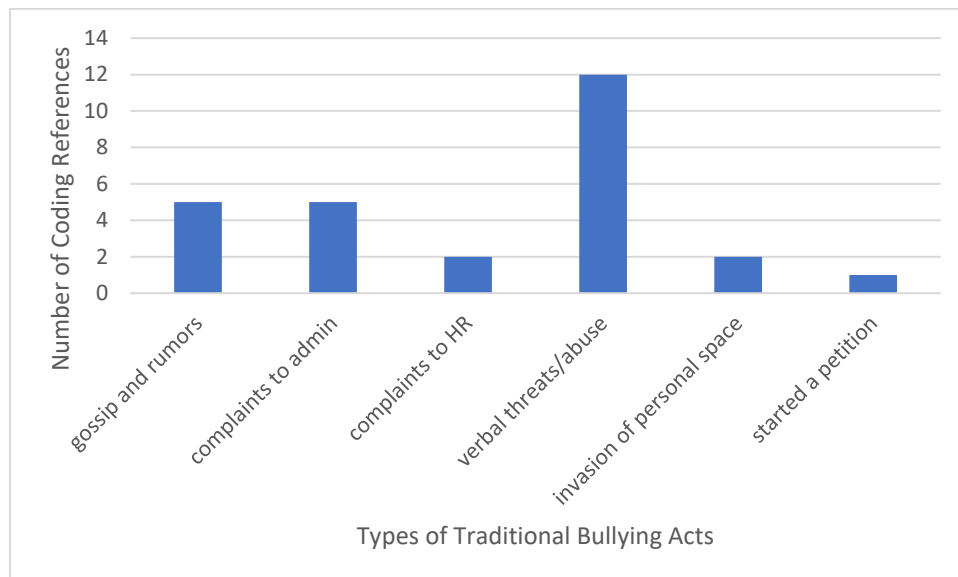
Demographic Comparison

      I compared traditional bullying classifications with demographic attributes to examine whether differences existed, as seen in Figure 4. To complete this analysis, I created classifications and attributes in NVivo and ran a report to visualize chart node coding by attribution values. The result of this analysis is illustrated in Figure 4 for the term limit (contract and tenure period) comparison; however, no difference was notable in the type of institution comparison. Among participants responding to the demographic survey, adjunct professors emerged as a group that might be more vulnerable to verbal threats or abusive language than professors with other term limits. This vulnerability was also reported by Lampman et al. (2009) which was part of the extensive literature review I completed. The data showed that adjunct professors were susceptible to being bullied by their students in higher educational institutions.

Figure 4

Demographic Comparison by Professors' Term Limit
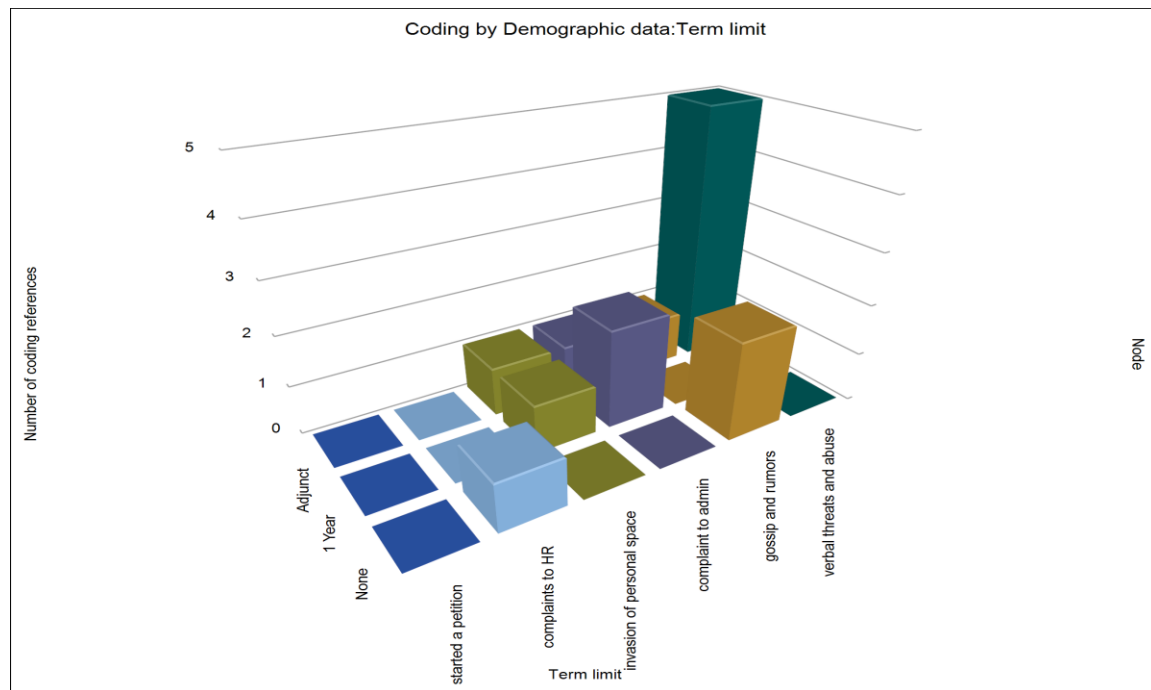
Cyberbullying

Cyberbullying was described as a problem by 58.8% of the participants in this study (n = 10). Epps (2016) generalized that cyberbullying occurs when an aggressor targets one or more individuals for bullying with the use of technology. Shortly after I began data collection for this study, an outbreak of the COVID-19 pandemic resulted in the closure of college campuses nationwide. Professors who once taught traditional college classes on campus were transitioned to online teaching. Additionally, professors who formerly taught traditional classes were also subjected to cyberbullying through smartphones and other technology. Three types of cyberbullying emerged from the data

(see Figure 5), each having the same number of references ($n = 4$): (a) abusive and threatening emails, (b) harsh end-of-class surveys, and (c) social media smears.

Blizard (2016) discussed that when social media is used by students to target professors, it may go viral and have lasting effects. P4 was smeared on Facebook, as described in her story that was eventually published in the Daily Illini:

> I had posted a comment sometime earlier that, for the first time, I was proud because I had a record number of female students. In the world of jazz, males outnumber females quite a bit. A while later, I was feeling frustrated because several of the high school girls were disappointing me by canceling lessons and generally not being committed. Also frustrated by the loss of income, I stupidly commented on Facebook that having this increased number of female students "was not as good of a thing after all" because of reasons stated. Well, that comment caused an uproar at the University of Illinois. Someone took a screenshot of my post, shared it with a graduate student I did not know and posted my comment. A person who saw my comments on Facebook put it on his page, called me all sorts of names, and pressed others to share it. Many students did, none of whom knew me. The students who do know me warned me that he was pressing hard for them to share. The comments were many and extremely cruel. I was sexist, a s--- teacher to women, and many other things. People kept commenting and sharing, so of course, it continued for weeks. This, remember, was on his page, not mine. I got in huge trouble with the director.

The professor in this cyberbullying case mentioned that the student who smeared her was not interested in hearing her side of the story. Another cyberbullying case was discussed by P12, who became fearful of a student in her online classroom. In this case, the student requested unreasonable accommodations, given the accelerated format of the course, and became unhappy with the constructive feedback provided by the professor:

This was a writing class, and reviewing revisions were part of my feedback process. I advised him that I could grant extensions on a case-by-case basis. I checked with the administration, and they agreed. The student gave me pushback and said that he deserved to have what he requested. He agreed to try it my way. Every week he would try to bully me into giving him more time. He was doing the work in the same amount of time as everyone, even with extensions. He did not understand why I could not meet his accommodations. He was getting angry with me as time went by regarding feedback that I was giving him on his writing if it was constructive. He would try and fight with me about his grades and argued that he wanted to speak with my supervisor about the grading. I provided him with my department chair's information, but I do not believe he ever contacted her. I gave him her information more than once. The student came to a point in week three where he sent me a written communication that had an angry and threatening tone. Both I and the department chair reported this because it was threatening. Security did nothing because it was an online class, and he lived in Colorado. The email was in all caps, and the student said that I was not doing a good job and should be fired. He said that he felt like he wanted to put his fist

through the wall every time he had to contact me. He spoke in an aggressive and

violent tone in this email.

P12, in this case, stated that her cyberbullying complaint was not viewed as

serious because the student was residing in another state.

Figure 5

Cyberbullying by Types of Cyberbullying Negative Acts
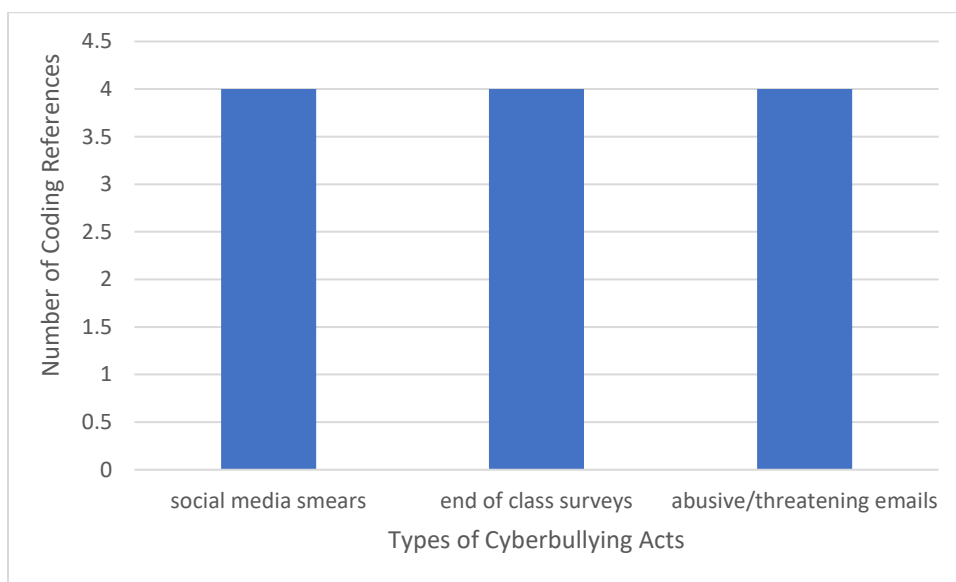
Provocation

The data showed various explanations for why students exhibited aggressive

behavior toward their professors. The common themes that emerged from the data

included student entitlement of grades ($n = 9$), student consumerism ($n = 7$), and mental

health ($n = 5$). Less common explanations for what provoked the bullying of professors by

students can be seen in Figure 6. Student entitlement in this result pertains to students'

attitudes that they have a right to high grades without putting in the academic effort. An

example was discussed by P17, who stated, "This is provoked when the students do not

get their way with grades because of their high tuition rates. Some believe they are

entitled to high grades simply because of how much they are paying." The term *student*

consumerism in this result refers to situations where professors believed that students

viewed themselves as customers entitled and empowered to get their way. For instance,

P7 stated the following:

> When students get the message that they are the customer and therefore have
>
> rights above and beyond the professor, this establishes a college campus culture
>
> that enables and even rewards adversarial and retaliatory behavior in and out of
>
> the classroom space.

> In another case, P10 discussed that "students feel that we are there to serve them

and that we should cater to them rather than them come to class and learn something

new." This perceived student mindset concerning their entitlement to have whatever they

desire in academia was consistent with findings in the literature (see Naidoo et al., 2011).

> Mental illness also emerged in the data as a theme that might explain what

provoked academic contrapower harassment (P1, P3, P8, and P14–P15). This theme was

largely speculative and based on their observations or perceived knowledge of the topic.

For example, P1 stated, "I believe this student had some mental challenges because he

had many problems with other professors." P14 suggested that professors are unsure of

how to address mentally unwell students and offered the following perspective:

> Policy inaction, protecting and helping people, and making sure these individuals
>
> receive help are not part of the administrative policies. Most people do not know

the difference between narcissistic personality and borderline personality

disorder.

Mental health emerged as an explanation for what may provoke students to target

their professors with aggressive behaviors. This result was consistent with the findings in

the literature review for this study (see McNaughton-Cassill, 2013).

Figure 6

Targeted Professors' Perceptions of Provocation for Student Bullying
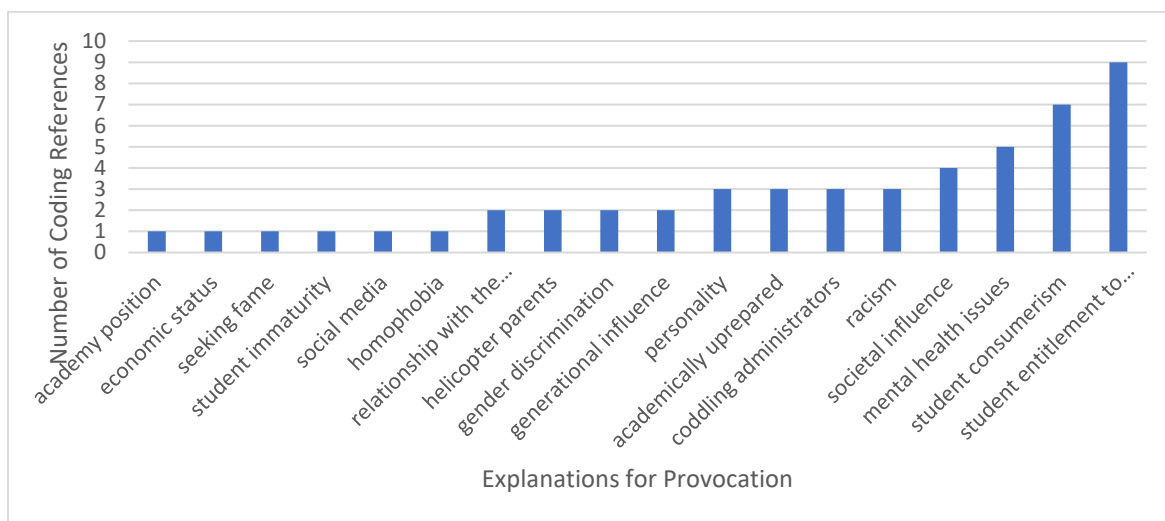
Conflict Management Strategies

In this section, I provided new knowledge and what helps to fill the research gap

concerning how student bullying of professors has been managed by administrators

in higher educational institutions. The results were derived from targeted college

professors' firsthand experiences with how this form of conflict was managed in higher

educational institutions when it was reported by them to school administrators. The data

showed three themes that administrators commonly relied on as strategies: *investigation*

(n = 13), *appeased students* (n = 10), and *avoidance* (n = 5). Other strategies less

commonly reported can be observed in Figure 7.

Figure 7

Conflict Management Strategies Used by University Administrators
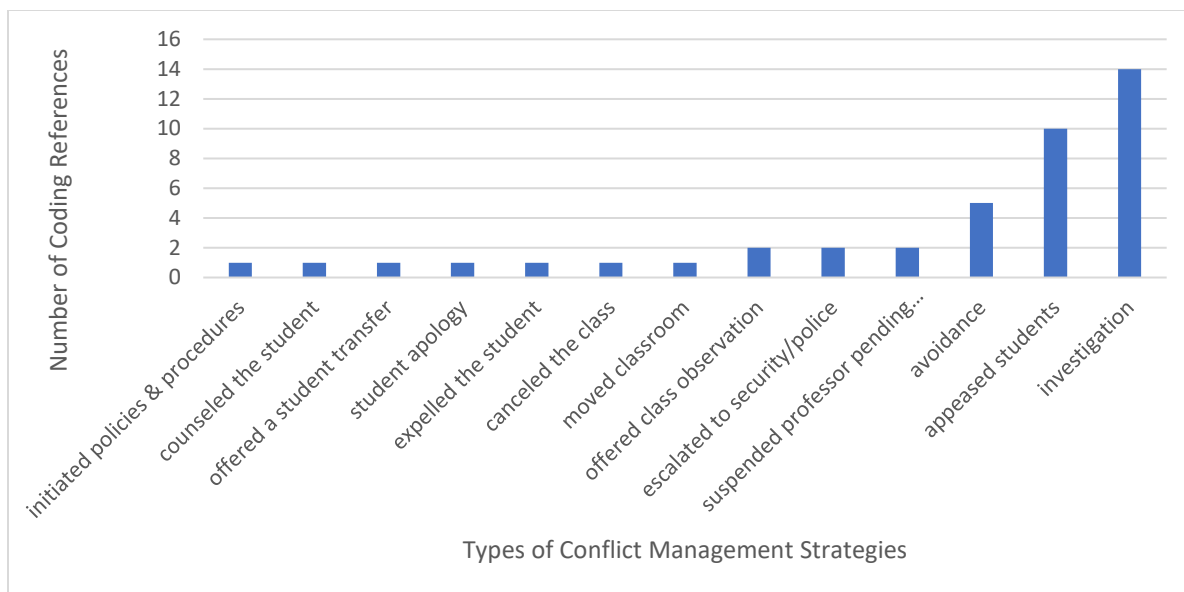
Investigation

Participants responded in this study that investigations by administrators were

used to address student bullying of professors in higher educational institutions (n = 10).

Other types of investigation found in the data involved HR investigations (n = 2) and

investigations that involved faculty unions (n = 2). An example of an administrative

investigation was described by P1, who mentioned that she did not receive a response

from the administration after her complaint and followed up. She was advised by the

administrator that they were still working with the student, and there was never any

closure. P11 was affirmed by one administrator because of her stellar record, but in a

separate case, her record was not considered. The administrator in the P11 case suggested

that an in-person 90-day class observation was needed to complete the investigation. P11 felt that this was unwarranted and did not comply and later learned that the administrator had a personal relationship with her aggressor. The professor elected to leave the university under the circumstances. P16 was found to be in the right by administrators in two separate cases, but in the first, she was discharged from employment by email without reason. In the second case, P16 stated that even though the administrator supported her, the student negatively reviewed her on Rate My Professor following the investigation. Conducting investigations is a strategic response that has been used by university administrators to manage conflict from the bullying of professors by students in academia, and at times investigations were initiated by HR or involved faculty unions.

Results from the data pertaining to investigations showed the rulings were 50/50 in favor of professors versus students. However, some professors experienced negative consequences despite a positive ruling. For example, P17 described an experience in which he was taken before an investigative council that sided with him. The dean got involved afterward and ended his employment according to P17:

> The dean called me in for a meeting, and I explained what had happened. The dean told me to "stop pissing off the graduate students." I told the dean that it was about making other students feel safe to share in the class and that the student was bullying others. The student that complained received a C in the class and wanted an A. She took me before the academic council, who sided with me, but the dean wanted me dismissed as an adjunct. His reason was that there were too many

complaints. I had always had high reviews and was popular as a professor. I had

350 students that signed a petition for me to be reinstated, and nothing came of it.

In the two cases where HR completed an investigation, P3 and P14 described how

they were suspended for 1-year pending completion of the investigations, and both were

completely exonerated in the end. They did not receive compensation from the university

during this suspension. Investigations that involved faculty unions rendered favorable

outcomes for the professors in both cases. P7 expressed that the administration did not

expel a student who displayed violent tendencies toward her. This student was expelled

by the university after the faculty union became involved. In another case, P14 who was

released by the university as a target of student bullying, was reinstated as a faculty

member when the faculty union became involved. Outcomes from investigations yielded

both positive and negative consequences for professors who experienced academic

contrapower harassment.

Appeased Students

Appeasing students was found to be the second most used strategy by university

administrators to manage conflict from the reported bullying of professors by students (n

$= 10$). The perception of professors was that administrators generally strive to keep

students happy as consumers of educational services by granting undeserved grades and

that professors are sometimes punished for reporting it when they are targets of student

bullying. P8 mentioned that she was removed from teaching the required classes and

placed on the roster to teach non-required classes so that administrators could report to

the students that her classes were no longer mandatory. P16 reported that a student

missed a crucial exam without a valid reason, and the administration required that she

create an entirely new exam for the student, which was very time-consuming for her. P1

discussed that the administrator strongly encouraged him to grade the student no less than

B when the student earned a C or D based on performance. Giving students what they

want has been a strategy used by university administrators to manage conflict that stems

from the bullying of professors by students.

Avoidance

The data showed that school administrators practiced avoidance rather than

addressing reported student bullying of professors ($n = 5$). In these cases, when the

professors reported that they were targets of student bullying, the administrators

disregarded their complaints. For example, P8 and P10 mentioned that their complaints

were not taken seriously when reported to administrators. P15 discussed how when she

reported bullying by a colleague to the administration, she was supported. In comparison,

when she reported being targeted by a student, she was advised to "give the student a

chance." She also mentioned that a union rep advised her that the university does not

welcome this type of complaint. P7 expressed strong views in the following statement

regarding how administrators practice avoidance of such complaints:

> In almost all cases, administrators sided with the student because of enrollment
>
> declines. The college administration very rarely supports the faculty anymore, and
>
> any faculty who report are then often targeted by administrators as annoying and
>
> ungrateful for having a job. Negative adjectives are often thrown around to

describe faculty that take a stand against student bullying behavior. Cases are not

clearly documented, and in some cases, evidence that favors the faculty is lost.

Avoidance emerged in the data as a strategy used occasionally by school

administrators to manage conflict from the targeted professors' complaints of student

bullying.

Demographic Comparison

Conflict management strategies were compared with demographic variables to

examine whether differences existed. To complete this analysis, I created classifications

and attributes in NVivo and ran a report to visualize chart node coding by attribution

values shown in Table 1 and Table 2. Results in Table 1 showed that respondents did not

report appeasement or avoidance as conflict management strategies used by

administrators in public universities. In comparison, 100% of references made to the

practice of avoidance were reported by professors who were targets of student bullying in

community colleges. The respondents from private universities reported administrators

relied on the use of investigations (56%) and appeasement of students (75%) to manage

conflict from the bullying of professors by students.

Table 1

Comparison of Conflict Management Strategies and Type of Institution

	Response totals	Community college	Public university	Private university
Investigation	9(14)	2	2	5
Appeased Students	4(10)	1	0	3
Avoidance	5(5)	5	0	0

Note. Numbers in brackets reflect the total number of references from all 17 study participants. Conflict management strategies were described by professors who were targets of student bullying in higher educational institutions.

In Table 2, the data revealed that four of nine (44%) adjunct professors reported the use of investigations, and four of five (80%) adjunct professors reported avoidance was used. Also, noticeable in Table 2 is that tenured professors did not experience administrators practicing avoidance when bullying of professors by students was reported.

Table 2

Comparison of Conflict Management Strategies and Professor Term Limits

	Response totals	Adjunct	1-Year	Tenured
Investigation	9(14)	4	3	2
Appeased Students	4(10)	1	2	1
Avoidance	5(5)	4	1	0

Note. Numbers in brackets reflect the total number of references made by all 17 study participants. Conflict management strategies were described by professors who were targets of student bullying in higher educational institutions, as shown in the table.

Professor/Student Consequences

The data also showed there were harmful consequences from student bullying of professors in higher educational institutions, and students appeared to have been mostly unaffected. Nearly all professors reported negative consequences related to their experiences as targets of student bullying ($n = 16$), which can be seen in Figure 8. They reported just the opposite regarding negative consequences experienced by their aggressors ($n = 2$). Concerning negative consequences for students, one of the students was suspended for the remainder of the semester, and another was expelled from the university. The expulsion happened only after the faculty union became involved and filed an appeal. The targeted professors sometimes experienced severe consequences

from student bullying, whereas student aggressors were less susceptible to such consequences.

Health Consequences

Some of the professors reported experiencing physical and mental health issues following their experiences as targets of bullying. P12 discussed that she was pregnant when the bullying occurred and was stressed during her pregnancy. The mental health of P7 was affected by her experience as a target of student bullying, and she described that she now suffers from PTSD from this experience. P10 discussed that both her mental and physical health were impacted by her experience as a target of student bullying and shared the following experience:

> This took a huge toll on my mental and physical health. I was stressed, lightheaded, not sleeping, and not eating well. All this ultimately resulted in my being in a major car accident that totaled my car in which I was injured and unable to work. I left the college and now work for another.

This result is consistent with the literature I reviewed in this study that suggests the mental or physical health of targeted faculty may be impacted by workplace bullying experiences (see Namie, 2017). Data in this study supported the literature that the bullying of professors by students might result in physical or mental health consequences for targeted faculty.

Reputation Consequences

When professors' reputations are disparaged, there may be other consequences, such as public humiliation and lost opportunities. For example, P8 mentioned that the

public humiliation for her has been long-lasting because it was done on campus at a private university where she taught law classes:

> The experiences were still impacting my life at the end of my career. Any discussion of race means that you are a racist, and the student that ruined my reputation lingered on for years. Before the student labeled me a racist, my class was so full because many students wanted to take it.

Multiple participants (P2, P6, P8, P15, P16, and P17) mentioned that they lost teaching opportunities resulting from their reporting that they were targets of student bullying. P6 mentioned that she believes that she lost other opportunities unrelated to teaching because of this experience. The consequence of a disparaged targeted professors' disparaged reputation was mentioned in the literature (see May & Tenzek, 2018). When students assault their professors' reputations, there might be serious, long-lasting consequences for the professors.

Positive Outcomes

Several professors who were targets of student bullying reported positive outcomes following their experiences ($n = 4$). For example, P3 was completely exonerated after a 1-year suspension and shared that she was able to forgive her aggressors. She also mentioned that she considers herself resilient. P5 discussed improvement in her teaching style and end-of-class student surveys, resulting from personal actions she took to improve in this area. This was accomplished by her enrolling in a class and taking time to review teaching facilitation videos. P5 also discussed how her filing a complaint with the university for egregious plagiarism drew attention to an

existing cultural problem. P3 and P10 discussed their experiences of being better off in

their new positions after leaving a toxic environment. P3 expressed confidence in her

decision to leave the university where she experienced this bullying and shared that she

accepted a full professor position at a prominent university. P6 described that she was

exposed to traditional bullying on campuses before the pandemic and mentioned that the

transition to online teaching had benefited her in that she feels safer than she did while

teaching in a traditional classroom. The negative consequences described by professors

who were targets of student bullying in higher educational institutions illuminated the

seriousness of this problem.

Figure 8

Consequences for Professors as Targets of Student Bullying
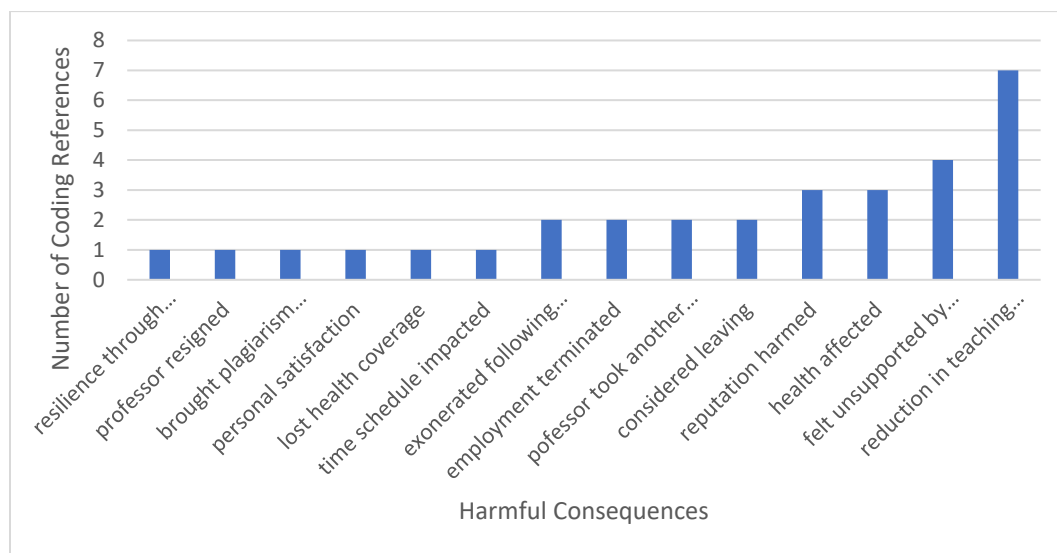
Reducing the Problem

      Professors were asked about their perceptions concerning what could be done to reduce the bullying of professors by students in higher educational institutions. They proposed many ideas that can be viewed in Figure 9 and Table 3 ($n = 35$) but establishing and enacting policies and procedures emerged as the most significant recommendation ($n = 7$). This was closely followed by the improvements needed in conflict management ($n = 5$) and stronger support for faculty ($n = 4$). Professors who responded that policies or procedures are needed to address the bullying of professors by students in higher educational institutions did so because they do not currently exist, are not clear enough, or need stronger language (P1, P2, P8, P12, P15, and P17). Regarding the recommendation that improvement is needed in how conflict from the bullying of professors by students is managed, professors indicated that more student accountability is needed, and so are better tools to resolve these complaints, such as the use of mediation or cameras in classrooms to capture the bullying (P9, P10, P11, P15, and P17). Stronger faculty support, in general, was recommended (P4 and P6), including the establishment of faculty ombudspersons and faculty unions (P7). Professors offered many recommendations on how the bullying of professors by students might be proactively addressed in higher educational institutions.

Figure 9

Professors' Recommendations on Reducing the Problem
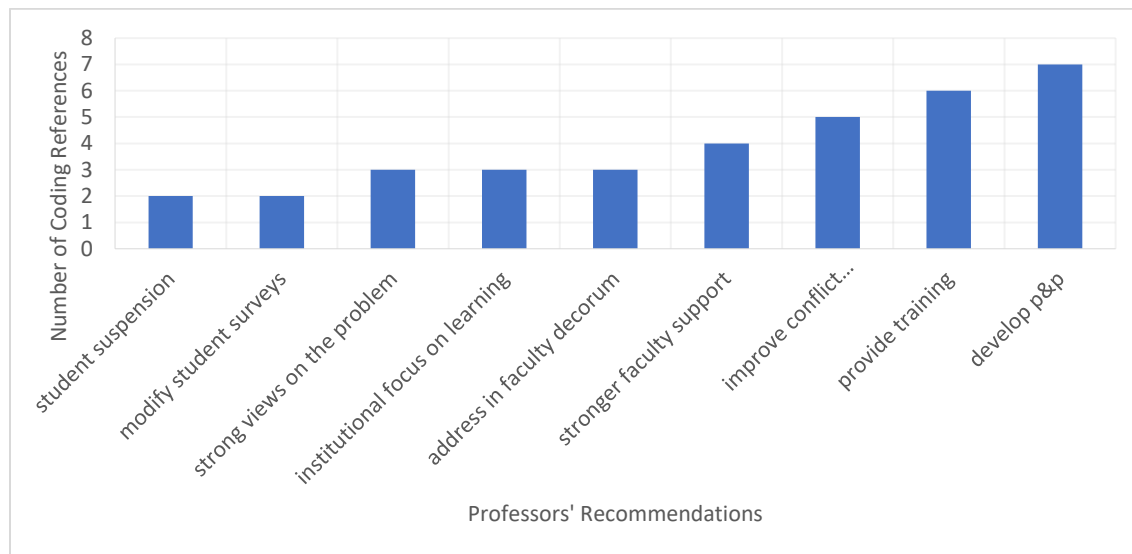
Recommendations for reducing the problem of student bullying of professors in higher educational institutions were also presented in categories in Table 3. I categorized these recommendations to help practitioners and researchers focus on areas of intervention that could become future research studies or practically applied to enhance current efforts already underway in these institutions to reduce the problem.

Table 3

Categorization of Professors' Recommendations to Reduce the Problem

Category-1 cultural changes	
Establish an institutional focus on learning	3
Hold stronger views on the significance of the problem	3
Increase faculty support	4
Category-2 training and awareness	
Faculty decorum	3
University training	6
Category-3 policies and procedures	
Modify student surveys	2
Student suspensions	2
Improve in managing conflict	5
Develop policies and procedures	7

Note. The table reflects recommendations made by study participants regarding how they

perceived student bullying of professors might be reduced in higher educational

institutions. The recommendations were categorized to focus on their recommendations.

The number of references made for each recommendation is shown in the table.

Prominent Themes

The themes that emerged in this study showed that the bullying of professors by

students was viewed as a significant problem in higher educational institutions by the

targeted professors, and this problem may have serious consequences for the targets.

Table 4 provides an overview of these themes I discussed in the context of what the

findings mean in Chapter 5. I used NVivo software as a tool to initially code data into

categories based on the interview categories. Following this, I used nodes to create

coding trees in response to the questions and themes that emerged from the number of

references made for the various nodes.

Table 4

Key Themes That Emerged From the Data

Significance of the problem

- Student bullying of professors was described as a significant problem

How the problem unfolded

- The problem sometimes escalates from incivility.

- Traditional forms of bullying emerged as verbal abuse or threats, complaints to the administration, and rumors/gossip.

- Professors in traditional classrooms were also susceptible to cyberbullying in the form of abusive emails, end-of-class surveys, and social media smears.

- Themes that emerged regarding what provoked the problem included student entitlement, student consumerism, and student mental health issues.

- Groups found to be vulnerable to this phenomenon included precarious professors, women, and people of color.

Conflict management strategies by school administrators

- Investigations

- Appeased students

- Practiced avoidance

Negative consequences for targeted professors

- Reduction in teaching opportunities

- Professors felt unsupported

- Reputation was harmed

- Negative impact on health and well-being

Note. The results showed that student bullying of professors in higher educational institutions was described as a serious problem that posed harmful consequences for those targeted.

Triangulation of the Data

According to Fusch et al. (2018), there are four types of triangulations that can be used in case studies. The four types of triangulations include data triangulation, investigator triangulation, theory triangulation, and methodological triangulation. The type used to complete this study was data triangulation that refer to people, time, and space as data points. To this extent, the data point of people is represented by 17 cases from interview transcripts that reflect the perspectives and experiences of professors who were targets of student bullying. Additionally, I performed the analysis of these transcripts to compare and discuss similarities and differences of the cases by their academic institutional settings of community colleges, public universities, and private colleges/universities. I further analyzed the timing of the cases to determine if the problem has escalated in recent years compared to what literature revealed happened in the past, and I looked at cases that were beyond the 3 years used to bind the case for individuals that fell into this category. Data triangulation was achieved in this study using people, time, and space as data reference points.

I also used methodological triangulation to strengthen this qualitative multiple case study. This type of triangulation involves using multiple sources of data within a study. In this regard, I obtained documents from some of the participants that give credibility to the data obtained in the semistructured interviews. P3 provided two emails,

one between her and HR and the other an intake email with an attorney. Both emails were consistent with what information was described in her story. P4 provided information that allowed me to find the article in her local newspaper that corroborated what she shared about student harassment in her semistructured interview. P8 offered 200 pages of emails that were not accepted by me because it would have been an infraction of FERPA. I searched Rate My Professor for each of the cases to determine if the information found there might provide further insight into this investigation. Ratings were only found for P7, P12, P13, and P14. P7's Rate My Professor evaluations were very poor, and students made disparaging remarks; P12 received great remarks from students who seemed to really love her; P13 also received great remarks from student evaluations; P14 received mixed evaluations where some students highly regarded him, and others were unhappy with him as an instructor. The documents used in this methodological triangulation effort support that data triangulation was achieved in this study.

Summary

I used the results of this study to answer the research question: What conflict management strategies were used by school administrators in higher educational institutions to address targeted professors' reports of student bullying? I collected data from 17 professors who were targets of student bullying in higher educational institutions to complete this qualitative multiple case study investigation. I used NVivo software to analyze the data, and the results confirmed the conceptual framework that was proposed. Several key themes emerged in the data concerning academic contrapower harassment regarding (a) the significance of the problem, (b) how the problem unfolded, (c) conflict

management strategies school administrators used to mitigate related reports, and (d) negative consequences that resulted for targeted professors stemming from this problem. The data showed that investigations, appeasing students, and avoidance were commonly used by school administrators to address professors' complaints. Other less frequently used strategies included class observations involving campus security or police and suspension of the professor. I achieved thematic saturation and triangulation of data in this study. Chapter 5 consists of a discussion of the findings, limitations of the study, recommendations, and implications.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitative multiple case study was to explore how administrators in higher educational institutions addressed student bullying of professors when reported by professors to administrators. The research question for this study was: What conflict management strategies were used by school administrators in higher educational institutions to address targeted professors' reports of student bullying? I used a qualitative multiple case study design to complete the research and was able to achieve thematic saturation and triangulation of the data that is required for case study research. I derived from the study that school administrators used different strategies to manage the conflict when targeted professors reported academic contrapower harassment. However, participants generally described they were unhappy with how administrators responded to their complaints. This chapter includes a discussion, conclusions, and recommendations I made based on my interpretation of the findings.

Interpretation of Findings

The bullying of professors by students in the United States is a management problem that has existed for more than 10 years. Professors play a formal role as classroom managers that wield legitimate power and render learning services. However, when they are targeted by students a hostile environment is created that might disrupt classroom management or the provision of learning services. Namie (2017) assessed that workplace bullying has consequences for targets, witnesses, and the organization. He further stated that an effective response from organizational leaders is needed to reduce the management problem. The bullying of professors by students emerged in this study as

a significant problem that has persisted over time and has not been managed well in higher educational institutions.

Significance of Academic Contrapower Harassment

Study participants gave their perspectives and described academic contrapower harassment as a significant management problem in academia. Lampman et al. (2016), in a national study, discussed that the bullying of professors by students had become a systemic problem that affects all disciplines in higher educational institutions. I did not find academic contrapower harassment to be systemic in nature from my analysis of the data in this study. However, social science departments and business schools were discussed by participants as disciplines that might show a greater prevalence of academic contrapower harassment because of their subjective nature. Swinney et al. (2010) posited that academic contrapower harassment is prevalent in business schools. The findings in this study suggest that even though the bullying of professors by students is a significant problem, it may not be systemic in all academic institutions.

The type of academic institutions where the bullying of professors by students occurred was a finding in this study. Professors were targets of student bullying at community colleges, public universities, and private colleges or universities. This advances research because there was little discussion in the literature in which researchers made that comparison, and the problem appears to be far-reaching. Further exploration concerning the bullying of professors by students at community colleges is needed because the literature on the topic was sparse overall, and community colleges were rarely mentioned. DeSouza (2011) indicated in a study that the bullying of

professors by students in traditional classes might be more prevalent in public universities because of the large class sizes. I was unable to confirm the finding about public universities in this study. I discovered to the contrary that academic contrapower harassment occurred in public and private colleges and universities.

How Academic Contrapower Harassment Unfolds

I used academic contrapower harassment, student entitlement, and student consumerism as the conceptual framework for this study to explain how the problem unfolds. Academic contrapower harassment was coined by Lampman et al. (2009) and was defined as a continuum of escalated incivility that ranges from mild to violent behaviors students subject their professors to in academia. The findings in this study partially support what was proposed in the conceptual framework for each of these concepts. Lampman et al. (2016) showed student bullying of professors on the continuum as an escalated form of incivility. I found in this study at times, targeted professors experienced the escalation of mild incivility to student bullying, and at other times, they described that bullying acts were initiated by students without the milder forms of incivility. Another finding I made in this study was that verbal aggression was a dominant bullying tactic used by students on their professors and was described by study participants as constant interruptions and the use of profanity. Namie (2017) discussed in the literature that verbal aggression is a common tactic of aggressors who engage in workplace bullying. Qualitative data for this multiple case study showed there were times when students filed false claims with administrators and HR to harm their professors. This was a new finding that I did not come across during the extensive literature review.

Professors who taught traditional classes in this study were also susceptible to cyberbullying due to the use of technology that was allowed in their classrooms. Examples of cyberbullying I found in this study involved abusive emails, end-of-class surveys, and social media smears. This finding is consistent with what Epps (2016) discussed.

I found in the data that student entitlement, student consumerism, and possibly mental health were reasons for provocation when student bullying of professors occurred. Study participants perceived they were viewed by school administrators at times as classroom managers that had lost control of their classrooms. This occurred despite the reality they had no control over student entitlement and consumerism, which are related to attitudes possessed by the students. They were additionally neither prepared nor qualified to handle mental health issues. The reasons for provocation mentioned by participants were often complex issues that could only be resolved only at the administrative level in higher educational institutions. The conceptual framework for this study was partially confirmed concerning academic contrapower harassment, student entitlement, and student consumerism, and mental health was also offered as a reason for provocation for student bullying of professors in academia.

Conflict Management

The purpose of this qualitative multiple case study was to explore how administrators in higher educational institutions addressed student bullying of professors when reported by professors to administrators. This narrowed-down workplace bullying topic has been understudied in the context of conflict management and was discussed in

current literature as a research gap (see May & Tenzek, 2018). From the study findings, I was able to help fill the research gap and showed that targeted professors mostly observed school administrators rely on investigations, appeasing students, and practicing avoidance to resolve their complaints. The study participants also reported that school administrators used less frequent strategies such as student counseling, student transfers, apologies, student expulsion, class cancellation, class movement, class observation, escalation to campus security/police, and suspension of the professor pending complaint resolution. Some professors who were targets of student bullying implied that school administrators sided with students to maintain high enrollment. The enrollment implication confirmed perceptions discussed by targeted professors in the study by May and Tenzek (2018). The targeted professors in May and Tenzek's (2018) study discussed they were generally satisfied with conflict management results when the dean of students became involved. While different strategies were used by administrators to manage reports of student bullying of professors, participants in this qualitative multiple case study described that school administrators generally favored students in addressing their reports.

Conducting investigations was the most-used strategy that school administrators relied on to manage professors' complaints of academic contrapower harassment. There were also two HR investigations resulting from students filing unfound complaints, which targeted professors who were later exonerated. Many of the targeted professors who described investigations viewed school administrators as disingenuous in their attempts to address their complaints because they tended to side with students even when

the documentation was clear that the professor was a target of bullying. For example, targeted professors who were blameless were subsequently dismissed or received fewer class offerings following the investigations. When faculty unions were involved in the investigations, the investigative outcome varied in the two cases discussed. In one of these cases, the professor who was discharged from employment had their employment restored because of the bargaining agreement, and in the other case, the union representative advised the targeted professor who the university frowned upon this type of complaint. Targeted professors experienced investigations as the most common strategy used by school administrators to manage their complaints of student bullying.

Student appeasement was also a common strategy used by school administrators to manage targeted professors' complaints of student bullying in this study. In this regard, appeasement was described by study participants as administrators conceding to students rather than holding them accountable for their negative and harmful acts. Examples of appeasement included administrative requests for professors to bump up grades for undeserving students, admonishing professors not to be tough on students, downgrading the status of the professor, and administrators implying that professors were ungrateful for their jobs if they filed complaints. In a severe case of appeasement, an administrator brought the student to the targeted professor's office and allowed the student to vent and berate her. The finding of student appeasement in this study confirmed what was found in a recent study by May and Tenzek (2018), in which they discussed appeasement briefly as something that might occur. I found in my study that when appeasement was used by school administrators to manage complaints from professors who were targets of student

bullying, it left the professors feeling unsupported. Participants in this qualitative

multiple case study discussed that school administrators sometimes relied on

appeasement to manage conflict from the bullying of professors by students.

Study participants from community colleges discussed that school administrators

practiced avoidance as a means for addressing their complaints. The practice of

avoidance pertaining to conflict management in this study refers to situations in which

the school administration failed to address the targeted professors' complaints. The

practice of avoidance of professors' complaints of academic contrapower harassment was

only found in community colleges. The targeted professors described circumstances in

which school administrators either ignored or did not take their complaints seriously. The

finding of avoidance as a strategy to manage conflict from the targeted professors'

complaints of student bullying extended the knowledge concerning this management

problem and requires further exploration. Another finding in this study was that the

avoidance practiced by school administrators in community colleges was isolated to

precarious professors.

Negative Bullying Consequences

I found in the study that academic contrapower harassment exposed targeted

professors to harmful consequences. Examples of negative consequences for targeted

professors included employment issues, safety concerns, and faltering health. One

participant described that their pregnancy was stressful from these altercations, and they

now suffer from related PTSD. In a separate case, the participant described their

experience with related mental and physical health challenges that resulted in an

automobile accident. In a third case, the professor discussed that the student bullying experience caused her issues with eating, stress, light-headedness, and insomnia. The finding that academic contrapower harassment can result in health consequences for targets confirmed what I found in a study by Young and Brawn (2017). The negative consequences for targeted professors whose reputations were disparaged had downstream effects, such as loss in personal income for those who were discharged or experienced a reduction in classes. One of the targeted professors was subjected to cyberbullying that went viral, and the altercation ended up in the local newspaper. This posed a threat to future employment opportunities for this individual because when one types the individual's name into Google, the article comes up. False allegations by students may also harm the professors' livelihood, such as two targeted professors whose students filed false complaints to HR, from which they were later exonerated, and those professors were suspended without pay. Academic contrapower harassment has serious consequences at times for targeted professors.

Reducing the Problem

There were common themes that emerged in this study regarding how academic contrapower harassment may be reduced in higher educational institutions. The recommendations made by professors who were targets of this form of workplace bullying fell into three categories: (a) implement cultural changes, (b) provide training for faculty and students, and (c) provide clear policies and procedures for how to address and manage this form of conflict. Concerning culture, the use of consumerist models heightened awareness of this management problem and increased support for professors

were ideas offered that might improve the overall culture in academia. The recommendations professors made for training included training at both the university and classroom levels. Finally, the targeted professors who recommended clear policies and procedures were dissatisfied with how conflict from their complaints of student bullying were handled by school administrators. I found sparse literature on contrapower harassment with a focus on interventions but addressing this problem through policies and procedures and providing training for students, and professors were mentioned as plausible interventions (see May & Tenzek, 2018; Misawa, 2015). From their firsthand experiences, professors in this study made recommendations for proactive measures that might reduce academic contrapower harassment, and some of their recommendations confirmed what was proposed in other studies.

Limitations of the Study

My initial plan to proactively address research trustworthiness was achieved in this qualitative multiple case study. However, as with any study, I experienced some limitations that I anticipated early on. Transferability was a known limitation because of the small sample of 17 cases that I included in the study. According to Yin (2018), small sampling is recommended for qualitative case studies that are in-depth investigations, but the small sample size used in these studies limits the ability of researchers to generalize study results to larger populations. Another limitation is that I only interviewed professors who were targets of student bullying and can thus only discuss what happened from their perspective. At least three players were involved in conflict management pertaining to the bullying of professors by students in higher educational institutions for

this study: professors, students, and university administrators. The study was also limited concerning diversity in demographics of the participants, such as gender, age groups, ethnicity, etc. Some of the participants elected not to respond to the demographic questionnaire, and the sample size was already small due to its qualitative nature. Despite limitations I had with generalizing the study results, Stake (2006) inferred that case studies could produce thick, rich data that leads to a deeper understanding of a phenomenon. Yin (2018) mentioned that case studies are critiqued for rigor when documents are not used to triangulate the data. I demonstrated rigor in this study by achieving data triangulation and methods triangulation that was discussed in Fusch et al. (2018). I also increased the validity, reliability, and credibility of this study by achieving thematic saturation, maintaining an audit trail, and examining results in comparison to what was previously known about academic contrapower harassment.

Recommendations

The specific problem was a lack of information about academic contrapower harassment on conflict management in higher educational institutions. The specific problem also stemmed from a gap I found in May and Tenzek's (2018) study in which they discussed that this form of bullying had not been studied in the context of conflict management. Based on findings in this qualitative multiple case study, I made several recommendations for future research to enhance the growing body of literature pertaining to academic contrapower harassment. Types of academic institutions that had problems with the bullying of professors by students in this study involved community colleges, public universities, and private universities.

May and Tenzek (2018) discussed that academic contrapower harassment is an under-researched topic in the context of conflict management. I filled the gap in research through this qualitative multiple case study, but more studies are needed to increase empirical literature that is currently sparse for academic contrapower harassment in general. Additionally, this multiple case study involved 17 cases, and the sample was too small for transferability, which was mentioned as a limitation of the study. Large-scale studies are needed that support transferability. Future research in this area should include an examination into how conflict stemming from the bullying of professors by students in community colleges has been managed. In this study, the data showed that administrators practiced avoidance and did not address professors' complaints. Practicing avoidance is not an effective response to managing conflict from workplace bullying. When avoidance occurred, professors who experienced this felt undervalued by administrators.

Future research on academic contrapower harassment should include examining reasons for provocation as this may be beneficial in reducing the problem. Professors who were targets of student bullying in this study perceived that student entitlement, student consumerism, and efforts by school administrators to maintain enrollment underlie the problem. They also speculated that students had mental health issues, but that was not confirmed. Hernandez (2010) categorized that student entitlement and consumerism are associated with Millennials. Generation Z is the newest cohort on college campuses, and future research might include an exploration of differences that exist between generational cohorts pertaining to academic contrapower harassment.

There is ambiguity in the literature and this study concerning whether differences exist between the type of academic institutions in which the bullying of professors by students occurred. In this study, academic contrapower harassment occurred at community colleges and private and public colleges/universities. Future research might include an examination of what occurred in public versus private institutions and 2-year versus 4-year institutions. I recommend future studies on the different types of institutions in which those comparisons can be made. I believe such a comparison would help researchers identify where the focus is needed and might help practitioners better understand what has happened and how to proceed in addressing the problem.

To fully understand what has happened in academia concerning the bullying of professors by students, studies are needed that include perspectives from students and school administrators. The literature reviewed for this study mostly reflected what has occurred from the targeted professors' perspectives. Research studies are needed to enhance the growing body of literature in academia regarding academic contrapower harassment, which depicts the bullying of professors by students as a significant management problem.

Recommendations for future research comprise interventions about academic contrapower harassment from the school administrators' perspectives. May and Tenzek (2018) mentioned interventions in their recommendations for future research as well. Researchers are beginning to understand this significant management problem, but a better understanding is needed concerning how to proactively address this form of workplace bullying. Researchers can use the reasons for provocation indicated in this

study and bullying triggers of academic contrapower harassment shown in May and Tenzek (2018) as a place of reference for designing studies used to examine possible interventions.

Implications

Workplace bullying has impacted millions of workers in the United States, and this phenomenon has reached epidemic proportions (Namie, 2017). The bullying of professors by students is a form of workplace bullying that has increased in recent years (Anonymous, 2020; Lampman et al., 2016), and the purpose of this qualitative multiple case study was to explore how administrators in higher educational institutions addressed student bullying of professors when reported by professors to administrators. This study is important because it has significant implications for theory and management practice and may influence positive social change.

Implications for Positive Social Change

There are implications for positive social change might come from this qualitative multiple case study. Workplace bullying is a world problem, which was discussed by Akella (2016) as a social stigma in cultures where it is prevalent and tolerated, and the bullying of professors by students is a form of workplace bullying. The implications for positive social change may occur when administrators in higher educational institutions increase the awareness of academic contrapower harassment, promote human self-worth, and evaluate the effectiveness of school administrators' conflict management strategies to address workplace bullying. Findings from the study might also stimulate conversations that lead to the improvement of human or social conditions by promoting positive

changes than can influence dignity, and development of individuals, families,

organizational, and societal or policy.

Individuals and Families

Individuals and their families are adversely affected by workplace bullying,

according to Maurer (2013). This qualitative multiple case study is insightful regarding

academic contrapower harassment, which is a form of workplace bullying. Participants in

this study described their experiences of being terrorized by students and fearful to the

point of requesting campus security for protection in some cases. Other participants

described fear from these altercations because their livelihoods were put in jeopardy

when they were suspended without pay or faced with unemployment. They discussed

that, at times administrators punished them for reporting this form of workplace bullying.

The deviant workplace behavior by students left targeted professors in this study feeling

degraded, and some mentioned they considered leaving their teaching profession. This

qualitative multiple case study adds to the growing body of empirical literature on

academic contrapower harassment concerning the significance of the problem and the

urgency that is needed in academia to reduce the problem. Professors are needed in

higher educational institutions to provide educational services that benefit society.

Universal human rights to safety and health are violated when workplace bullying is not

effectively managed in organizations (see Hollis, 2022; United Nations, 2011).

Organizations

There are implications from this study that might influence positive social

changes in organizations. Barrow (2009) discussed that organizational leaders are

responsible for fostering a healthy work climate. When workplace bullying becomes a culture, it becomes a hostile work environment that is unhealthy to work in, according to Akella (2016). Through this qualitative study on student bullying of professors in higher educational institutions, I provided insight into how school administrators have previously managed this form of conflict. Organizational leaders in academia can use this study to learn from what occurred in the past and prepare for the future by making positive changes that might help reduce academic contrapower harassment. Nielsen et al. (2015) discussed that organizations might suffer financially when workplace bullying is not sufficiently addressed. The extensive literature review that I completed on workplace bullying and included in this study illuminated for organizational leaders that efforts are needed to ensure that workplace bullying is not tolerated.

Societal or Policy

Donoghue (2017) suggested that America is known by some as a national bully and Akella (2016) indicated that capitalism in this society fuels bullying. Individuals are empowered with knowledge and through this qualitative multiple case study, I hope to bring awareness that will influence stakeholders to participate in reducing workplace bullying. Reduction of workplace bullying might also help to reduce the social stigma associated with the United States for its reputation as a national bully. Namie (2017) mentioned that workplace bullying remains an epidemic after more than 30 years of research. A collaborative effort of various stakeholders is needed to address the workplace bullying to impact the problem. Maurer (2013) formulated that there are currently no laws in the United States that prohibit workplace bullying.

Implications for Theory

The bullying of professors by students is an under-researched topic, and through this study, I helped to fill a void in the literature regarding conflict management. Case study methods can be used to examine a phenomenon that is not well understood, according to Yin (2018), and this qualitative case study now serves as a basis for theoretical development. A significance of this study is its potential to influence theory development relative to the bullying of professors by students and the effective management of the related conflict in academia. This qualitative multiple case study provides insight into how the phenomenon was experienced by targeted professors and shows that key themes emerged that require further qualitative exploration. For example, insight into how school administrators experienced conflict management from their perspective would be valuable knowledge, and perspectives by deans of students might also be explored to acquire a holistic view of the problem. Future studies in which researchers examine the conceptual framework in this study may be beneficial to enhance the sparse current literature. This study has theoretical implications warranting further exploration of qualitative studies that can enhance the current literature.

Implications for Practice

This qualitative multiple case study has positive implications for practitioners in higher educational institutions. Through the study, I helped to fill a gap in the current literature that exists concerning the bullying of professors by students in the context of conflict management. The empirical findings in this study might be used by academic practitioners to understand and address the problem and to develop strategies that could

be used to effectively manage the conflict. The implication that targeted professors should remain quiet or manage conflict of this nature on their own is not a response that will influence a healthy climate for professors susceptible to this form of bullying, given that they have no control over student attitudes of entitlement or consumerism. The targeted professors are also not equipped to personally manage conflict stemming from student mental health issues. The qualitative nature of this study was an opportunity for me to provide thick, rich data, which may lead to a deeper understanding of what has happened in recent years concerning academic contrapower harassment and sheds light on the seriousness of this phenomenon. My findings confirmed how the bullying of professors by students unfolded in college classrooms for participants of this study that was consistent with the current literature. Research findings can also be used to inform faculty and school administrators on the existence and seriousness of the bullying of professors by students as a management problem in higher educational institutions. Organizational leaders might benefit from collaborating with faculty to address this complex problem so that the interests and perspectives of all stakeholders are considered. Through this study, I produced key themes and data which might enable a more effective response for positive social change to manage and reduce the bullying of professors by students at higher educational institutions.

Conclusions

Chapter 5 represents the discussion for this qualitative multiple case study. I concluded this chapter with a discussion of findings, limitations, implications, and recommendations for future research pertaining to the bullying of professors by students

in higher educational institutions. This study is a confirmation that the phenomenon is a significant problem in academia that should not go unaddressed. Findings showed that school administrators primarily used investigations, appeasing students, and practicing avoidance to respond to targeted professors' reports of student bullying. I discussed implications for positive social changes, theory, and practice that can be derived from this study. The findings in the study might influence positive social changes for targets of this form of workplace bullying by promoting human dignity and self-worth. The participants in the study described how they felt devalued or unappreciated as college professors. I answered the researching question posed in this study: What conflict management strategies were used by school administrators in higher educational institutions to address reports from professors who were targets of student bullying? The commonly used strategies by school administrators to manage this type of conflict were investigations, appeasing students, and avoidance. The findings in this qualitative multiple case study showed that stringent guidelines are needed to reduce bullying. For future research, I recommended more studies on academic contrapower harassment in the context of conflict management and interventions that may help to reduce the bullying problem. The implications for positive social change may occur when administrators in higher educational institutions increase the awareness of academic contrapower harassment, promote human self-worth, and evaluate the effectiveness of school administrators' conflict management strategies to address workplace bullying.

References

Akella, D. (2016). Workplace bullying: Not a manager's right? *Journal of Workplace Rights*, *6*(1), 1–10. https://doi.org/10.1177%2F2158244016629394

Alberts, H. C., Hazen, H. D., & Theobald, R. B. (2010). Classroom incivilities: The challenge of interactions between college students and instructors in the U.S. *Journal of Geography in Higher Education*, *34*(3), 439–462. https://doi.org/10.1080/03098260903502679

Anonymous. (2020). Is it Resolved? One story of academic contrapower harassment and cyberbullying. *Studies in Social Justice, 13*(2), 322–331 https://doi.org/10.26522/ssj.v13i2.2424

Aruguete, M. S., Slater, J., & Mwaikinda, S. R. (2017). The effects of professors' race and clothing style on student evaluations. *The Journal of Negro Education, 86*(4), 494–502. https://www.jstor.org/stable/10.7709/jnegroeducation.86.4.0494

Barrow, L. M. S. (2009). *In darkness light dawns: Exposing workplace bullying*. Purple Crown Publishing.

Barrow, L. M. S. (2015). Workplace bullying: The perceptions of Canadian university students. *World Journal of Management, 6*(2), 199–213. https://ca.urlm.com/www.drlisabarrow.ca

Barrow, L. M. S., Kolberg, S., Mirabella, J., & Rotter, A. (2013). Are rational self-interested leadership behaviors contributing to the workplace bullying phenomenon in Canada and the United States? *American Journal of Industrial*

and Business Management, 3(6A), 33–38.

https://doi.org/10.4236/ajibm.2013.36A004

Bartlett, M. E., & Bartlett, J. E. (2016). Case study on the impact of technology on

incivility in higher education. *The Journal of Educators, 13*(2), 1–14.

https://doi.org/10.1080/03075079.2017.1339028

Benson, K. A. (1984). Comment on Crocker's 'An analysis of university definitions.

Signs, 9(3), 516–519. https://journals.uchicago.edu/doi/10.1086/494083

Bernstein, C., & Trimm, L. (2016). The impact of workplace bullying on individual

wellbeing: The moderating role of coping. *SA Journal of Human Resource*

Management, 14(1), 1–12.

https://journals.co.za/doi/abs/10.4102/sajhrm.v14i1.792

Bevan, M. T. (2014). A method of phenomenological interviewing. *Qualitative Health*

Research, 24(1), 136–144.

https://journals.sagepub.com/doi/10.1177/1049732313519710

Bible, J. D. (2012). The jerk at work: Workplace bullying and the law's inability to

combat it. *Employee Relations Law Journal*, *38*(1), 32–51.

Blizard, L. M. (2016). Faculty members' experiences of cyberbullying by students at one

Canadian university: Impact and recommendations. *International Research in*

Higher Education, 1(1), 107–119. http://doi.org/10.5430/irhe.v1n1p107

Boddy, C. R. (2011). Corporate psychopaths, bullying and unfair supervision in the

workplace. *Journal of Business Ethics, 100*(3), 367–379.

https://doi.org/10.1007/s10551-010-0689-5

Bonaccio, S., Reeve, C. L., & Lyerly, J. (2016). Academic entitlement: Its personality

and general mental ability correlates, and academic consequences. *Personality

and Individual Differences, 102*, 211–216.

https://psycnet.apa.org/doi/10.1016/j.paid.2016.07.012

Bonanno, R. A., & Hymel, S. (2013). Cyberbullying and internalizing difficulties: Above

and beyond the impact of traditional forms of bullying. *J Youth Adolescence, 42*,

685–697. https://link.springer.com/article/10.1007/s10964-013-9937-1

Boring, A., Ottoboni, K., & Stark, P. B. (2016). Student evaluations of teaching (mostly)

do not measure teaching effectiveness. *ScienceOpen Research*, 1–11.

https://scienceopen.com/host-document?doi=10.14293/S2199-1006.1.SOR-

EDU.AETBZC.v1

Bradley-Geist, J. C., & Olson-Buchanan, J. B. (2014). Helicopter parents: An

examination of the correlates of over-parenting of college students.

Education+Training, 56(4), 314–328. https://doi.org/10.1108/ET-10-2012-0096

Burke, L. A., Karl, K., Peluchette, J., & Evans, W. R. (2014). Student incivility: A

domain review. *Journal of Management Education, 38*(2), 160–191.

https://psycnet.apa.org/doi/10.1177/1052562913488112

Chekwa, C., & Thomas, E., Jr. (2013). Workplace bullying: Is it a matter of growth?

Journal of Diversity Management (Online), 8(1), 44–50.

https://doi.org/10.19030/jdm.v8i1.7853

Chamberlin, J. (2010). Study reveals startling abuse of teachers even parents. *Monitor on

Psychology, 41*(9), 1–13. http://www.apa.org/monitor/2010/10/teachers.aspx

Chory, R. M., & Offstein, E. H. (2017). Outside the classroom walls: Perceptions of

professor inappropriate out-of-class conduct and student classroom incivility

among American business students. *Journal of Academic Ethics*, *15*, 197–214.

https://doi.org/10.1007/s10805-017-9290-1

Clift, E. (2011). From students, a misplaced sense of entitlement. *Chronicle of Higher

Education*. https://www.chronicle.com/article/Students-Should-Check-

Their/126890

Collins, N. R., & Rogers, B. (2017). Growing concerns with workplace incivility.

Workplace Health & Safety, 65(11), 564–564.

https://doi.org/10.1177%2F2165079917719468

Cook, W. J. (2019, February 13). Students and professors targeted by racist, sexually

explicit emails. *UWIRE Text*, *1*, 1–5.

https://link.gale.com/apps/doc/A574047218/EAIM?u=minn4020&sid=ebsco&xid

=3f8d2efe

Cooper, D. R., & Schindler, P. S. (2014). *Business research methods* (12th ed.). McGraw

Hill/Irwin.

Cowan, R. L. (2012). It's complicated: Defining workplace bullying from the human

resource professional's perspective. *Management Communication Quarterly,

26*(3), 377–403. https://doi.org/10.1177%2F0893318912439474

Cutler, A. (2014). Bully for you. *Journal of College Science Teaching, 43*(6), 10–11.

http://www.jstor.org/stable/43631750

DelliFraine, J. L., McClelland, L. E., Owens Erwin, C., & Wang, Z. (2014). Bullying in

    academia: Results of a survey of health administration faculty. *The Journal of*

    Health Administration Education, *31*(2), 147–163.

    https://www.ingentaconnect.com/contentone/aupha/jhae/2014/00000031/0000000

    2/art00005

DeSouza, E. R. (2011). Frequency rates and correlates of contrapower harassment in

    higher education. *Journal of Interpersonal Violence, 26*(1), 158–188.

    https://doi.org/10.1177%2F0886260510362878

DeSouza, E. R., & Fansler, A. G. (2003). Contrapower sexual harassment: A survey of

    students and faculty members. *Sex roles, 48*(12), 529–541.

    https://doi.org/10.1023/A:1023527329364

De Welde, K., Stepnick, A., Pasque, P. A., & Pasque, P. A. (2015). *Disrupting the*

    culture of silence: Confronting gender inequality and making change in higher

    education. Stylus Publishing.

Donoghue, C. (2017). Bully nation: How the American establishment creates a bullying

    society. *Social Forces*, *95*(4), 1–2. https://doi.org/10.1093/sf/sow103

Epps, J. M. (2016). *Individual characteristics as predictive variables of the level and*

    impact of contrapower harassment of faculty teaching in schools of pharmacy

    (Publication No. 10099253) [Doctoral dissertation, Walden University].

    ProQuest. https://scholarworks.waldenu.edu/cgi/

    viewcontent.cgi?article=3312&context=dissertations&httpsredir=1&referer=

Farquhar, J. D. (2013). *Case study research for business*. Sage Publications.

Flaherty, C. (2018). 'Contrapower-harassment' of professors by students isn't that

    common but it's real. *Inside Higher Ed,* 1–4.

    https://www.insidehighered.com/news/2018/03/05/contra-power-harassment-

    professors-students-isnt-common-its-real

Forni, P. M. (2014). College classrooms can be more civil. *Greenhaven Press*.

    https://link.gale.com/apps/doc/EJ3010921214/OVIC?u=minn4020&sid=bookmar

    k-OVIC&xid=f97f1857

Fusch, P., Fusch, G. E., & Ness, L. R. (2018). Denzin's paradigm shift: Revisiting

    triangulation in qualitative research. *Journal of Social Change, 10*(1), 19–32.

    https://scholarworks.waldenu.edu/jsc/vol10/iss1/2/

Gates, T. G., Heffernan, K., & Sudore, R. (2015). Social work students as market

    consumers: Faculty perceptions of customer service expectations. *Social Work*

    Education, 34(7), 881–894. https://doi.org/10.1080/02615479.2015.1065811

Georgakopoulos, A., Wilkin, L., & Kent, B. (2011). Workplace bullying: A complex

    problem in contemporary organizations. *International Journal of Business and*

    Social Science, 2(3), 1–20 http://ijbssnet.com/journal/index/157

Georgakopoulos, A., & Kelly, M. P. (2017). Tackling workplace bullying: A scholarship

    of engagement study of workplace wellness as a system. *International Journal of*

    Workplace Health Management, 10(6), 450–474. https://doi.org/10.1108/IJWHM-

    11-2016-0081

Gergen, K. J. (2015). *An invitation to social construction* (3rd ed.). Sage Publications.

Giorgi, G., Perminiene, M., Montani, F., Fiz-Perez, J., Mucci, N., & Arcangeli, G. (2016). Detrimental effects of workplace bullying: Impediment of self-management competence via psychological distress. *Frontiers in Psychology, 7*(60), 1–11. https://doi.org/10.3389/fpsyg.2016.00060

Glambek, M., Skogstad, A., & Einarsen, S. (2015). Take it or leave: A five-year prospective study of workplace bullying and indicators of expulsion in working life. *Industrial Health, 53*(2), 160–170. https://doi.org/10.2486/indhealth.2014-0195

Goldman, Z. W., & Martin, M. M. (2014). College students' academic beliefs and their motives for communicating with their instructor. *Communication Research Reports, 31*(4), 316–328. https://doi.org/10.1080/08824096.2014.924341

Goodboy, A. K., & Frisby, B. N. (2014). Instructional dissent as an expression of students' academic orientations and beliefs about education. *Communication Studies, 65*(1), 96–111. https://doi.org/10.1080/10510974.2013.785013

Goos, M., & Salamons, M. (2017). Measuring teaching quality in higher education: Assessing selection bias in course evaluations. *Research in Higher Education*, *58*(4), 341–364. https://link.springer.com/article/10.1007%2Fs11162-016-9429-8

Gumbus, A., & Meglich, P. (2012). Lean and mean: Workplace culture and the prevention of workplace bullying. *The Journal of Applied Business and Economics*, *13*(5), 11–20. http://digitalcommons.sacredheart.edu/wcob_fac/2

Gummesson, E. (2017). *Case theory in business and management: Reinventing case study research*. Sage.

Hancock, D. R., & Algozzine, B. (2017). *Doing case study research: A practical guide for beginning researchers* (3rd ed.). Teachers College Press.

Harold, C. M., & Holtz, B. C. (2015). The effects of passive leadership on workplace incivility. *Journal of Organizational Behavior, 36*(1), 16–38. https://doi.org/10.1002/job.1926

Hernandez, A. (2010). Academic bullying: A problem on college campuses. *Diverse Issues in Higher Education*. http://diverseeducation.com/article/13873/

Holdcroft, B. (2014). Student incivility, intimidation, and entitlement in academia. *American Association of University Professors*. https://www.aaup.org/article/student-incivility-intimidation-and-entitlement-academia#.WevrWVtSzIU

Hollis, L. P. (2022). Universal declaration of human rights: An argument for higher education to prohibit workplace bullying. *Policy Futures in Education*, *20*(2), 234–239. https://doi.org/10.1177/14782103211032093

Hollis, L. P. (2017a). This is why they leave you: Workplace bullying and insight to junior faculty departure. *British Journal of Education, 5*(10), 1–7. https://www.eajournals.org/journals/british-journal-of-education-bje/vol-5-issue10-october-2017/leave-workplace-bullying-insight-junior-faculty-departure/

Hollis, L. P. (2017b). Evasive actions: The gendered cycle of stress and coping for those enduing workplace bullying in American higher education. *Advances in Social Sciences Research Journal, 4*(7) 59–68. https://doi.org/10.14738/assrj.47.2993

Hollis, L. P. (2015). Bullying university? The cost of workplace bullying and employee

   disengagement in American higher education. *Creative Commons*, *5*(2) 1–11.

   https://doi.org/10.1177%2F2158244015589997

Howe, N., & Strauss, W. (2000). *Millennials rising: The next great generation*. In R. J.

   Matson (Ed.), Cartoons. Vintage Books.

Jiang, L., Tripp, T. M., & Hong, P. Y. (2017). College instruction is not so stress free

   after all: A qualitative and quantitative study of academic entitlement, uncivil

   behaviors, and instructor strain and burnout. *Stress Health*, *33*(5), 578–579.

   https://doi.org/10.1002/smi.2742

Johnson, Z. D., Claus, C. J., Goldman, Z. W., & Sollitto, M. (2017). College student

   misbehaviors: An exploration of instructor perceptions. *Communication

   Education*, *66*(1), 54–69. https://doi.org/10.1080/03634523.2016.1202995

Johnson-Bailey, J. (2015). Academic incivility and bullying as a gendered and racialized

   phenomenon. *Adult Learning, 26*(1), 42–46.

   https://doi.org/10.1177%2F1045159514558414

Judson, K. M., & Taylor, S. A. (2014). Moving from marketization to marketing in

   higher education: The co-creation of value in higher education. *Higher Education

   Studies, 4*(1), 51–62. http://dx.doi.org/10.5539/hes.v4n1p51

Keashly, L. (2021). Workplace bullying, mobbing and harassment in academe:

   Faculty experience. In D'Cruz P., Noronha E., Keashly L., & Tye-Williams S.

   (Eds.), *Special topics and particular occupations, professions and sectors.*

Handbooks of workplace bullying, emotional abuse and harassment (Volume

4). Springer. https://doi.org/10.1007/978-981-10-5308-5_13

Keashly, L., & Neuman, J. H. (2010). Faculty experiences with bullying in higher

education: Causes, consequences, and management. *Administrative Theory &*

Praxis, 32(1), 48–70. https://doi.org/10.2753/ATP1084-1806320103

Klebig, B., Goldonowicz, J., Mendes, E., Neville Miller, A., & Katt, J. (2016). The

combined effects of instructor communicative behaviors, instructor credibility,

and student personality traits on incivility in the college classroom.

Communication Research Reports, 33(2), 152–158.

https://doi.org/10.1080/08824096.2016.1154837

Kolanko, K. M., Clark, C., Heinrich, K. T., Olive, D., Farley Serembus, J., & Sifford, K.

S. (2006). Academic dishonesty, bullying, incivility, and violence: Difficult

challenges facing nurse educators. *Nursing Education Perspectives, 27*(1), 34–43.

https://pubmed.ncbi.nlm.nih.gov/16613130/

Kopp, J. P., & Finney, S. J. (2013). Linking academic entitlement and student incivility

using latent means modeling. *Journal of Experimental Education, 81*(3), 322–

336. https://doi.org/10.1080/00220973.2012.727887

Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part

4: Trustworthiness and publishing. *European Journal of General Practice, 24*(1),

120–124. https://doi.org/10.1080/13814788.2017.1375092

Kota, R., Schoohs, S., Benson, M., & Moreno, M. (2014). Characterizing cyberbullying

among college students: Hacking, dirty laundry, and mocking. *Societies, 4*(4),

549–560. https://doi.org/10.3390/soc4040549

Kurtyka, F. (2013). What does your money get you? Active learning as an alternative to

consumerism in the composition classroom. *Composition Forum, 27*(27), 1–14.

http://compositionforum.com/issue/27/

Lampman, C. (2012). Women faculty at risk: U.S. professors report on their experiences

with student incivility, bullying, aggression, and sexual attention. *NASPA Journal

About Women in Higher Education, 5*(2), 184–208.

https://doi.org/10.1515/njawhe-2012-1108

Lampman, C., Crew, E. C., Lowery, S., Tompkins, K. A., & Mulder, M. (2016). Women

faculty distressed: Descriptions and consequences of academic contrapower

harassment. *NASPA Journal About Women High Education, 9*(2), 169–189.

https://doi.org/10.1080/19407882.2016.1199385

Lampman, C., Phelps, A., Bancroft, S., & Beneke, M. (2009). Contrapower harassment in

academia: A survey of faculty experience with student incivility, bullying, and

sexual attention. *Sex Roles, 60*(5–6), 331–346. https://doi.org/10.1007/s11199-
008-9560-x

Lashley, F. R., & De Meneses, M. (2001). Student civility in nursing programs: A

national survey. *Journal of Professional Nursing, 17*(2), 81–86.

https://doi.org/10.1053/jpnu.2001.22271

Laverghetta, A. (2018). The relationship between student anti-intellectualism, academic

 entitlement, student consumerism, and classroom incivility in a sample of college

 students. *College Student Journal*, *52*(2), 278–282.

 https://www.thefreelibrary.com/THE%20RELATIONSHIP%20BETWEEN%20S

 TUDENT%20ANTI-INTELLECTUALISM,%20ACADEMIC...-a0544511714

Leedy, P., & Ormrod, J. E. (2015). *Practical research: Planning and design* (11th ed.).

 Pearson.

Lewis, C. S., Williams, B. D., Sohn, M. K., & Chin Loy, T. (2017). The myth of

 entitlement: Students perceptions of the relationship between grading and learning

 at an elite university. *The Qualitative Report, 22*(11), 2997–3008.

 http://nsuworks.nova.edu/tqr/vol22/iss11/11

Leymann, H. (1990). Mobbing and psychological terror at workplaces. *Violence and*

 Victims, 5(2), 119–26. http://dx.doi.org/10.1891/0886-6708.5.2.119

Lieber, L. D. (2010). How workplace bullying affects the bottom line. *Employment*

 Relations Today, *37*(3), 91–101. https://doi.org/10.1002/ert.20314

Lightner, R. (2014). First, don't be a jerk: Proactively creating a civil and supportive

 classroom. *The Journal of Faculty Development, 28*(30), 5–11.

 https://www.proquest.com/docview/1696856577?accountid=14872

Longobardi, C., Badenes-Ribera, L., Fabris, M. A., Martinez, A., & McMahon, S. D.

 (2019). Prevalence of student violence against teachers: A meta-

 analysis. *Psychology of Violence*, *9*(6), 596–610.

 https://doi.org/10.1037/vio0000202

Manners, I., & Cates, S. (2016). Bullying in the workplace: Does it exist in United States organizations? *International Journal of Business and Public Administration, 13*(2), 99–114. https://www.iabpad.com/bullying-in-the-workplace-does-it-exist-in-united-states-organizations/

Matchen, J., & DeSouza, E. (2000). The sexual harassment of faculty members by students. *Sex Roles: A Journal of Research, 42*(3), 295. https://doi.org/10.1023/A:1007099408885

Matthiesen, S. B., & Einarsen, S. (2007). Perpetrators and targets of bullying at work: Role stress and individual differences. *Violence and Victims, 22*(6), 735–753. https://doi.org/10.1891/088667007782793174

Maurer, R. (2013). Workplace-bullying laws on the horizon. *Society for Human Resource Management*. https://www.shrm.org/resourcesandtools/hr-topics/risk-management/pages/workplace-bullying-laws.aspx

May, A., & Tenzek, K. E. (2018). Bullying in the academy: Understanding the targeted stupid, fat professor. *Teaching in Higher Education*, *23*(3) 1–17. https://doi.org/10.1080/13562517.2017.1379482

Mayo Clinic Staff. (2021). Post-traumatic stress disorder. *Mayo Foundation for Medical Education and Research.* https://www.mayoclinic.org/diseases-conditions/post-traumatic-stress-disorder/symptoms-causes/syc-20355967

Mazer, J. P., & Hess, J. A. (2016). Forum: Instructional communication and millennial students. *Communication Education, 65*(3), 356–376. https://doi.org/10.1080/03634523.2016.1173715

McKay, R., Arnold, D. H., Fratzl, J., & Thomas, R. (2008). Workplace bullying in

academia: A Canadian study. *Employee Responsibilities and Rights Journal,*

20(2), 77–100. https://doi.org/10.1007/s10672-008-9073-3

McKinney, K. (1992). Contrapower sexual harassment: The effects of student sex and

type of behavior on faculty perceptions. *Sex Roles, 27*(11–12), 627–643.

https://psycnet.apa.org/doi/10.1007/BF03187138

McLellan, C. K., & Jackson, D. L. (2017). Personality, self-regulated learning, and

academic entitlement. *Social Psychology Education, 20*, 159–178.

http://dx.doi.org/10.1007/s11218-016-9357-7

McNaughton-Cassill, M. E. (2013). Is it incivility or mental illness? Understanding and

coping with disruptive student behavior in the college classroom. *The Journal of*

Effective Teaching, 13(2), 94–105.

https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=eric&

AN=EJ1092150&site=eds-live&scope=site

Meires, J. (2018). Workplace incivility: When students bully faculty. *Urologic*

Nursing, *38*(5), 251–254. https://doi.org/10.7257/1053-816X.2018.38.5.251

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and*

implementation (4th ed.). Wiley & Sons.

Misawa, M. (2015). Cuts and bruises caused arrows, sticks, and stones in academia. *Adult*

Learning, 26(1), 6–12. https://doi.org/10.1177%2F1045159514558413

Mohipp, C., & Senn, C. Y. (2008). Graduate students' perceptions of contrapower sexual

    harassment. *Journal of Interpersonal Violence, 23*(9), 1258–1276.

    https://doi.org/10.1177%2F0886260508314299

Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part

    3: Sampling, data collection, and analysis. *European Journal of General Practice,*

    24(1), 9–18. https://doi.org/10.1080/13814788.2017.1375091

Moustakas, C. E. (1994). *Phenomenological research methods*. Sage.

Naidoo, R., Shankar, A., & Veer, E. (2011). The consumerist turn in higher education:

    Policy aspirations and outcome. *Journal of Marketing Management*, *27*(11), 11–

    12. https://doi.org/10.1080/0267257X.2011.609135

Namie, G. (2003). Workplace bullying: escalated incivility. *Ivey Business Journal*,

    1(11/12). https://iveybusinessjournal.com/publication/workplace-bullying-

    escalated-incivility/

Namie, G. (2014). *2014 workplace bullying institute U.S. workplace bullying survey*.

    https://workplacebullying.org/research/

Namie, G. (2017). *2017 workplace bullying institute U.S. workplace bullying survey*.

    https://workplacebullying.org/research/

Namie, G., & Namie, R. (2018). *The workplace bullying institute – a 26 year odyssey*.

    https://workplacebullying.org/about-us/

Navarro, T., Williams, B., & Ahmad, A. (2013). Sitting at the kitchen table: Field notes

    from women of color in anthropology. *Cultural Anthropology, 28*(3), 443–463.

    https://doi.org/10.1111/cuan.12013

Neville-Miller, A., Katt, J. A., Brown, T., & Sivo, S. A. (2014). The relationship of instructor self-disclosure, non-verbal immediacy, and credibility to student incivility in the college classroom. *Communication Education, 63*(1), 1–16. http://dx.doi.org/10.1080/03634523.2013.835054

Nielsen, M. B., & Einarsen, S. (2012). Outcomes of exposure to workplace bullying: A meta-analytic review. *Work & Stress, 26*(4), 309–332. https://doi.org/10.1080/02678373.2012.734709

Nielsen, M. B., Nielsen, G. H., Notelaers, G., & Einarsen, S. (2015). Workplace bullying and suicidal ideation: A 3-wave longitudinal Norwegian study. *American Journal of Public Health, 105*(11), 23–27. https://doi.org/10.2105/AJPH.2015.302855

Office for Human Research Protections. (2018). The Belmont report*: Ethical principles and guidelines for the protection of human subjects of research*. https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html

Office of Research Integrity. (n.d.). *Data management*. https://ori.hhs.gov/data-management

Offstein, E. H., & Chory, R. M. (2017). Breaking bad in business education: Impacts on student incivility and academic dishonesty. *Business and Professional Communication Quarterly, 80*(3), 269–295. https://doi.org/10.1177%2F2329490616671709

Park, J., & Ono, M. (2016). Effects of workplace bullying on work engagement and health: The mediating role of job insecurity. *The International Journal of Human*

Resource Management, *28*(22) 1–24.

https://doi.org/10.1080/09585192.2016.1155164

Patterson, E., Branch, S., Barker, M., & Ramsay, S. (2018). Playing with power: Examinations of types of power used by staff members in workplace bullying – a qualitative interview study. *Qualitative Research in Organizations and Management: An International Journal, 13*(10), 32–52.

https://doi.org/10.1108/QROM-10-2016-1441

Pittman, C. T. (2010). Race and gender oppression in the classroom: The experiences of women faculty of color with white male students. *Teaching Sociology*, *38*(3), 183–196. https://doi.org/10.1177%2F0092055X10370120

Plunkett, A. D. (2014). As for everyone: The effect of student consumerism in the postsecondary classroom. *The Qualitative Report, 19*(5), 1–3.

https://nsuworks.nova.edu/tqr/vol19/iss12/3

Porath, C. L., & Pearson, C. M. (2012). Emotional and behavioral responses to workplace incivility and the impact of hierarchical status. *Journal of Applied Social Psychology*, *42*(S1), E326–E357. https://doi.org/10.1111/j.1559-1816.2012.01020.x

Rawlins, L. (2017). Faculty and student incivility in undergraduate nursing education: An integrative review. *Journal of Nursing Education, 56*(12), 709–716.

https://doi.org/10.3928/01484834-20171120-02

Regmi, P. R., Waithaka, E., Paudyal, A., Simkhada, P., & van Teijlingen, E. (2016). Guide to the design and application of online questionnaire surveys. *Nepal Journal of Epidemiology*, *6*(4), 640–644. https://doi.org/10.3126/nje.v6i4.17258

Sandler, C. (2013). Techniques to tackle the workplace bully. *Human Resource Management International Digest*, *21*(20), 33–36. https://doi.org/10.1108/09670731311306823

Sansone, R. A., & Sansone, L. A. (2015). Workplace bullying: A tale of adverse consequences. *Innovations in Clinical Neuroscience, 12*(1–2), 32–37. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4382139/

Saunders, D. B. (2014). Exploring a customer orientation: Free-market logic and college students. *The Review of Higher Education, 37*(2), 197–219. https:///www.doi.org/10.1353/rhe.2014-103

Schwandt, T. A. (2015). *The sage dictionary of qualitative inquiry* (4th ed.). Sage Publication.

Schmidt, P. (2015). A new faculty challenge: Fending off abuse on yik yak. The *Chronicle of Higher Education*, *61*(21), 1–6. https://www.chronicle.com/article/a-new-faculty-challenge-fending-off-abuse-on-yik-yak/

Shannon, J. (2018). Ratemyprofessors.com drops 'chili pepper' rating after social media backlash. *USA Today*. https://www.usatoday.com/story/news/nation-now/2018/07/11/ratemyprofessors-drops-chili-pepper-rating/774032002/

Sigler, K., Burnett, A., & Child, J. T. (2008). A regional analysis of assertiveness.

    Journal of Intercultural Communication Research, 37(2), 89–104.

    https://doi.org/10.1080/17475750802533364

Sloan, A., & Bowe, B. (2013). Phenomenology and hermeneutic phenomenology: The

    philosophy, the methodologies, and using hermeneutic phenomenology to

    investigate lecturers' experience of education design. *Quality & Quantity, 48*,

    1291–1303. https://link.springer.com/article/10.1007/s11135-013-9835-3

Sohr-Preston, S., & Boswell, S. S. (2015). Predicting academic entitlement in

    undergraduates. *International Journal of Teaching and Learning in Higher*

    Education, 27(2), 183–193.

    https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=eric&

    AN=EJ1082877&site=eds-live&scope=site

Sperber, J. (2018). Making the grade: Rating professors. *New Labor Forum, 27*(1), 36–

    43. https://doi.org/10.1177%2F1095796017744789

Stake, R. E. (2006). *Multiple case study analysis*. Guildford Publications.

Standen, P., Paull, M., & Omari, M. (2014). Workplace bullying: Propositions from

    Heider's balance theory. *Journal of Management and Organization, 20*(6), 733–

    748. https://doi.org/10.1017/jmo.2014.57

Swinney, L., Elder, B., & Seaton, L. P. (2010). Incivility in the accounting classroom.

    American Journal of Business Education, 3(5), 1–16.

    https://doi.org/10.19030/ajbe.v3i5.422

Taylor, E. A., Hardin, R., & Rode, C. R. (2018). Contrapower harassment in the sport management classroom. *NASPA Journal About Women In Higher Education*, *11*(1), 17–32. https://doi.org/10.1080/19407882.2017.1378113

Tetnowski, J. (2015). Qualitative case study research design. *Perspectives on Fluency & Fluency Disorders, 25*(1), 39–45. https://doi.org/10.1044/ffd25.1.39

U.S. Department of Education. (2008). *Structure of U.S. education*. https://www2.ed.gov/about/offices/list/ous/international/usnei/us/edlite-structure-us.html

U.S. Department of Health and Human Services. (2018). *The Belmont report*. https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmonth-report/indez.html

United Nations. (2011). *What are human rights?* https://www.ohchr.org/en/what-are-human-rights

Vallade, J. I., Martin, M. M., & Weber, K. (2014). Academic entitlement, grade orientation, and classroom justice as predictors of instructional beliefs and learning outcomes. *Communication Quarterly, 62*(5), 497–517. https://doi.org/10.1080/01463373.2014.949386

Vega, G., & Comer, D. R. (2005). Sticks and stones may break your bones, but words can break your spirit: Bullying in the workplace. *Journal of Business Ethics, 58*(1–3), 101–109. https://doi.org/10.1007/s10551-005-1422-7

Wahler, E. A., & Badger, K. (2016). Exploring faculty perceptions of student incivility in social work: Results from a national survey. *Advances in Social Work*, *17*(2), 340–354. https://doi.org/10.18060/20886

Ward, C., & Yates, D. (2014). Civility in the university classroom: An opportunity for
faculty to set expectations. *Contemporary Issues in Education Research (CIER),
7*(2), 165–170. https://doi.org/10.19030/cier.v7i2.8489

Weger, H. (2018). Instructor active empathic listening and classroom incivility.
International Journal of Listening, 32(1), 49–64.
https://doi.org/10.1080/10904018.2017.1289091

Woods, M., Paulus, T., Atkins, D. P., & Macklin, R. (2016). Advancing qualitative
research using qualitative data analysis software (QDAS)? Reviewing potential
versus practice in published studies using ATLAS.ti and NVivo, 1994–2013.
Social Science Computer Review, 34(5), 597–617.
https://doi.org/10.1177%2F0894439315596311

World Health Organization. (n.d.). *Healthy workplaces: A world health organization
global model for action*.
https://www.who.int/occupational_health/healthy_workplaces/en/

Yamada, D. C. (2000). The phenomenon of "workplace bullying" and the need for status-
blind hostile work environment protection. *Georgetown Law Journal, 88*(3), 475–
536. https://ssrn.com/abstract=1303690

Yin, R. K. (2018). *Case study research and applications* (6th ed.). Sage Publications.

Young, R., & Brawn, E. (2017). Work health and safety duties and dealing with bullying
in the workplace by non-workers. *Governance Directions*, *69*(7), 435–437.
https://eds.p.ebscohost.com/eds/pdfviewer/pdfviewer?vid=5&sid=3cb6503b-f84e-
4752-a547-8f105749b088%40redis

Appendix A: Social Media Request for Permission and Recruitment Posting

Request for Permission to Post

Hello [insert name],

My name is [insert name], and I am a doctoral student at Walden University in the dissertation phase of my program. My dissertation study topic is managing conflict from the bullying of professors by students in higher educational institutions. The bullying of professors by students might include the following behaviors: verbal abuse, physical abuse, threats, stalking, classroom tantrums directed at the professor, invasion of personal space, harassing calls or emails, cyberbullying, attempts by the student to destroy the professor's reputation through classroom surveys or Rate My Professor, or other intimidating behaviors. I recently learned of a case in which a student flung his chair at his professor. Institutional or personal identifiers will not be used in the study to protect confidentiality. I am requesting to recruit study participants from members of the [insert name of the group] group by posting in the group forum. Thank you for your consideration, and I look forward to hearing from you soon!

Social Media Recruitment Posting

Workplace Bullying Study Recruitment: Have you been harassed or bullied as a professor, or are you an administrator who has managed conflict from this form of bullying? Dear Higher Educational Professionals community, I am recruiting participants for my dissertation study that will focus on how conflict from the bullying of professors by students was managed in higher educational institutions when it was reported. Bullying is a growing problem that has been labeled as serious and harmful in the United States (Hollis, 2017a), and I plan to identify different strategies that might be used by administrators in these institutions to enhance current procedures. Bullying includes but is not limited to verbal and physical abuse, stalking, cyber-bullying, intentional damaging of the professor's reputation through student surveys or Rate My Professor, and threats. I recently learned of an incident where a student threw his chair at the professor. Participation in the study will involve virtual interviews with faculty or administrators experienced with the problem. The identity of participants will be protected in this study as well as the location and names of colleges/universities where the incidents occurred. Please contact me by email at [insert email address] if you are interested in participating in the study. Thank you for helping me to complete the doctoral journey!

Appendix B: Survey Monkey Consent and Demographic Questionnaire

Participant Qualifications
- Experience with managing conflict from reports of the bullying of professors who teach in traditional college classrooms by students within the past 3 years at your current university.
- Availability for no more than two in-depth interviews, which will last approximately 1–2 hours and be completed through Business Skype.

Informed Consent
[ ] Check this box to confirm that you consent to participate in this study. As stated in the Informed Consent notice, you may exit the study at any time without repercussions.

Demographic Questionnaire
Please respond to the demographic questionnaire *only if you consent to participate in the study* and select responses that most closely fit your background:

- What is your racial/ethnic background?

    o [ ] *White (Not of Hispanic origin)*:

    All persons having origins in any of the original peoples of Europe, North

    Africa, or the Middle East.

    o [ ] *Black (Not of Hispanic origin)*:

    All persons having origins in any of the Black racial groups of Africa.

    o [ ] *Hispanic*:

    All persons of Mexican, Puerto Rican, Cuban, Central or South American,

    or other Spanish culture or origin, regardless of race.

    o [ ] *Asian or Pacific Islander*:

    All persons having origins in any of the original peoples of the Far East,

    Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area

    includes, for example, China, India, Japan, Korea, the Philippine Islands,

    and Samoa.

- o [ ] *American Indian or Alaskan Native*:

  All persons having origins in any of the original peoples of North

  America, and who maintain cultural identification through tribal affiliation

  or community recognition.

- o [ ] Other (*Not classified*)

- What is your gender status?

  - o [ ] Female

  - o [ ] Male

  - o [ ] Transgender

  - o [ ] Non-gender assignment

- What generational cohort are you in based on your year of birth?

  - o [ ] 1922–1945 Traditionalists

  - o [ ] 1946–1964 Baby Boomers

  - o [ ] 1965–1979 Generation X

  - o [ ] 1980–2000 Millennials

- What is your administrative title?

  - o _____

- What is the term limit on your administrative role?

  - o _____

Contact Information
Name:
Phone number:
Email:
You will be notified of participant selection for the study whether you are selected or not.
Thank you for taking the time to respond to the initial inquiry!

Appendix C: In-depth Interview Guide Questions

1. What are your thoughts concerning the bullying of professors by students in higher educational institutions?

2. What do you believe provokes the bullying of professors by students in higher educational institutions?

3. What is your knowledge of how the bullying of professors by students varies by the educational department in higher educational institutions?

4. Describe any severe cases of student bullying in which you were the target and reported the incident.

5. How has conflict from reported cases of bullying in which you were targeted by a student been managed by administrators in higher educational institutions?

6. What is your overall perception of how conflict from the bullying of professors by students is managed by administrators when it is reported in higher educational institutions?

7. What do you consider successful outcomes in managing conflict from the bullying of professors by students in higher educational institutions?

8. What has your experience been regarding the professor/student relationships following the application of conflict management strategies by administrators?

9. Describe the most notable outcomes that you have experienced as a target of student bullying within the past three years?

10. What more do you believe can be done to reduce the bullying of professors by students in higher educational institutions?