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Workplace Bullying in Academic Libraries

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by

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The dissertation of Scott Zimmer is approved, and it is acceptable in quality and form for publication on microfilm and electronically.

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DEDICATION

This dissertation is dedicated to Sophia, Andres, and Santiago; “And here I have found what I sought not indeed, but finding I would possess for ever. For it is above all gold and silver, and beyond all jewels.”

EPIGRAPH

For I say to you, Fëanor son of Finwë, these are to us
as the gems of the Noldor: the work of our hearts,
whose like we shall not make again.

J.R.R. Tolkien

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

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ABSTRACT OF THE DISSERTATION

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Professor Sinem Siyyahan, Chair

This study focuses on the familiar topic of workplace bullying, but in a context where it is unexpected: academic libraries. While typically thought of us serene refuges of intellectual pursuit, academic libraries can play host to rivalries, pressures, and incivility in the same manner as is seen in courtrooms, locker rooms, and boardrooms. The university setting and the forces of academic positionality are surprisingly effective at creating opportunities for workplace bullying.

In a scenario where there are continuous interactions between four main groups – faculty, staff, administrators, and students – staff have traditionally been overlooked, and are the most vulnerable. Their vulnerability stems from the fact that they often do not enjoy the protections of tenure that faculty possess, they do not have the organizational authority of administrators, and there is no financial incentive connected with their presence on campus, as there is for students. It is certainly true that there are many nuances glossed over by categorization into these four constituencies. There are different types of students with different needs and perspectives – graduate students, undergraduates, etc. There are different types of faculty as well: associate, adjunct, contingent, and so forth. Yet the fact remains that research is mainly conducted by faculty, and that research focuses disproportionately on faculty and student experiences. The present study seeks to rectify this by inquiring into the experiences of academic librarians and library staff with regard to workplace bullying, whether as target or perpetrator. College and university librarians and library staff were surveyed about their demographics, their mental health and feelings of self-efficacy, and their exposure to workplace bullying. One surprising finding from the responses is that persons who had been in their job for a longer period had a higher likelihood of being the target of workplace bullying.

Chapter 1:

INTRODUCTION

Employee bullying, a form of workplace aggression, is an epidemic afflicting the American workforce (Kircher et al., 2011). Some studies show that as many as one out of every three employees are affected by such aggression each year (Zhou, Yang, & Spector, 2015). If these statistics were representative of a physical ailment, it would be headline news, but because the culprit has more to do with psychology than with virology, many are unaware of the breadth of its reach. Much has been written about workplace bullying in the business world, where there is greater awareness around harassment and other forms of incivility. The relatively small amount of research that has been done on workplace bullying in the context of higher education has focused on faculty or student experiences at the hands of each other or of administrators. For one example of many see Zabrodska & Kveton's 2013 study where "The majority of participants were academic workers employed in research and teaching (51.9 %). Ph.D candidates also involved in teaching and research made up 30.1 % of the respondents" (p.94-95). One group in higher education that has received very little attention is that of staff, particularly staff who are not in administrative roles and who do not teach, such as librarians and student services workers in areas such as financial aid, registrar's office, and so forth. This research examined workplace bullying within the context of higher education, focusing on the experiences of non-teaching, non-administrative staff.

The cultures of higher education and of the business world have a complex relationship to one another. On one hand, they are typically seen as opposites – business values profitability and efficiency, while the academy pursues knowledge and personal growth, neither of which lends itself to stable, predictable growth projections. On the other hand, when each discipline is going

through a period of crisis, the advice most often given is for it to emulate its antithesis. Businesses that have lost their focus or competitive edge are urged to become "learning organizations" that value institutional knowledge and encourage employees to remain with the company in order to retain their understanding of the organization's history and context. Universities that are struggling are advised to become more businesslike by focusing on their market position, reducing their costs and increasing their profit margins (Lamal, 2001). Workplace bullying is one area in which colleges and universities have been extremely, though regrettably, successful in following the corporate model (K. Zabrodska et al., 2011). While most efforts to translate the business perspective into the academy fail more or less, this has not been the case with workplace bullying.

The first research into the phenomenon of bullying was conducted in the context of elementary and secondary schools, and only later were the findings from these studies used to inform researchers' analysis of employment-related behaviors among adults (Chapell et al., 2006). Workplace bullying first emerged as a topic of interest in the for-profit sector in the 1970s and grew to greater prominence in the 1990s, but for most of this period it was assumed that higher education was immune to its effects. Only recently have researchers begun to study how workplace bullying manifests in higher education (Sedivy-Benton, Strohschen, Cavazos, & Boden-McGill, 2014). The last two decades have seen an increasing level of interest in the general subject of bullying, with an understandable emphasis on its prevalence among children and its negative effects on psychological development (Zabrodska & Kveton, 2013). Most people find themselves naturally interested in the subject, because they can relate to it through their own recollections of mistreatment by peers as they were growing up or they perhaps knew someone who was bullied. While not everyone can feel an intuitive connection with some psychological

phenomena, such as obsessive-compulsive behavior, or living with a family member with a substance abuse problem, a majority of people feel bullied at one time or another (Young-Jones et al., 2015). The advent of the Internet, heralded by some as a way for people to connect with one another over great distances, sharing interests and providing support, has also opened up a whole new dimension in which people can mistreat one another, as evidenced by the recent media fascination with the phenomenon of "cyberbullying" (Korkmaz & Cemaloglu, 2010). Over the years, academic interest in bullying has remained high while researchers have sought to study bullying in new contexts, including online communities (Privitera & Campbell, 2009).

Research on bullying has also broadened its focus by including a wider range of subjects as well as contexts. Beginning in the 1990s, bullying was no longer a topic that one might assume referred only to interactions among children and adolescents, because the study of bullying among adults, particularly in the workplace, began to pick up steam. The self-help movement of the 1970s and 1980s had focused mainly on improving understanding of internal psychological processes and of the dynamics of romantic relationships, but by the 1990s the subtleties of employee-employer interactions were of growing interest (DeSouza, 2011). More and more people sought to make themselves more productive and more adept at professional interactions as a pathway to financial success and security, and this inevitably led to increased opportunities for friction (Johnson-Bailey, 2015). Research during this period tended to focus on differences in communication styles and preferences. Eventually, though, it became clear that not all workplace conflicts could be explained as resulting from incompatible communication styles, and that in fact there are those whose preferred method of accomplishment simply involves the exercise of power over others; this led to the characterization of their behavior as an adult form of bullying (Hutchinson, 2012).

In the two decades since, many volumes have been published about workplace bullies – how to identify them, how to understand their behavior, how to avoid becoming their target – but almost all of this work has centered on the business world, and the realm of higher education has been particularly neglected (Frazier, 2011). This is surprising because some characteristics of working in higher education tend to intensify some of the effects of bullying. For example, the availability of tenure means that people in higher education tend to stay in their positions for much longer than is customary in other fields, even when they are suffering from a bully's attentions, due to the job security they enjoy. Tenure is a protection for faculty that makes it very difficult for an instructor to be let go, unless the instructor commits some form of gross misconduct or stops performing his or her duties. Tenure is generally not available for staff employees, most of whom are employed "at will," meaning that they can be let go at any time. The existence of tenure thus sets up a hierarchy of vulnerability within higher education, in which faculty who bully can get away with behavior which, if committed in a commercial workplace, would result in immediate termination. Furthermore, faculty who are victims of bullying may choose to remain in their positions despite the abuse, due to the high level of job security a tenured post entails. Tenure can encourage workplace bullying and enhance the vulnerability of non-tenured employees (McKay et al., 2008).

Academic staff have neither the protection of tenure enjoyed by faculty, nor the sheltered status that students possess due to their financial contribution to the institution. This means that when a bullying-related conflict develops, academic staff often feel, whether realistically or not, that they are the most expendable factor in the equation: faculty are seen as experts who are difficult to replace, and students are sources of revenue, so if someone has to be removed in order to resolve a conflict, a staff member tends to be the least painful choice for the institution.

Although there are situations in which this perception is emotional rather than rational, there are also many scenarios in which this interpretation is wholly accurate. The experience of workplace bullying against academic staff is, therefore, arguably more intense than for other groups, due to the heightened vulnerability of academic staff (McKay et al., 2008).

Furthermore, the research that has examined bullying in higher education has tended to focus almost exclusively on bullying that affects faculty or students –staff at institutions of higher education have been largely ignored, despite the presence of several factors that make them the most vulnerable target group for academic workplace bullying. For reasons such as this, bullying which impacts non-faculty higher education employees is a subject needing further study.

Rationale

Studying non-faculty staff members is an issue of injustice because bullying is the misuse of power against those ill-equipped to fight back, and within the context of higher education, non-faculty staff is the most vulnerable population. Much of the existing research into the dynamics of workplace bullying in higher education concentrates on the experiences of faculty being victimized by students or administrators (Katerina Zabrodska & Kveton, 2013). A much smaller segment of the literature focuses on the experiences of students being bullied by peers or by faculty (Young-Jones et al., 2015). The number of studies exploring workplace bullying involving non-teaching, non-administrative university and college staff is extremely small compared to the studies looking at students and faculty. This lack of attention represents a gap in the collective understanding of how workplace bullying affects non-teaching, non-administrative staff, and the goal of the present study is to begin to fill this gap.

To address this gap in the literature, this study investigated the experiences of the non-faculty staff members, specifically librarians, to broaden our understanding of the phenomenon of academic workplace bullying. One challenge is that non-teaching, non-administrative staff can be a somewhat amorphous group to define (it could include staff from the registrar, financial aid, academic support, and other offices) and to get in touch with. For this reason, the present study is limited to the experiences of librarians at a college or university, since they are easier to define (their positions are distinct because they require a Master's degree in library science) and easier to reach (librarians are famous for their attention - some would say addiction - to Internet listservs and other forms of online communication). Librarians are also driven to help others, so it is expected that their participation rate in the present study will be higher than it would be if another group had been selected.

Research Questions

The purpose of this study was to ask some of the same questions that other research has posed regarding workplace bullying in higher education, but to investigate these questions in the context of librarians and library staff, who have been mostly ignored in the higher education workplace bullying literature. To this end, this study addressed the following research questions:

1. Is there a correlation between victimization and bullying in higher education?
    a. Is gender a moderator between victimization and bullying?
2. Is there a significant difference between female and male academic librarians with respect to victimization, bullying, family dynamics, mental health, and self-efficacy?
3. Does age and length of time working at the university library predict victimization and bullying among librarians?

a. Does the age of a librarian, and/or the number of years working in their current position, impact librarians' victimization experience?
b. Does the age of a librarian, and/or the number of years working in their current position, impact librarians' bullying experience?

Overview of Methods

This study used a survey method to understand the experiences of employees at academic libraries with workplace bullying. The questions used in the survey are drawn from other assessment instruments that have been used by workplace bullying researchers (Einarsen et al., 2009; Epstein et al., 2012; Mäkikangas et al., 2006; Schwarzer & Jerusalem, 1995). The constructs that were measured are (1) frequency and intensity of experiences of being bullied (i.e. being a target), (2) frequency and intensity of experiences of bullying others (i.e. being a perpetuator), (3) the direction of the bullying and perpetuator (i.e. administrator, faculty, colleague, or student), and (4) self-reports of self-efficacy, family functioning, and mental health. The survey was distributed via email, targeting Internet listservs that focus on issues of interest to librarians. Participants had a month to complete the survey. The responses to the survey were anonymous, and 335 librarians participated in the survey . Participants' responses were analyzed to describe the frequency and severity of workplace bullying and for correlations between experiences of workplace bullying and family well-being, individual mental health, and feelings of self-efficacy.

Terminology and Definitions

To understand the phenomenon of workplace bullying and the ways it plays out in higher education, it is necessary to clarify the terms that are used in the literature, and the specific

meanings they carry in the context of the topic. The study of academic bullying has given rise to some new terminology, as well as to some repurposing of terms traditionally used in other contexts. These are:

- ***Academic workplace bullying*** is a specific type of bullying within the larger category of workplace bullying and is distinguishable because it occurs in the work environment of a college or university.
- A ***bully*** is one who commits bullying behavior. A bully is sometimes referred to as a perpetrator or abuser as well.
- ***Bullying*** is the use of a power differential, whether physical or social, to compel another person to act or refrain from acting, or to inflict suffering upon them. For a behavior to qualify as bullying, it must also occur over an extended period of time, and it must target a specific person or persons, rather than being directed toward everyone, or toward all members of a given class (women, the elderly, etc.).
- ***Bystanders*** are like witnesses to acts of bullying. The main feature that distinguishes the two groups is that with bystanders, there is no suggestion of an inherent ability to intervene to stop the bullying.
- ***Covert bullying*** is bullying that is not obvious to anyone other than the bully and the victim. Some who bully prefer to keep the behavior a secret, as this may protect them from consequences and may intensify the suffering and isolation of the victim. An example of covert bullying would be sabotaging a coworker's work product just before its delivery deadline.

- ***Cyberbullying*** is bullying that occurs online, typically on a social media platform in which the bully's abuse of the victim is visible or otherwise apparent to other people.
- ***Direct bullying*** is bullying that involves unmediated interaction between bully and victim, making the source of the abuse unambiguous to the victim. Direct bullying may still occur even when bully and victim are not physically present at the same location.
- ***Incivility*** is rude or inconsiderate behavior that does not rise to the level of bullying either because it is limited in duration, or it is nonspecific in whom it is targeted at.
- ***Indirect bullying*** is the opposite of direct bullying and occurs when a bully inflicts abuse on a victim that is mediated either by other persons or by time or circumstances, so that the victim may not be entirely sure about the origin of the abuse. An example of this would be a bully changing a departmental policy that the bully knows will only adversely affect one person: the victim.
- ***Mobbing*** occurs when a person suffers from being bullied by two or more people acting in concert or with knowledge of each other's behavior; in other words, it amounts to bullying by a group rather than by an individual (Keashly & Neuman, 2010).
- ***Overt bullying*** is the opposite of covert bullying - it is obvious to any observer in its vicinity. For example, mocking a person's suggestion at a staff meeting could be an example of overt bullying.

- ***Target*** is the term preferred over the more traditional *victim* to describe those at whom bullying is directed (Matthiesen & Einarsen, 2007).
- ***Witnesses*** to bullying are individuals who see bullying behaviors occur, although those behaviors are not directed at them. Witnesses may be able to corroborate a victim's reports of mistreatment, or they may be afraid to speak up for fear of becoming targets themselves. Some bullies prefer to have witnesses to their abuse because it intensifies the victim's feelings of shame, while other bullies avoid the presence of witnesses to their abuse. Unlike bystanders, the term witnesses imply an ability to act in some fashion to mitigate the bullying.
- ***Workplace bullying*** is a broad enough term that it can be difficult to pin down exactly what is being described.

Chapter 2:

LITERATURE REVIEW

This study examines several components of the academic workplace bullying literature. Information about how bullying is defined and identified is first prevented, to make it easier to determine what is and is not bullying. Next, the major forms that bullying may take are reviewed. After this, the discussion turns to the ways that bullying in the workplace and elsewhere can overlap with other forms of incivility, making the classification of the behavior difficult. This leads to a review of the similarities and differences between the conventional business workplace and the higher education workplace, how these facilitate or obstruct bullying. To conclude the literature review, Bronfenbrenner's ecological systems theory is described in order to explain why it is being used as this study's theoretical model (Onwuegbuzie, 2013).

The workplace bullying literature, as noted previously, is a branch of the larger tree of research into social and emotional interactions and processes; the more accessible material in this area is referred to as "self-help" literature, while the more taxing generally falls within the purview of psychology or psychiatry (Beckmann, Cannella, & Wantland, 2013). Self-help books are often criticized for encouraging what is called a "victim mentality," in which every member of society is implicitly encouraged – by the public attention and sympathy given to those who have been ill-treated – to define themselves as victims of this or that form of trauma or abuse. The literature of workplace bullying has been influenced by this background issue, as can be seen in the alternating use of the terms such as "target" and "victim." While linguistic and cultural traditions make it seem natural to refer to anyone who has been subjected to any type of negative act as a "victim," there is now a contrary tendency that has developed as a kind of backlash against the self-help movement, rejecting the status of victimhood because it usually

implies that one is helpless and forever damaged by the abuse (Maass, 2010). Advocates of this perspective prefer alternate terms to describe those affected by bullying and other forms of abuse; in the bullying literature the most common choice is "target," because it accurately describes the fact that the bully is directing the abuse at a particular person with the intent to harass, but it does not depict the target as weak or somehow deserving of the abuse (Riley, Duncan, & Edwards, 2011).

An important point about the study of workplace bullying is that it can be challenging to convince the research community to take it seriously, not least because the very word "bullying" is one typically associated with childhood and thus easily discounted as a matter of serious interest. For this reason, some authors instead choose to use the term "workplace harassment," although this invites confusion with issues of sexual harassment that can be, but are not necessarily, coincident with workplace bullying (Kircher, Stilwell, Talbot, & Chesborough, 2011). Using the term "harassment" as a substitute for "bullying" does have the advantage of emphasizing the systematic, repeated, and deliberate aspects of bullying. One does not casually or inadvertently harass someone - harassment is a deliberate act of aggression, as is bullying, but it somehow sounds more sophisticated and "grown up." This is likely due to the frequent use of the term "harassment" in legal proceedings and criminal codes. The terms diverge somewhat, however, in the forms of violence they imply. Harassment tends to inspire thoughts of psychological and emotional aggression, while bullying embodies the threat or actual experience of physical harm.

What is Bullying?

A common misconception about bullying in the workplace is that any situation one experiences as unpleasant may be defined as bullying. Using this type of broad definition would

mean that being asked to clear a printer jam could be considered bullying by a person who had a particular dislike of that task. Or, having to go on a business trip with a loud and obnoxious colleague could suddenly be interpreted as the abuse of a bullying manager.

Clearly, neither of these scenarios constitutes bullying, and this is likewise true of many bullying allegations. The bottom line in the modern workplace is that just because a person is rude or inconsiderate, this does not mean that this person is also a bully; some people are just rude or inconsiderate to everyone, regardless of one's identity or one's membership in an identifiable group (women, the elderly, etc.). For workplace conduct to rise to the level of bullying, something more is required: an additional degree of specificity that makes the behavior *personal*.

In general, "bullying is an escalating process in the course of which the person confronted ends up in an inferior position and becomes the target of systematic negative social acts," and it must also "occur repeatedly and regularly (e.g., weekly) and over a period of time (e.g., about six months)" (Beckmann et al., 2013). This definition attempts to inclusively define the types of negative behavior that fit within the category of bullying, but to exclude – through the requirement of systematic behavior over an extended period – what might be thought of as "random acts of unkindness," i.e., the everyday rudeness and thoughtlessness that, however frustrating it may be, is not intended to harass.

Forms of Bullying

Direct and Indirect Bullying

Researchers have distinguished many different types of bullying that can occur. A number of these were suggested in the work of Dan Olweus, a Norwegian researcher who studied the phenomenon of bullying among children in Norwegian schools, as well as the effects

of involvement (as target or perpetrator) with bullying on later life (Olweus, 1978). The bullying research that Olweus pioneered in school settings set the stage for the broad interest in workplace bullying that captured the attention of researchers in the years that followed. Olweus observed that bullying could be direct or indirect. Direct bullying involves a negative interaction (verbal or nonverbal) between the target and the perpetrator, which occurs without being mediated by another person and without the bully and victim being separated in time; indirect bullying does not (Kauppi & Pörhölä, 2012). For example, it is possible to bully someone simply by excluding that person from activities that others are allowed or encouraged to participate in; this is an example of indirect bullying, because it does not involve unmediated, verbal or nonverbal interaction between bully and victim (Osterman, 2010). Verbal bullying could be using harsh words, shouting, etc. while nonverbal bullying could be physical (pushing, shoving) or nonphysical (rude gestures). Olweus also noted that an essential component of bullying is the presence of imbalance of power between the perpetrator and the target - parties with equal power are not able to bully one another, although other forms of incivility may still be possible. Furthermore, Olweus observed that in most cases bullies selected targets that appeared to be vulnerable in some way, such as being the "new kid" at school or having a characteristic that set them apart from others. Finally, Olweus found to his surprise that involvement with bullying while at school does not reliably predict such involvement later in life, though it does make one more likely to experience depression in young adulthood (Olweus, 1994).

Physical and Emotional Bullying

Several other forms of bullying have been defined and distinguished, such as the contrast between physical and emotional bullying. Physical bullying involves unwanted physical contact or the threat thereof, such as pushing or grabbing someone or threatening to strike someone.

Emotional bullying does not involve physicality and instead is an assault upon the target's feelings of self-worth and competence (Ayoko, Callan, & Hartel, 2003). Both physical and emotional bullying can be equally destructive - one need not fear for one's physical safety for bullying to be "real." Bullying may also be overt or covert, meaning that some who bully thrive on secrecy while others feel no need to conceal their abuse and may even inform others of it. In many ways, the dichotomy between overt and covert bullying is like that between direct and indirect bullying; covert bullying is usually indirect, and overt bullying is usually direct (Baillien & De Witte, 2009).

Cyberbullying

The advent of the Internet has caused yet another type of bullying to be added to these: cyberbullying, which occurs online, often through cell phones (e.g. texting) and social media. Cyberbullying is interesting because it crosses boundaries and challenges assumptions about traditional thinking regarding bullying. Because of the anonymity that is available online, where people can assume false identities easily, cyberbullying can be both overt and covert at the same time. That is, a target might be aware that he or she is being bullied, but not know whom the perpetrator is (Minor, Smith, & Brashen, 2013; Washington, 2015).

Cyberbullying has traditionally not been thought of as something that occurs in the workplace, but that perception is changing as technology is incorporated into more aspects of the workday. A 2009 study of manufacturing employees found that slightly more than ten percent of respondents reported experiencing cyberbullying (Privitera & Campbell, 2009), while in 2015 a study of doctors in training found a cyberbullying rate of nearly fifty percent (Farley, Coyne, Sprigg, Axtell, & Subramanian, 2015). Much of this variation seems to be attributable to the

doctors' greater reliance upon technology providing more opportunities for negative interactions online.

Mobbing

Most people assume that bullying is a fundamentally solitary activity, for both the person being bullied and the abuser; that is, the customary understanding of the phenomenon of bullying presumes one person being targeted for abuse and one person inflicting the abuse (Korkmaz & Cemaloglu, 2010). This presumption is countered in the literature on workplace bullying by a concept known as mobbing. Early research appears to show that the effects of mobbing upon the victim are noticeably different from the effects of being bullied by a single perpetrator. Usually the experience of mobbing is characterized as much more intense and pervasive in comparison to single-actor bullying, possibly because the participation of multiple abusers makes the bullying feel worse, as the target feels assailed from all sides and unable to seek refuge without encountering another of those doing the mobbing (Packer-Williams, 2011). Mobbing appears to occur in higher education more frequently than it does in other workplace settings. Some research appears to show that this is related to the fact that in the field of higher education, people tend to stay in their jobs longer. This is due to the availability of tenure for faculty, which encourages employees to stay in their jobs by providing additional job security and related benefits. The hypothesis is that because higher education employees with tenure tend to stay in their jobs longer, they have more time and thus more opportunities to be drawn into ongoing conflicts (Raineri, Frear, & Edmonds, 2011). Although "mobbing" is clearly an evocative term, some research has avoided its use because it is likely to confuse those not familiar with its meaning in the context of workplace harassment. Thus, the term is only used in some of the bullying literature, and where it is used at all it may refer to group bullying, or it may

occasionally be used as a synonym for any kind of bullying. The fact that the term is subject to so many different interpretations make it somewhat problematic, to say the least.

Difference Between Bullying and Other Forms of Incivility

One of the challenges inherent in the study of a particular kind of incivility, such as workplace bullying, is that it can be very difficult to disentangle one form of unpleasant behavior from other, superficially similar forms (Farrington, 2010). The demands of the modern world require people to balance many different roles and responsibilities – employee, spouse, sibling, parent, child, friend, etc. – while also operating under deadlines and managing limited amounts of time and finances. This creates a great deal of pressure, which not everyone is able to manage effectively. At the same time, the forces of globalization and decades-long struggles for civil rights make it possible for people of different ethnicities, religions, ages, abilities, genders, and sexual orientations to encounter one another on a regular basis (Lee, 2010). This is undoubtedly a positive development, but it also provides added opportunities for friction as people encounter others with worldviews markedly different from their own. Periodically this friction finds expression in acts motivated by racism, sexism, homophobia, ageism, ableism, and other types of bias or prejudice; people have an unfortunate aptitude for finding new justifications for treating one another poorly (Vega & Comer, 2005).

The problem that this creates for those studying workplace bullying is one of attribution. That is, it becomes difficult to know if a set of behaviors that one party labels as workplace bullying is not actually a hate crime, or gender discrimination, or some other form of expressed bias (Misawa, 2010). A person who continually interrupts a coworker, for example, might do so as part of a pattern of bullying behavior with the goal of disheartening the target over time, or the interruptions could instead be traced back to a more generalized antipathy toward a group that

the person being interrupted belongs to, or is perceived to belong to. This hypothetical example points to the key feature which makes it possible to distinguish between bullying and other forms of incivility: generality versus particularity (Tuckey & Neall, 2014). A quintessential quality of bullying is that it is eminently personal – the target is selected as a target because of qualities unique to him or her (at least in the eyes of the perpetrator). Bullies do not target whole classes of people such as women, Jews, Latinos, etc. If they do, then their behavior is not bullying but some other type of unsavory behavior such as sexism, anti-Semitism, or racism. Bullying is not focused on the target's demographic characteristics, but on who the target is as a person. In a sense, it is almost color-blind because it is the enactment of an antipathy that underlies surface qualities such as race and sex (DelliFraine, McClelland, Owens Erwin, & Wang, 2014).

As one begins to develop the ability to distinguish between bullying and other forms of incivility, a question that naturally arises is whether there are causal relationships between the various categories of behavior (Cassell, 2011). In other words, does generalized incivility in its many forms cause bullying, or vice versa? The consensus among researchers is that while some forms of incivility can lead to incidents of bullying, the reverse is extremely unlikely to occur. That is, there are times when a perpetrator's racism, homophobia, or other uncivil behavior can bring to his or her attention an individual whom the perpetrator later targets for bullying, but it is virtually unheard of for a person to begin bullying a target and then gradually develop an antipathy towards others seen as sharing some of the target's characteristics (Gorlewski, Gorlewski, & Porfilio, 2014). This would be akin to a person who has not previously exhibited bias toward Asian Americans bullying a target who is Asian American (for example), and as a result developing an aversion to all Asian Americans – this progression of events simply does not make sense, and there is no evidence to suggest that it occurs. However, evidence does

suggest that the reverse occurs, meaning that a non-bullying form of incivility can sometimes develop into bullying. This happens because some instances of bullying, and many instances of mobbing, begin with some type of precipitating conflict (Hecker, 2007). This precipitating conflict can be something as innocuous as a dispute over a parking space, or it can trace its origins to generalized incivility on the part of the future bully, as when someone who is biased against a particular group act on this bias, producing a conflict with a member of the group, and this conflict develops into bullying or mobbing. As Hecker observes, "Any personal factor which may set a person apart from the solidarity of the group may lead to mobbing if an unresolved conflict arises" (p. 442). This explains why, for example, persons with disabilities are the targets of mobbing much more often than are people without disabilities (Leymann & des Österreichischen Gewerkschaftsbundes, 1995). Their disability causes them to be perceived as different from other members of the group, and this sets the stage for them to be targeted for bullying.

Business Workplace vs. Higher Education

The standard that higher education is usually compared against in the literature is the business world, in which profit and productivity are the primary motivators, roles and their associated duties are clearly defined, and the workforce has a high degree of mobility, meaning that employees frequently change roles and employers. Higher education as a work environment possesses several characteristics that set it apart from this business model (McKay, Arnold, Fratzl, & Thomas, 2008). The most obvious of these is the system of tenure, which provides for faculty a degree of job security largely unknown in the commercial sector. Most employees outside of higher education and the public sector are "at will," meaning that the employer can terminate them at any time, for just about any reason, and that the employees are likewise free to

resign at any time, as opposed to employees under contract, who would be required to fulfill the terms of the contract. Tenure provides protection for faculty against being arbitrarily fired; it is still possible for a tenured faculty member to be terminated, but only in cases of extreme and well-documented misconduct (Maguire, 2001). The purpose of tenure is to protect faculty from being targeted for unpopular views. The purpose of faculty in society is to teach and to further the advance of knowledge through research and publication, and traditionally society has provided the protection of the tenure system as a way of ensuring that faculty will feel free to create knowledge even when it might be unpopular or against the interests of the rich and powerful (McCulloch, 2010). To consider an extreme example, if there were no tenure protection, then a professor researching the development of electric cars might justifiably fear that wealthy oil companies could pressure the university administration to fire him or her, to maintain their profitable business of producing gasoline for cars with combustion engines. With the protection of tenure, however, the researcher can carry on his or her work without the burden of such fears (McKay et al., 2008).

However, at the same time tenure protects innocent faculty from inappropriate influence, it can also protect faculty who engage in workplace bullying from facing any significant consequences for their behavior (Coleyshaw, 2010). Workplace bullying typically does not take place within sight of an objective audience, nor does it leave behind evidence that it occurred; instead, it is characterized by a long series of incidents in which the target is made to feel powerless and inferior (Dentith, Wright, & Coryell, 2015). This makes it extremely challenging to hold perpetrators accountable when they are faculty with the protection of tenure, because there is usually no way to document the misconduct enough to overcome the protection of tenure. This allows the perpetrator to remain in his or her position with relative impunity, for

much longer than would generally be possible in the private sector. In fact, all higher education employees – those with tenure and those without – tend to remain in their jobs for longer than is common outside the sphere of higher education (Clark, Werth, & Ahten, 2012). This longevity is another factor that tends to encourage bullying in the higher education workplace, because bullying is a phenomenon that develops over time as people come to know one another, and it is a pattern of behavior that plays out over an extended period. This means that the longer one stays in a position, the greater the opportunity there is for workplace bullying to occur (Hutchinson, 2012).

Overall, the higher education environment possesses characteristics that tend to encourage workplace bullying - job security and positional longevity (the tendency for a person to stay in a job longer) - and lacks qualities that tend to discourage workplace bullying: clearly defined roles and duties, and workforce mobility (the availability of opportunities for transfer or promotion - see Table 1). Zabrodska & Kveton, citing Keashly & Neuman, observe that

> several work and organizational features of the academic profession… help explain the high bullying rates in higher education… longer relationships among employees provide greater opportunities for interpersonal conflicts… academic workers characteristically have a strong sense of entitlement and demands for individual autonomy which, if unmet, may trigger bullying (2013, p.92).

These qualities, as well as the "high performance expectations typical of academia which are combined with subjective and vague criteria for performance evaluation," (p.92) both define the higher education workplace and set the stage for a surprising amount of incivility.

Table 1: ***Comparison of Workplace Bullying in Higher Education and Business***

	Higher Education	Business
Clear roles/duties		✓
Workforce mobility		✓
Job security, tenure	✓	
Positional longevity	✓	
Indirect communication	✓	
High level of autonomy	✓	

The academic workplace has other characteristics that make it especially likely for bullying to occur (Keashly & Neuman, 2010). This is not to suggest that the work of higher education is particularly brutal, rather that higher education's traditions cause certain organizational dynamics to play out in ways that facilitate bullying. This is unusual in comparison with workplaces in the private sector, when different types of dynamics are at work. Observers often find the idea of bullying in higher education surprising because it is so much at odds with the culture's idealized vision of higher education as a place of refuge from the hardscrabble world of daily commerce, an oasis overflowing with ideas and genteel debate (Dentith et al., 2015). Otto von Bismarck's famous observation that "If you like laws and sausages, you should never watch either one being made," is widely seen as applicable to higher education as well (Pear, 2010).

The Higher Education Type

In addition to issues that pertain to the structure of the employment experience in higher education, also relevant are certain characteristics of the individuals employed at colleges and universities. These characteristics are more internal to the people in question, having to do with the skills and proclivities common to those drawn to working in higher education. Some of the traits common to higher education employees also play a role in facilitating workplace bullying, such as the tendency to deal with conflict indirectly rather than directly. The context of higher education supports this indirect approach through its emphasis on collegiality among faculty, staff, students, and administrators – the attitude is that everyone is working together to promote the development and dissemination of knowledge, so when disagreements arise it is best to handle them delicately rather than out in the open where egos would have a greater chance of being bruised. While this approach has some merit, it also increases the chances that some conflicts will be only partially or temporarily resolved, leaving issues and resentments simmering under the surface. From time to time such resentments are acted out through bullying and other forms of aggression, whereas dealing with them openly and directly in the first place might have put an end to the matter (Gorlewski et al., 2014).

Indirect Communication

Indirect communication can be especially difficult when it occurs between parties who do not interact with one another frequently or at great depth. Many in higher education, especially faculty, have great degree of autonomy (Cassell, 2011). This is attributable to the fact that a typical faculty member is an expert in a narrow field such as medieval French history or organic

chemistry, and there are few if any colleagues at the institution who specialize in exactly the same thing. The role of faculty is largely one of acting as quasi-independent experts responsible primarily for teaching, conducting their own research, and participating in some committee work. This is much different that the type of highly interdependent work roles found in other fields; for example, at software companies there is often a need for people from sales, support and development to interact with each other many times each day. While interdependent employees must learn to interact with one another in productive and positive ways, those in more independent roles such as faculty have fewer opportunities to practice such behavior (Morse, 2010). This can tend to promote bullying and other types of incivility, because those who operate autonomously most of the time are in a sense protected from the consequences of their mistreatment of others.

The Habit of Autonomy

The infrequency with which many faculty engage in interdependent work is reminiscent of another aspect of higher education which fosters bullying: most higher education managers rise to supervisory status not because they possess superior managerial skills, but because they are willing to take on administrative duties in addition to their teaching and research responsibilities (Oravec, 2012). This is in sharp contrast to how things are run in the business world, where – ideally at least – employees are promoted into managerial positions based on their aptitude for the skills supervisors need to possess: communication skills, impartiality, empathy, willingness to see issues from multiple angles, and so forth. In higher education, on the other hand, managerial duties often are assigned to faculty who has achieved noteworthy stature in their field of specialization (Lee, 2010). Thus, many faculty managers epitomize the adage

that “What got you here won’t get you there,” i.e. the skills that won them prominence (research and/or teaching ability) have little to do with the skills they will need if they are to succeed as managers. What this means in practice is that there is a greater chance for faculty managers confronted with challenging situations to make managerial errors, which can not only fail to resolve conflicts, but can in some cases make conflicts worse by imposing resolutions that appear to be unfair or impractical (Trépanier, Fernet, & Austin, 2015). Poorly resolved conflicts such as these produce other negative effects, like ripples in a pond radiating outward from a stone thrown into the water. These negative effects and can be the triggering conflict (described above) for a person who feels aggrieved to begin bullying a target perceived whom they perceive to be guilty of some form of wrongdoing. For example, a faculty manager might be required to resolve a conflict over a faculty parking space, between a twenty-year veteran instructor and a newly-tenured “superstar” researcher who has just secured a multimillion dollar research grant. Failing to find a resolution that is palatable to both parties is sure to leave simmering feelings of resentment, yet all too many faculty managers find themselves juggling such dilemmas without the experience or training they need to be successful (Sebok & Rudolph, 2010).

Theoretical Framework

This study is informed by the ecological systems theory. This theory was developed by the developmental psychologist Urie Bronfenbrenner (1979). Ecological systems theory frames the individual as operating within five different spheres that are distinct yet overlapping. The five spheres are the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem (Onwuegbuzie, 2013).

Bronfenbrenner’s theory informs the present study because the theory emphasizes the importance to the individual’s development and well-being of that individual’s interactions and

relationships with others. The microsystem is composed of those relationships the individual has directly with others in the home and family, in the workplace, and in similar settings. These relationships are characterized as bi-directional, because the individual is influenced by others (parents, coworkers, and so forth) while the individual influences those others - the influences flow in both directions (Darling, 2007).

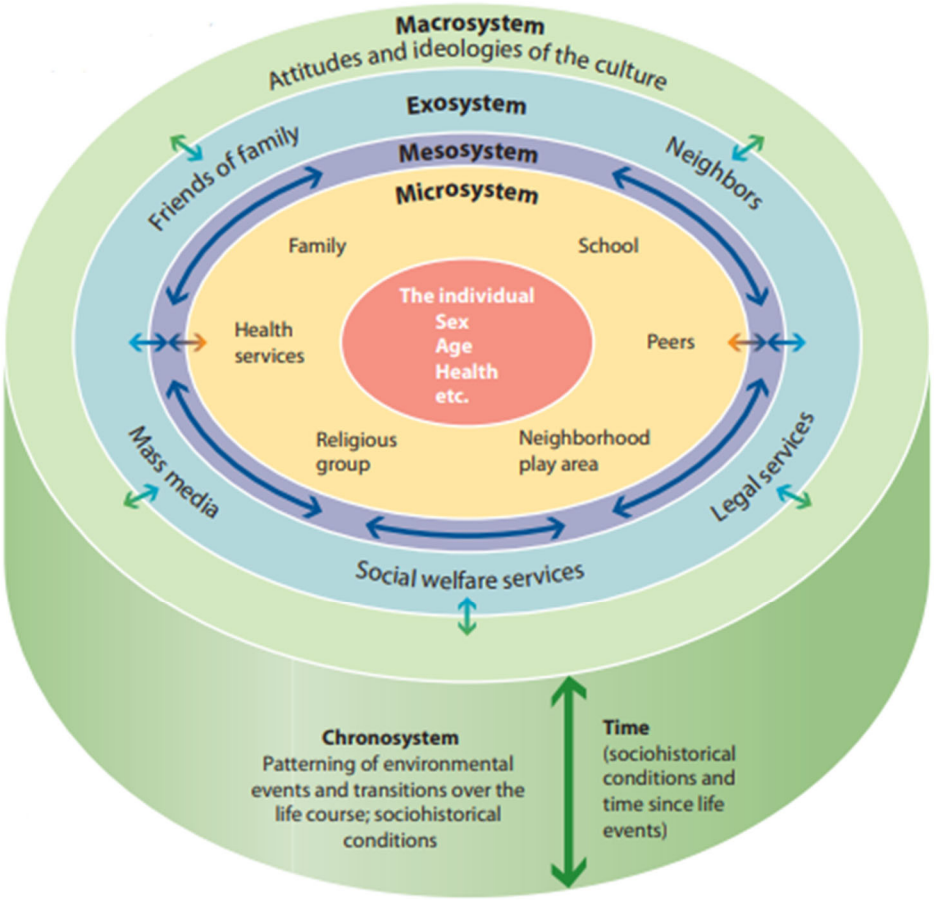


Figure 1: ***Bronfenbrenner's Ecological Systems*** **(Santrock, 2018, p.25)**

Ecological systems theory is a useful model to apply to the studying of workplace bullying because it acknowledges at the outset the complex etiology of the phenomenon. "Workplace bullying induces situational stress across all layers of the ecological model with the victim being physically and psychosocially affected as well as her observers, family members,

managers, workplace organization, policymakers, courts and national health care system" (Bone, 2015, p. 264). Just as individual identities are constructed dynamically through interactions at multiple levels of relational context, so too can the origins of bullying be traced to many different layers of complexity. Bullying is essentially the systematic and personalized misuse of power by the strong against those who are vulnerable, and this dysfunction can be seen at all levels of society, from the political to the workplace and social circle, all the way down to the family system in which an individual is embedded. At a deep structural level, the personality and behaviors that affect it, such as bullying, both can be understood through the lens of ecological systems, and the ancient, mystical phase, "As above, so below" (Dupper, 2013, p. 85).

Bronfenbrenner's model is well-suited to the study of bullying in the workplace. As Bone explains,

> Ecological systems theory research should illuminate connections between layers such as relationships between the employee and broader societal ideologies, the bureaucratic system associated with their workspace, and the family and colleagues that the employee engages with. Using the BM ["bioecological model," an updated version of Bronfenbrenner's theory] as an exploratory research approach provides a holistic framework within which issues, both known and unknown, concerning employee well-being, can be brought to light. (Bone, 2015, p. 260)

Within this broad outline, there are several ways researchers can frame workplace bullying scenarios so that they align with the ecological systems model. One can view the incident of bullying as occupying the central role normally reserved for the individual, and then each layer of concentric circles is a different constituency affected by the bullying: the target of the bullying is the microsystem, the mesosystem consists of the target's manager and departmental team, the exosystem is the organization as a whole, and the macrosystem is the country or societal context (Johnson, 2011). Or, one may instead look for connections between

each of the system levels Bronfenbrenner defines, and the various groups that bullying research tends to consider: “individual; dyadic; group; organizational; and societal” (Berlingieri, 2015, p. 343). Each of these and similar approaches is useful in its own context, suggesting that the most helpful approach for researchers is not to choose one and ignore the others, but to keep all models in one’s toolkit. An approach that is particularly promising for the present study is one that defines Bronfenbrenner’s mesosystem as, among other things, the interrelation of multiple microsystems. This provides a framework for understanding the way that workplace bullying can cause the microsystems of the workplace and the home to interact with one another through the medium of the individual, as when a person who suffers abuse at work brings home the negative consequences of bullying and acts them out with family members (Espelage, Berry, Merrin, & Swearer, 2013).

Measuring Bullying in the Workplace

A variety of different instruments have been used to study workplace bullying. Table 2 lists several studies and the type of assessment used. Many surveys of workplace bullying attempt to capture information about the frequency and severity of the bullying. Significant attention is also paid to the consequences of the bullying: emotional, professional, and familial. Instruments tend to fall into two large categories: those that explore qualities that are predictive of workplace bullying, and those that explore the consequences of workplace bullying. Prediction-oriented studies are concerned with what personality types or what situations are more likely to allow bullying behaviors to develop or to continue. Consequence-oriented studies focus on what happens after workplace bullying takes place: is the perpetrator punished, does the target experience ongoing distress, and so on.

Table 2 : ***Partial List of Surveys Used in Workplace Bullying Studies***

Principal author	Year	Instrument Name	Higher Ed?
Ayoko	2003	Rayner 15 item employee experience scale (1999)	N
		Rayner 11 item emotional reaction scale (1999)	N
		Fox & Spector 27 item counterproductive behavior scale (1999)	N
Baillien	2009	Negative Acts Questionnaire (Einarsen and Raknes, 1997)	N
Beckmann	2013	Negative Acts Questionnaire - Revised	Y
Chapell	2006	Olweus Bully/Victim Questionnaire (1996)	Y
Clark	2009	Incivility in Nursing Education (INE) Survey	Y
Clark	2012	Incivility in Online Learning Environment (IOLE) Survey	Y
DelliFraine	2014	34 questions, including open-ended, multiplechoice, and yes/no	Y
		-- McKay, Arnold, Fratzl, and Thomas (2008)	
		-- Namie & Namie, 2003	
DeSouza	2011	Academic Contrapower Harassment (ACH) scale	Y
Erkutlu	2014	Turkish adaptation of the Negative Act Questionnaire- Revised	Y
Galanaki	2012	NAQ-32	N
Head	?	NAQ	N
Hoel	2010	Bergen Bullying Indicator (Einarsen & Raknes, 1991)	N
Iftikhar	2014	reduced version of NAQ using 17 items	Y
Korkmaz	2010	NAQ	N
Krestelica	2005	47 item homemade	Y
Lewis	2002	3 page homemade	Y
Lewis	2008	NAQ (1997, 22 items)	N
Matthiesen	2007	NAQ (18 items)	N
McKay	2008	homemade 53 items	Y
Minor	2013	homemade 19 items	Y
Mourssi-Alfash	2014	NAQ-R (22 items)	Y
Pope	2010	NAQ (18 items)	Y
Qureshi	2014	NAQ-R (17 items)	Y
Raineri	2011	9 item homemade	Y
Rayner	2003	31 item homemade	N
Riley	2011	44 item homemade	N
Thomas	2005	homemade based on Rayner 1998	Y
Trepanier	2015	NAQ-R (22 items)	N
Tuckey	2014	10 items from NAQ	N
Young-Jones	2015	Perceptions of Bullying Questionnaire (PBQ) [homemade]	Y
Zabrodska	2013	NAQ-R	Y

The present study concentrates on several dimensions of workplace bullying. The first of these is the bullying itself - its frequency, intensity, and so forth - as the individual experiences it. Another dimension explored is family functioning, which is concerned with the effects, if any, of bullying on the individual's microsystem. In addition, the dimensions of mental health and self-efficacy are assessed to identify any connections between these and a person's involvement with workplace bullying.

Summary

Overall, this chapter introduced the main concepts and terminology of the topic of workplace bullying, and has also explored the issue of intersectionality, or the ways in which workplace bullying tends to become entangled with other types of antisocial behaviors, such as racism, homophobia, gender discrimination, and so forth. This chapter also discussed certain organizational structures common to the field of higher education that have been found to facilitate workplace bullying. It is ironic that the field of higher education, widely seen as being a place of refuge and contemplation compared to the fiercely competitive world of private enterprise but possesses several qualities that make it possible for workplace bullies to operate with relative impunity so long as they remain within the ivory tower.

Several noteworthy points have emerged from the literature. First, majority of research on workplace bullying focuses on faculty, students, or administrators. Little, if any, research concentrates on the experiences of non-teaching, non-administrative employees as targets or perpetrators of workplace bullying. Second, the nature of workplace bullying is such that it tends to spread. While common sense might suggest that a person who has been targeted by bullying would understand how painful it is and therefore be less likely to bully others, research has shown that this is not always the case. In fact, there is evidence to suggest that having

experienced workplace bullying as either a target or as a perpetrator makes one more likely to bully others in the future (Linton and Power, 2013). This suggests a need to take an ecological perspective onto the issues of bullying to understand the interactions between the individual and the environment, and how individual experiences in one context (i.e. workplace) intersect with other spheres of life (i.e. family).

Research Questions

The purpose of this study was to ask some of the same questions that other research has posed regarding workplace bullying in higher education, but to investigate these questions in the context of librarians and library staff, who have been mostly ignored in the higher education workplace bullying literature. To this end, this study addressed the following research questions:

1. Is there a correlation between victimization and bullying in higher education?
    a. Is gender a moderator between victimization and bullying?
2. Is there a significant difference between female and male academic librarians with respect to victimization, bullying, family dynamics, mental health, and self-efficacy?
3. Does age and length of time working at the university library predict victimization and bullying among librarians?
    a. Does the age of a librarian, and/or the number of years working in their current position, impact librarians' victimization experience?
    b. Does the age of a librarian, and/or the number of years working in their current position, impact librarians' bullying experience?

Chapter 3:

METHODOLOGY

The purpose of this survey study was to gather information that will further the collective understanding of the workplace bullying experiences of non-teaching, non-administrative staff in higher education; specifically, librarians at colleges and universities. This group has been almost entirely excluded from prior research into the effects and prevalence of workplace bullying. Because of this omission, there is a lack of reliable information about the scope and severity of the problem of workplace bullying in academic libraries. To remedy this, a survey was constructed, drawing upon instruments that have already been employed for studying workplace bullying in other contexts. A survey is the most appropriate method of gathering data in this situation because it allows information to be collected from many individuals who might share similar experiences. The findings from this study can be later used to develop more targeted methods of preventing and ameliorating workplace bullying in colleges and universities.

Participants

The participants in the study were librarians and paraprofessionals working in college and university libraries. The survey was active for three weeks between February and March 2018. During this period, complete responses were submitted by 335 participants out of the several thousand people who subscribe to one or both listservs. In this chapter, noteworthy results are presented in separate sections corresponding to the set of questions in the instrument that they originate from.

Employees of academic libraries tend to be Caucasian (85%), female (60%), and over age 35 (58%) (Fourie & Loe, 2016). Consistent with the literature, the respondents of the survey were 87% Caucasian, 85% female, and 57% above the age of 40, which suggests the sample

collected was representative of the librarian population. Participants were recruited from two of the highest traffic listservs operated by the Association for College and Research Libraries (ACRL), a division of the American Library Association (ALA). These are the College Libraries Section of ACRL (collib-l@lists.ala.org) and the University Libraries List (uls-l@lists.ala.org). Together, these listservs reach the majority of academic librarians in the United States and each has a large number of international members as well. Librarians based outside the United States were excluded from the analysis. Submitting the study survey to these listservs was expected to elicit a satisfactory number of responses even if only a small percentage of recipients complete the survey, given that each listserv has several thousand subscribers. More information on participants' demographics is shared in Chapter 4.

Procedures

The survey included a total of 111 questions. The survey is divided into six parts: demographics (10 questions), bullying experiences (20 questions), bullying others (20 questions), family life (30 questions), self-efficacy (10 questions), and mental health (12 questions). The survey was built in the Qualtrics platform. Information about the study along with a link to the survey was posted on the listservs. A reminder was posted once a week for three weeks to ensure enough participants responded. Participants provided their name and e-mail address if they wanted their name to be entered into a drawing for $25 in the end of the survey.

Measures

The survey questions were drawn from the Negative Acts Questionnaire - Revised (NAQ-R) (Einarsen, Hoel, & Notelaers, 2009), Family Assessment Device (FAD) questionnaire (Epstein, Baldwin, & Bishop, 1984), the GHQ-12 General Health Questionnaire (Mäkikangas et

al., 2006), and the General Self-Efficacy Scale - Revised (GSESR) (Jerusalem & Schwarzer, 1995). These instruments were selected for their succinct and specific descriptions of behaviors and for their inclusion of response options measuring the frequency of the behaviors.

The NAQ-R includes questions about bullying experiences in the workplace. Three items that were not directly related to bullying (e.g., sexual harassment) were removed from this survey to reduce the number of questions to twenty. The twenty items from the NAQ-R were also revised to measure librarians' engagement with bully behaviors in the workplace. The NAQ-R thus touches upon each layer of the ecological system because it collects information about the individual, how that individual's behavior affects other systems, and how those other systems affect the individual's behavior. The NAQ-R has been used extensively and found to be both valid (correlations with other measures such as intent to leave employment and use of sick leave were all strong and in the direction expected) and reliable (all factor loadings exceed 0.70) at measuring the three factors of physically intimidating bullying, person related bullying, and work related bullying (Einarsen et al., 2009). These factors can also be measured by the NAQ-R individually or in pairs.

The Family Assessment Device measures the general level at which a family functions, and the FAD is used here to determine whether the experience of bullying or being bullied relates to an individual's family organization, structure, and transactional functioning. In terms of the ecological systems model, the FAD is used to study one part of the individual's microsystem: the family. The FAD has been in use for several decades, and has shown adequate internal consistency and test-retest reliability (Miller, Epstein, Bishop, & Keitner, 1985, p. 354). This measure has a total of 60 items. Due to the length of the survey, only 30 items from FAD were used for this study.

The GHQ-12 is used to measure an individual's well-being and overall mental health. It has repeatedly been found to be "a consistent and reliable instrument when used in general population samples with relatively long intervals between applications" (Pevalin, 2000, p. 508).

The GSESR looks at a specific part of mental health: the level of self-efficacy, which is the degree to which a person feels able to effect positive, necessary change in his or her own life. The test is considered reliable (Cronbach's alpha between .76 and .90) and has adequate validity due to its correlation with work satisfaction, optimistic outlook, and positive emotion (Jerusalem & Schwarzer, 1995). To some extent, the "standards" employed by both the GHQ-12 and GSESR are culturally or environmentally determined; a person is considered healthy or self-efficacious by comparing that person's state with what is considered normal in that person's context. These two scales are, in a sense, measuring goodness-of-fit between an individual and the surrounding systems. Appendix A provides the survey that will be used in the present study.

Data Analysis

Descriptive statistics were used to represent the demographics of the participants and prevalence of victimization and different types of bullying among libraries. The statistical software used was the Statistical Package for the Social Sciences (SPSS) (version 27) to answer research question one. A Pearson's correlation was used to determine whether there is a significant correlation between bullying and victimization. The Hayes Process (version 3.5) was used to determine whether gender is a moderator between bullying and victimization.

To answer research question two, an independent t test was used to determine whether there is a significant difference in victimization, bullying, family dynamics, mental health, and self-efficacy scores between the males and the females. The independent t test is considered robust, and the results can be considered both valid and reliable. To answer research question three a

multiple regression was used to see if participants' age and/or the number of years in current position significantly predict a subject's victimization experiences. Detailed data and statistical analysis is in Appendix A.

Chapter 4:

RESULTS

In this chapter, I will first share the demographics of the participants in this study. From there, I will report the prevalence of different types of bullying among librarians to describe the characteristics of the sample in more detail. From there, I will share and discuss findings relevant to each of the research questions.

Demographics of the Participants

The survey questions on demographics covered many aspects of the participants since bullying in the workplace can take place for a variety of reasons such as racial and ethnic background, gender, sexual orientation, age, and religious affiliations. Further, some of the questions pertain to participants' current position at their institution since hieratical structures and power dynamics in the workplace can perpetuate bullying. Table 3 compares key demographics of the present study with those of the membership of the American Library Association.

Table 3: ***Demographic comparison***

	ALA Members*	Present Study
Age	44.5% between 35 - 54	56.5% between 30 - 50
Gender	81% female / 19% male	84.8% female / 14.1% male
Ethnicity	86.7% White	86.5% White
	4.4% African American	3.6% African American
	3.6% Asian	2.8% Asian/Pacific Islander
Education	87.5% Master's	87.9% Master's

Note. * Rosa & Henke, 2017

Participants' Age

Participants between the ages of 20 and 30 composed 12.5% of respondents, 30.2% of participants were ages between 31 and 40, 26.3% of participants were ages between 41 and 50, 21.7% of participants were ages between 51 and 60. Finally, 9.3% of participants were ages 61 and above.

Participants' Gender and Sexual Orientation

Respondents identifying as female made up 84.8% of the participants, 14.1% of participants were male, and 1.1% of the participants declined to state their gender. Most participants identified as heterosexual (84.5%), while 6.5% of the participants were homosexual and 9% of the participants declined to state their sexual orientation.

Participants' Race and Ethnicity

Many of the respondents were Caucasian (86.5%). Librarians of color were underrepresented in the sample: 3.6% of the participants were African American, 3.6% were Latino/Hispanic, 2.8% were Asian/Pacific Islander, and 3.6% of the participants reported "other" race and ethnicity.

Participants' Religious Affiliation

Looking at all of the participants, 48.7% reported no religious affiliation. Of those who reported religious affiliation 0.4% of the participants were Muslim, 2.5% were Buddhist, 2.9% were Jewish, 9.3% were Catholic, 21.5% of the participants were Protestant. "Other" was reported by14.7% of the participants.

Participants' Level of Education

The sample for the survey was highly educated with 87.9% of the participants had a master's degree and 6.7% of the participants had a doctoral degree. Only 0.4% of the participants had a high school diploma and some college experience. Roughly 2.5% of the participants had a bachelor's degree and 2.1% of the participants had some graduate work.

Type of Institution Participants Worked At

Regarding type of workplace, 55.1% of the participants worked at a university, 29.7% of the participants worked at a community college, 13.1% of the participants worked at a college, and 2.1% of the participants reported "other" for the type of institution they worked. When asked about diversity of enrollment, 11.1% of the participants reported that their employer was a Hispanic Serving Institution (HSI) while 0.6% reported that their employer was Historically Black College/University (HBCU). State-funded schools were in the majority, with 58.7% of participants reporting that their employer was a public institution while 22.5% reported that their employer was a private institution. 7.2% of the participants reported that their employer was a religious institution.

Participants' Current Position

Just 2.1% of the participants were library technician, 4.6% of the participants were library assistant, 10.7% were library associate, and 30.2% were library manager. The remaining 52.3% of the participants reported holding "other" positions. About one third (33.2%) of the participants held a staff position, 21.9% of the participants held a tenured position, and 19.4% of the participants held a non-tenured faculty position. When asked about tenure, 12.4% of the participants stated they held a tenure track position, and 13.1% of the participants reported

'other' for type of current position. Most respondents (78%) did not perceive their current position to be in jeopardy while 22% did.

Participants' Years in Current Position

Well over half (59.6%) of the participants were in their current position 5 years or less, 19.9% of the participants were in their current position for 6 to 10 years, 8.2% of the participants were in their current position for 11 to 15 years, 7.4% of the participants were in their current position for 20 years and more, and 5% of the participants were 16 to 20 years in their current position.

Participants' Years Working as Librarian in Higher Education

Many respondents were fairly new to the field; 30% of the participants worked as a librarian in higher education 5 years or less. 24.3% of the participants worked in higher education 6 to 10 years, 14.6% worked in higher education 11 to 15 years, and 11. 4% of the participants worked as a librarian in higher education 16 to 20 years. 19.6% of the participants worked as a librarian in higher education 20 years or more.

Prevalence of Victimization and Bullying

The second part of the survey contains questions designed to determine how often librarians experience different forms of workplace bullying. The third part asks the same questions but from an inverted perspective, in order to determine how often librarians inflict those same behaviors on others. Tables 3 and 4 contain some of the more surprising results.

Table 4: ***Librarians as targets***

Behavior	% Respondents who Reported Experiencing	Most Frequently Reported Identity of Perpetrator
Having insulting or offensive remarks made about your person, attitudes or your private life	76.52	Colleague
Being shouted at or being the target of spontaneous anger	71.43	Colleague
Being exposed to an unmanageable workload	75.77	Supervisor
Someone withholding information that affects your performance	96.51	Colleague
Being ignored or facing a hostile reaction when you approach	90.04	Colleague

Table 5: ***Librarians as perpetrators***

Behavior	% respondents who reported experiencing	Most Frequently Reported Identity of Target
Spreading of gossip and rumors about someone	49.76	Colleague
Ignoring or excluding someone	51.44	Colleague
Ignoring someone's opinions	70.81	Colleague
Ignoring someone or giving them a hostile reaction when they approach	40.95	Colleague
Ordering someone to do work below their level of competence	30.00	Colleague

It is immediately apparent that response rates are much higher when respondents report being targets than when they report being perpetrators. This may be related to the natural tendency people have of rationalizing their own behavior.

Research Question One

The first research question of this study aimed to answer: Is there a correlation between victimization and bullying? And relatedly, is gender a moderator between bullying and victimization? The purpose was to determine whether there is a correlation between a respondent's experience of being bullied ("victimization"), as measured by the NAQRself variable, and that respondent's experience bullying others ("bullying"), as measured by the NAQRother variable.

The NAQRself variable is the sum of the 22 experiential responses to the Bullying Experiences section of the questionnaire. Responses to these questions are given a numerical value: Never = 1, Now and Then = 2, Monthly = 3, Weekly = 4, and Daily = 5. NAQRself for an individual is therefore a value between 22 and 88, with higher values indicating more frequent experiences of being bullied. The NAQRother variable is designed the same way, but asks not about experiences of being bullied, but about experiences of bullying others. Higher values of NAQRother indicate more frequent bullying of others.

A Pearson's correlation determined that there was a significant correlation between Bullying (NAQRother) and Victimization (NAQRself), $r(213) = .373$. $p < .001$. Put another way, the more a person is the victim of bullying, the higher the frequency of that person's bullying of others is likely to be. The correlation was run in SPSS using listwise deletion, with sample size of 213. This did not include 48 people who answered neither the NAQRself nor the NAQRother, and 22 people who answered the NAQRself but not the NAQRother. Combining the two groups (48+23), 70 people were excluded from the calculation.

Recalling that almost 85% of respondents identify as female, meaning that the sample used in this research is not representative of the general population as pertains to gender, it is important to inquire whether a respondent's gender might influence either the NAQRself or NAQRother variables.

The Hayes Process (version 3.5) indicated that gender was not a moderator between bullying and victimization, $p = .171$. The Hayes Process,

> …is an observed variable OLS and logistic regression path analysis modeling tool. It is widely used through the social, business, and health sciences for estimating direct and indirect effects in single and multiple mediator models (parallel and serial) , two and three way interactions in moderation models along with simple slopes and regions of significance for probing interactions, and

> conditional indirect effects in moderated mediation models with a single or multiple mediators or moderators (Hayes, 2021, n.p.).

The results indicate that the observed correlation between victimization and bullying is not moderated by the gender of the respondent.

Research Question Two

The second research question of this study aimed to answer: Is there a significant difference between female and male librarians with respect to victimization, bullying, family dynamics, mental health, and self-efficacy? Answering this question involves finding a way to determine if the data shows any kind of connection between scores for the variables NAQRself (victimization), NAQRother (bullying), FAD (family dynamics), MentHlth (mental health), and SelfEff (self efficacy).

There were no significant differences between the genders for Victimization, Family Dynamics, and Self-efficacy.

The GHQ-12 General Health Questionnaire is an assessment of overall mental health. The twelve questions on the test ask respondents to rate the frequency of various experiences and perceptions over the last six months. Responses are whole numbers from one to four, with higher numbers indicating more positive mental health. An independent t test indicated that there was not a significant difference in mental health scores between the Males ($M = 2.16$, $SD = .20$) and the Females ($M = 2.25$, $SD = .24$), $t(142) = 1.646$, $p = .102$).

There was a borderline significant difference in Bullying scores between the Males ($M = 21.53$, $SD = 3.50$) and the Females ($M = 22.83$, $SD = 4.14$), $t(208) = 1.67$, $p = .096$ with a small to medium effect size (Cohen's $d = .35$). This indicates that female respondents had a slightly higher likelihood of engaging in bullying behaviors than did male respondents.

All of these variables, except for Family Dynamics, did not meet the assumption of normality, but the independent t test is considered robust, and the results can be considered both valid and reliable.

Research Question Three

The third research question of this study aimed to answer: Does age and length of time working at the library predict victimization and bullying among librarians? This research question seeks to determine if there is any relationship between a respondent's age or number of years in their current position, and the likelihood of them having experienced bullying as a victim or having bullied others. Phrased another way, are librarians often bullied as they get older? Do they have a greater or lesser chance of bullying others as they get older, perhaps because of a change in their temperament? Are librarians who have been in their current position longer, more or less likely to be victims of bullying? Are they more or less likely to bully others?

This research question has been divided into two parts. One part addresses possible connections between age and victim/bully experience. The other part addresses possible connections between a respondent's number of years in their current position and victim/bully experience.

Age, Number of Years Working in Current Position, and Victimization

A multiple regression was used to see if a subject's age and/or the number of Years in Current Position would significantly predict a subject's Victimization scores. According to the SPSS output, the overall predictive model was significant, $F(2, 227) = 4.52$, $p = .012$, with a small effect size (eta-squared) of .038 (R^2). Age was not a significant predictor, $\beta = -.093$, $p = .230$, but Years in Current Position was, $\beta = .229$, $p = .003$. The assumptions needed for a regression model were not violated: linearity – the correlations between the predictors and the

criterion were both non-zero; autocorrelation – Durbin-Watson = 1.69 (between acceptable range of 1.50 – 2.50); multicollinearity – Tolerance = .709 (> .1) and VIF = 1.41 (< 10); multivariate normality – maximum Mahalanobis distance was 7.44 (critical Mahalanobis distance with two predictors with a sample size of 233 = 16.84; and homoscedasticity – Loess line was nearly flat.

The results show a connection between respondents' victimization scores (as measured by the NAQRself variable) and their Years in Current Position. The longer a person had been in their current position, the more they had experienced bullying as a victim. There is not a connection between victimization scores and age of respondents.

Age, Number of Years Working in Current Position, and Bullying

A multiple regression was used to see if a subject's age and/or the number of Years in Current Position would significantly predict a subject's Bullying scores. According to the SPSS output, the overall predictive model was not significant, $F(2, 205) = .32$, $p = .728$. Regarding behaving as a bully toward others at work, neither the respondents' age nor the number of years they have been in their current position predicts bullying in the workplace.

The equation to the line regression is $\hat{y} = 33.43 - 1.10X_1 + 2.58X_2 + \varepsilon$

($\hat{y}$ = predicted victimization, X_1 = age level (1 – 5), and X_2 = years in current position, ε = "noise").

The thirty items from the Family Assessment Devise survey can be considered reliable because their Cronbach's alpha was .951, which was greater than the cut-off of .7. The ten items from the General Self-Efficacy Scale - Revised is also considered reliable; "In samples from 23 nations, Cronbach's alphas ranged from .76 to .90, with the majority in the high .80s" (Schwarzer & Jerusalem, 1995, p.1). The General Health Questionnaire (GHQ-12) assesses three closely related factors: Loss of Confidence, Social Dysfunction, and Anxiety/Depression

(Mäkikangas et al., 2006). “Cronbach’s alphas… varied between .81 and .88 for Social Dysfunction, between .79 and .84 for Anxiety/Depression, and between .84 and .89 for Loss of Confidence” (p.447). The NAQ-R, used in the present study in the NAQRself and NAQRother measures, has a Cronbach’s alpha of .90 (Einarsen et al., 2009).

Chapter 5:

DISCUSSION

Overview of the Problem

The problem of workplace bullying is one that most people have come to recognize over the past few decades. Particularly since the 1980s, workplace bullying and other antisocial behaviors like sexual harassment and discrimination, have entered the public consciousness, and many workers have a basic understanding of what they are, regardless of where one falls along the continuum from white collar to blue collar labor. At the same time, certain stereotypes about workplace bullying have persisted; people tend to associate them more with some occupations than with others. For example, it is easier to picture workplace bullying that occurs in highly competitive, male-dominated environments such as corporate sales, or in fields where physical labor is the primary task, such as automobile assembly lines. It is much more difficult for people to think of workplace bullying occurring in fields that are more cerebral or more gender-diverse, such as psychotherapists, teachers, or, as in the present study, librarians. Be this as it may, every field and every workplace have the potential for workplace bullying to occur, and the first step towards being able to reduce its impact or eliminate it is becoming aware of its prevalence and the ways it manifests. In what follows, I review the findings of the present study, and explore connections between the data that was collected, and the conceptual framework laid out previously in the literature review found in Chapter 2.

Summary of the Findings

This section looks back to the study's original research questions and considers whether and how they have been answered by the data collected. The first research question asked whether there was any kind of connection between librarians' experiences being the victim of

bullying, and their experiences bullying others. The data analysis for the present study indicates that such a connection is present. That is, librarians who indicated that they bullied others in the workplace are more likely to have experienced bullying at the hands of someone else, at some point. Conversely, those who have less experience being bullied at work are less likely to report that they bully others. A few possible explanations for this connection come to mind. One is that the idea of, "Show me an abuser and I will show you a former victim," appears to have application to librarians just as it does in other fields (Linton & Power, 2013; Olweus, 1994). The scenario might unfold as follows: librarian is bullied at work; librarian becomes frustrated, demoralized; librarian acts out these negative emotions by bullying someone else. That "someone else" would then begin the process again. This may occur on a conscious or unconscious level; the librarian who has been bullied might be aware that they are seeking a target upon whom they can unload their anger, or they may think that they are able to contain it, even while passing the hurt on to others. Workplace bullying of this sort can easily become an insidious force within an organization, as it is transmitted from person to person, even by those who feel they are not "contagious." Bronfenbrenner's ecological systems model affirms that an individual does not exist in isolation, but is a part of multiple contexts at all times – at any given instant one may be an employee, a parent, an offspring, a constituent, etc. These roles overlap with one another and affect one another. For example, a person's responsibilities as a parent may conflict with their duties as an employee, as occurs when a working parent has to adjust their schedule due to an unanticipated school closure. It would be an error to suppose that the same type of multicontextual causes and effects do not exist with regard to workplace bullying; what happens at work does not stay at work (Onwuegbuzie, 2013).

A second thought one might have about the victim-bully connection is to assume that anyone who has been the victim of bullying must have bullied someone else at some point, since there is a connection between victim status and bullying. This interpretation does not make sense, however, because it ignores the possibility that some individuals may have characteristics that increase the chances of them being the victim of bullying. To phrase it more succinctly, every bully was a victim, but not every victim was (or will be) a bully.

The second part of the first research question asked whether the gender of respondents moderated their responses to the survey questions. It is important to note that only about 15% of participants were male. Stated another way, would the survey results have been different if more comparable numbers of males and females had answered the survey? The answer is "no," meaning that gender was not a moderator. This was determined through the application of The Hayes Process to the data. The Hayes Process is an analytical tool that assesses the extent to which variables interact with or moderate one another (Hayes, 2021).

The second research question asked if there were any differences between males and females regarding victimization, bullying, family dynamics, mental health, and self-efficacy. No significant differences were observed, with the exception of Bullying scores (i.e. scores on the NAQRother). There was a borderline significant difference, indicating that females surveyed were slightly more likely to exhibit bullying behavior toward others. This result is surprising considering the prevalence in the literature of the assumption that women are more likely to be bullied than to bully others (Simpson & Cohen, 2004). Does this suggest that the library profession attracts more women and fewer men possessing the constellation of antisocial personality traits that motivate workplace bullying? This seems unlikely. A plausible explanation could be that males working in libraries are less likely to bully because they are "outnumbered,"

(i.e., underrepresented in the field) and therefore feel a greater sense of vulnerability. A more plausible explanation is that since being bullied increases the likelihood that one will bully others, and women in patriarchal societies are vulnerable to gender-based bullying (both at the workplace and elsewhere) in ways that males are not, the rate of bullying by females is higher than what it would be in the absence of gender-based bullying. Women are bullied more than men, so they are somewhat more likely to bully others of any gender. This explanation also fits well with ecological systems theory inasmuch as it is based on the notion that behaviors do not simply emerge from thin air – they are the consequences of influences exerted upon individuals by their environments (Bone, 2015).

The third research question explored possible connections between victimization, bullying, age of respondent, and the number of years the respondent has been in their current position. No connection was shown between age and either bullying or being bullied, but the number of years one has been in their current position appears to be related to their experience of being the victim of workplace bullying. This is a departure from the literature, where "To date, no *consistent* associations have been found between demographic characteristics such as age, race, gender, sexual orientation, education, and organizational status and being a target of workplace bullying," (Johnson, 2011, p. 57) [emphasis added]. A possible explanation is that because employment at a workplace is a prerequisite for workplace bullying, those who have been employed longer have had more opportunity to be bullied. Further, suppose individuals A and B have each worked at the same university library for twelve years. A has been promoted twice in that time, while B has remained in their original position. Individual A has been in their current position no more than 10 years, if we assume that promotions happen a minimum of one year apart for any individual, while individual B's Years in Current Position is 12. According to

the data collected in this study, B has a greater likelihood of having experienced workplace bullying than does A. Why might this be the case? For answers one must look to the issue of perception, both internal and external. Internal perception in this context describes how a person views themselves, while external perception describes how others see that person. How does remaining within the same position at work affect one's internal and external perceptions? It may be that it causes one to feel less capable or less able to defend themselves, even if these are subconscious feelings. Or, it may be that remaining in the same position causes others to see one as more vulnerable, less ambitious, and less likely to resist being bullied. These perceptions also may be conscious or subconscious.

Implications of the Study

The value of the present study lies partially with the questions asked, but also with the findings itself. Much of the information collected here has not previously been gathered from the population of librarians and other library staff. This has resulted in a lack of clarity about what findings in the literature apply to this group, and which do not. A secondary goal of this study was to create a set of data that may be of use to others, beyond the scope of this study. Below, I discuss the two important implications of the current study.

The Victim-Bully Cycle

The victim-bully cycle describes the phenomenon of those who have been bullied having a greater chance of bullying others, compared with those who have not been bullied. This pattern is not a new observation; it is well-documented in the literature. What the present study offers is an opportunity to see this cycle at work among a particular population, in the workplace. This is useful because among those who have been bullied, only some go on to bully others. What differentiates those who bully after being bullied from those who do not, is not well understood

(Falla et al., 2020). As Bronfenbrenner's ecological systems theory suggests (Bone, 2015), there are many different factors that might potentially contribute to this difference, but one could be one's profession – perhaps doctors who have been bullied are more likely to perpetuate the abuse than (for example) plumbers. Gathering information about workplace bullying within professions, as the present study does, helps to build a larger picture of how the victim-bully cycle works.

Ultimately, the greatest responsibility for addressing the issue of workplace bullying in higher education lies with those who have the greatest influence over the direction of the organization, the administration. The prevalence of workplace bullying declines as open communication about the problem increases, leading to greater awareness. In addition to raising awareness, administrators must also ensure that there is accountability. This happens when policies are created and enforced (Cassell, 2011). Of the many potential actors in the ecological spheres in which workplace bullying in higher education occurs, not all have the same ability to effect change. University administrators have far more influence on issues of workplace injustice than staff, faculty, students, or family members. With this greater ability to influence comes the responsibility to do so (2011).

Inequality Creates Incivility

The findings of this study suggest that female librarians had a slightly higher likelihood of bullying than did male librarians, but the difference straddles the borderline between significance and non-significance. This could mean that if the number of responses were larger, or more evenly balanced between males and females, the difference might disappear. Yet if one assumes for the sake of argument that this is not the case – meaning that the difference is real, if small – the question of why there is a difference must arise. One possible line of reasoning

proceeds as follows: bullying tends to create more bullies; bullying victims are often selected based on their membership in a group or category that has less power or privilege than another, such as females in a patriarchal society; women have a greater chance of being bullied than men, based on their gender; therefore, women have a greater chance of bullying others. This argument requires a few caveats. First, the difference being contemplated is likely very small. Second, this type of scenario if often qualified with the phrase, "all other things being equal," yet all other things are rarely, if ever, equal. Third, it is likely that multiple factors underlie an individual's propensity for bullying, so even if women are higher in one factor, this may be offset by other factors. One can imagine a 'propensity for bullying profile' that estimates a person's chances of bullying based on their characteristics, such as profession, personality, gender, etc. The notion of inequality producing incivility thus becomes highly complex as one tries to conceptualize numerous factors/characteristics as well as how they interact with one another. One quickly arrives at what might be termed a kind of sociocultural quantum mechanics, in which it is easy to become lost and confused. This is a familiar feature to pupils of Bronfenbrenner, as the individual navigates multiple layers of contexts simultaneously, each with its own rules and expectations, each influencing all of the others (Onwuegbuzie, 2013). Still, it should be remembered that while not everyone can understand quarks and other subatomic quanta, their large-scale expression in the form of gravity is easy to recognize. Similarly, although it may be difficult to determine whether gender affects profession which then affects bullying propensity, or the other way around, the large-scale proposition confirmed in this study is that unequal treatment begets negative emotions and increases the chance that these will be channeled into bullying, at the workplace and elsewhere.

Given that the data here concern library staff in higher education, it is no longer possible for educational administrators to plead ignorance. Instead, it is incumbent upon them to begin an open dialogue about positionality, incivility, and the effects these can have on a group who are simultaneously one of the most dedicated and most vulnerable to workplace bullying. This is not a problem that academic librarians themselves are positioned to solve; support and advocacy from above are required in order to achieve a just and equitable workplace (Mourssi-Alfash, 2014).

Limitations

One of the limitations of this study is that its findings may be relevant only to employees of academic libraries, since this is the population being studied. It is conceivable, if unlikely, that this group may have a perspective that is unique to them, meaning that their survey responses cannot be reliably generalized to describe the condition of the general population of workers and their experiences of bullying on the job. The second limitation of this study is that it uses self-reported data to understand the bullying experiences of librarians and the relationship between bullying and self-efficacy, family functioning, and mental health. It is impossible to verify the accuracy of self-reports of bullying experiences and because of the single measure design it is difficult to interpret with confidence the results related to the relationship between bullying and other variables. Finally, participants were recruited from different institutions, so the experiences that shape their survey responses may be mediated by variables specific to those institutions, such as geographic location, size of the student population, union/non-union status of library employees, whether librarians have faculty status and/or tenure or not, and so on. Furthermore, because the survey was voluntary, it only captures responses from those who feel strongly

enough about the topic of workplace bullying to devote their time to answering questions about it; this, too, limits the generalizability of the results.

A second limitation of the present study arises from the demographics of the profession of librarian as they currently exist. While librarianship is a profession where women are in the majority overall – with males occupying a disproportionate number of leadership positions – the vast majority of librarians are White. Some might argue that this is not a limitation but simply a feature of the population being studied. However, this perspective appears to condone the underrepresentation of minority groups in the library profession, and a more progressive approach is appropriate. Members of underrepresented groups in the profession should be sought out and their experiences recorded for analysis and as a means for recognizing and reminding others of their significance. One of the duties of scholarship is to discover what has been overlooked, to give an opportunity to be heard to the silenced; the greater the harm that has been suffered, the greater is the duty to offer redress. As would be expected from Bronfenbrenner's ecological systems model, the multiple, overlapping roles a person plays can offer multiple opportunities for advancement or for difficulty – a person from the dominant culture will have advantages at work, in school, and in many other areas. A person belonging to one or more minority groups as part of their overlapping contexts will be more likely to experience multiple disadvantages as a result. For example, a woman of color who is an immigrant will likely face challenges due to her gender, her skin color, and her perceived status as "foreign." Each of these challenges may arise in each of her overlapping contexts, and each may set the stage for being the target of workplace bullying (Cassidy et al., 2014). The present study is limited insofar as it does not take such an affirmative step, yet it may hopefully lay the groundwork for subsequent

explorations of the dynamics of workplace bullying as experienced by members of groups outside of the dominant culture.

Another portion of the present study in particular need of improvement and further exploration is the self reports of bullying behavior, from which the NAQRother variable has been developed. The responses show higher incidences of less direct or less overt forms of bullying. It is not clear whether this is because people find it easier to admit to committing these types of acts, or because people simply commit them more frequently. People have a natural tendency to normalize their own conduct when reflecting upon it, making their perspectives and actions seem like the most reasonable course of action. This can involve placing emphasis on some elements while de-emphasizing others. For example, a person who deliberately excluded a coworker from a conversation would be likely to remember the encounter as one in which "They wouldn't have been interested anyway," or "Why should I make an effort to include them, when they obviously have no respect for who I am as a person?" The present study asks respondents to discuss incidents in which they bullied others, so it stands to reason that the incidents that are recalled will be minimized or ignored altogether. Instead of using this approach, it may be beneficial to identify other, more subtle ways of getting at the same information.

Directions for Future Research

The present study's chief limitation is that responses may have been skewed by the gender imbalance among participants. Future research should focus more on gender differences in how workplace bullying is experienced by both target and perpetrator. In addition, this study suggests a number of lines of inquiry about the relationship between bullying, victimization, and mental health issues. Future research should explore this connection further, to better understand

how targets become perpetrators and what the other mental health effects of being targeted may be.

Microaggressions are an area of inquiry that should be pursued as part of understanding workplace bullying of any kind. The last several years have seen increasing attention focused on these "minor" incidents which produce major discomfort and even trauma. Some of the behaviors indicative of bullying which are included in the present study could be accurately described as microaggressions, particularly the indirect behaviors. Other types of microaggressions may not have been encompassed by this study but could still be symptomatic of workplace bullying; for example, deliberately and repeatedly mispronouncing someone's name because it sounds "foreign."

Conclusions

In conclusion, the present study has found a connection between the experience of being a target of bullying at work and of becoming a perpetrator of bullying. Gender does not appear to moderate this effect, although the data do show a slightly higher propensity among women to bully others. Finally, a link appears to exist between the likelihood a person will be bullied at work and the number of years that person has been in their current position. Each of these findings raises numerous questions for future researchers to explore, hopefully with a more gender-balanced and ethnically diverse sample. The topic of workplace bullying in academic libraries is an interesting one and studying it has provided the researcher with an opportunity to observe the consequences of incivility as they spread through an institution like ripples intersecting on the surface of a pond.

At the outset of this project, the researcher had a somewhat vague understanding of what constitutes bullying – workplace or otherwise. After twenty years of working in higher education, innumerable forms of incivility manifest themselves: microaggressions, rudeness, narcissism, entitlement, etc. Taken as a whole these can make it seem like the work environment of higher education is unrelentingly hostile. These qualities have only been intensified by the trend toward viewing higher education not as a calling that enhances one's internal qualities and external prospects, but as a *business* serving *customers* in order to produce a measurable quantity of that ineffable substance, success. Viewing education in these terms makes it more likely that people's most negative traits will come forward. Instead of education being a journey of self-improvement that is bound to have ups and downs, good days and bad days, it becomes a business deal (albeit a protracted one). As in any business deal, there will be a winner and a loser – both parties are trying to take advantage of the other, and *caveat emptor* is the rule of the day.

While there remain many paths yet to be explored in this topic, a few points have become clear in the course of the present study. First, much of what is described as workplace bullying in higher education is actually little more than "everyday" incivility; it is unpleasant and ongoing, but not often is it *personal*, as bullying must be. Second, higher education as a sphere of activity has unique qualities that influence how workplace bullying occurs and is perpetuated. Third and finally, reducing the frequency and severity of workplace bullying and incivility will take concerted and consistent action from within higher education (primarily by administrators) and from without. The harm is felt on many different contextual levels of the ecological system, so it stands to reason that the remedy must come from these different contexts as well.

Appendix A:

SURVEY INSTRUMENT

Part 1: Demographics

1. Gender: ☐ Male ☐ Female ☐ Other ☐ Decline to state

2. Sexual Orientation: ☐ Heterosexual ☐ Homosexual ☐ Other: _____

3. Race/ethnicity: ☐ African American ☐ Latino/Hispanic ☐ Asian/Pacific Islander
☐ Caucasian ☐ Native American/Indigenous ☐Other: _____

4. Religious Affiliation: ☐ Protestant ☐ Catholic ☐ Jewish ☐ No religious affiliation
☐ Muslim ☐ Buddhist ☐ Other: _____

5. Age: ☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ 65+

6. Highest Level of Education:

Less than high school	☐
Some high school	☐
High School Diploma or Equivalent	☐
Some College/Technical School	☐
BA/BS College Degree	☐
Some Graduate Work	☐
Masters	☐
Ph.D.	☐

7. Current Position:

Library Aide	☐
Library Assistant	☐
Library Associate	☐
Library Manager	☐
Library Page/Shelver	☐

Library Technician	☐
Other: _____	

8. Years in Current Position:
☐ Less than 5 years ☐ 6 to 10 years ☐ 11 to 15 years ☐ 16 to 20 years ☐ 20+

9. Years at the Current Workplace or Institution:
☐ Less than 5 years ☐ 6 to 10 years ☐ 11 to 15 years ☐ 16 to 20 years ☐ 20+

10. What type of higher education institution do you work at?
☐College ☐Community College ☐University ☐Other: _____

11. Years Working as a Librarian in Higher Education:
☐ Less than 5 years ☐ 6 to 10 years ☐ 11 to 15 years ☐ 16 to 20 years ☐ 20+

12. Does the institution you work for belong to any of the following categories? Check all that apply.
☐ Hispanic Serving Institution (HSI)
☐ Historically Black College/University (HBCU)
☐ Public
☐ Private
☐ Religious

13. In your current position, are you
☐ Tenured? ☐ On the tenure track? ☐ Neither

14. What type of position do you currently hold?
☐ Faculty, tenured
☐ Faculty, on tenure track
☐ Faculty, non-tenured
☐ Staff
☐ Other (please describe: _____)

15. Do you feel that your job may be in jeopardy?
☐ Yes ☐ No

Part 2: Bullying Experiences
During the last six months, how often have you been exposed to the behaviors or situations described and by whom?

1. Being humiliated or ridiculed in connection with your work (check one):
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):

☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

2. Being ordered to do work below your level of competence:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

3. Having insulting or offensive remarks made about your person, attitudes or your private life:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

4. Being shouted at or being the target of spontaneous anger:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

5. Intimidating behaviors such as finger-pointing, invasion of personal space, shoving, blocking your way:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

6. Hints or signals from others that you should quit your job:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

7. Repeated reminders of your errors or mistakes:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily

8. Being ignored or facing a hostile reaction when you approach:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

9. Persistent criticism of your errors or mistakes:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

10. Practical jokes carried out by people you don't get along with:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):

☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

11. Being the subject of excessive teasing and sarcasm:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

12. Making threats of violence or physical abuse or actual abuse:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

13. Someone withholding information that affects your performance:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

14. Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

15. Spreading of gossip and rumors about you:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

16. Being ignored or excluded:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

17. Having your opinions ignored:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

18. Being given tasks with unreasonable deadlines
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

19. Excessive monitoring of your work
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily

By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

20. Pressure not to claim something to which by right you are entitled (e.g. sick leave, holiday entitlement, travel expenses)
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

21. Being exposed to an unmanageable workload
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

Part 3: Bullying Others
During the last six months, how often have you performed the behaviors described and to whom?

1. Humiliating or ridiculing someone in connection with their work:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

2. Ordering someone to do work below their level of competence:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

3. Making insulting or offensive remarks about someone's person, attitudes or private life:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

4. Shouting at or targeting someone with spontaneous anger:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

5. Used intimidating behaviors toward someone, such as finger-pointing, invasion of personal space, shoving, blocking their way:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

6. Giving hints or signals to another that they should quit their job:

☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

7. Giving repeated reminders of a person's errors or mistakes:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

8. Ignoring someone or giving them a hostile reaction when they approach:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

9. Giving persistent criticism of a person's errors or mistakes:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

10. Carrying out practical jokes on people you don't get along with
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

11. Making someone the subject of excessive teasing and sarcasm:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

12. Making threats of violence or physical abuse or actual abuse:
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

13. Removing or replacing someone's key areas of responsibility with more trivial or unpleasant tasks
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

14. Spreading of gossip and rumors about someone
☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily
By (check all that apply):
☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

15. Ignoring or excluding someone

☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily

By (check all that apply):

☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

16. Ignoring someone's opinions

☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily

By (check all that apply):

☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

17. Giving someone tasks with unreasonable deadlines

☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily

By (check all that apply):

☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

18. Excessive monitoring of another person's work

☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily

By (check all that apply):

☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

19. Pressuring someone not to claim something to which by right they are entitled (e.g. sick leave, holiday entitlement, travel expenses)

☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily

By (check all that apply):

☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

20. Exposing someone to an unmanageable workload

☐ Never ☐Now and Then ☐Monthly ☐Weekly ☐Daily

By (check all that apply):

☐ Student ☐Tenure-track Faculty ☐Supervisor ☐Colleague ☐Other: _____

Part 4: Family Life

1. We resolve most everyday problems around the house.

Strongly Agree Agree Disagree Strongly Disagree

2. When someone is upset the others know why.

Strongly Agree Agree Disagree Strongly Disagree

3. If someone is in trouble, the others become too involved.

Strongly Agree Agree Disagree Strongly Disagree

4. In times of crisis we can turn to each other for support.

Strongly Agree Agree Disagree Strongly Disagree

5. We are reluctant to show our affection for each other.
Strongly Agree Agree Disagree Strongly Disagree

6. We cannot talk to each other about the sadness we feel.
Strongly Agree Agree Disagree Strongly Disagree

7. We usually act on our decisions regarding problems.
Strongly Agree Agree Disagree Strongly Disagree

8. You only get the interest of others when something is important to them.
Strongly Agree Agree Disagree Strongly Disagree

9. Individuals are accepted for what they are.
Strongly Agree Agree Disagree Strongly Disagree

10. People come right out and say things instead of hinting at them.
Strongly Agree Agree Disagree Strongly Disagree

11. Some of us just don't respond emotionally.
Strongly Agree Agree Disagree Strongly Disagree

12. We avoid discussing our fears and concerns.
Strongly Agree Agree Disagree Strongly Disagree

13. It is difficult to talk to each other about tender feelings.
Strongly Agree Agree Disagree Strongly Disagree

14. We are too self-centered.
Strongly Agree Agree Disagree Strongly Disagree

15. We can express feelings to each other.
Strongly Agree Agree Disagree Strongly Disagree

16. We do not show our love for each other.
Strongly Agree Agree Disagree Strongly Disagree

17. We talk to people directly rather than through go-betweens.
Strongly Agree Agree Disagree Strongly Disagree

18. There are lots of bad feelings in the family.
Strongly Agree Agree Disagree Strongly Disagree

19. We get involved with each other only when something interests us.
Strongly Agree Agree Disagree Strongly Disagree

20. We often don’t say what we mean.
Strongly Agree Agree Disagree Strongly Disagree

21. We resolve most emotional upsets that come up.
Strongly Agree Agree Disagree Strongly Disagree

22. Tenderness takes second place to other things in our family.
Strongly Agree Agree Disagree Strongly Disagree

23. We are frank (direct, straightforward) with each other.
Strongly Agree Agree Disagree Strongly Disagree

24. We confront problems involving feelings.
Strongly Agree Agree Disagree Strongly Disagree

25. We don’t get along well together.
Strongly Agree Agree Disagree Strongly Disagree

26. We don’t talk to each other when we are angry.
Strongly Agree Agree Disagree Strongly Disagree

27. We confide in each other.
Strongly Agree Agree Disagree Strongly Disagree

28. We cry openly.
Strongly Agree Agree Disagree Strongly Disagree

29. When we don't like what someone has done, we tell them.
Strongly Agree Agree Disagree Strongly Disagree

30. We try to think of different ways to solve problems.
Strongly Agree Agree Disagree Strongly Disagree

Part 5: Feelings of Self-Efficacy

As applied to yourself, how accurate is each statement?

1. I can always manage to solve difficult problems if I try hard enough.
Not at all true Hardly true Moderately true Exactly true

2. If someone opposes me, I can find the means and ways to get what I want.
Not at all true Hardly true Moderately true Exactly true

3. It is easy for me to stick to my aims and accomplish my goals.
Not at all true Hardly true Moderately true Exactly true

4. I am confident that I could deal efficiently with unexpected events.
Not at all true Hardly true Moderately true Exactly true

5. Thanks to my resourcefulness, I know how to handle unforeseen situations.
Not at all true Hardly true Moderately true Exactly true

6. I can solve most problems if I invest the necessary effort.
Not at all true Hardly true Moderately true Exactly true

7. I can remain calm when facing difficulties because I can rely on my coping abilities.
Not at all true Hardly true Moderately true Exactly true

8. When I am confronted with a problem, I can usually find several solutions.
Not at all true Hardly true Moderately true Exactly true

9. If I am in trouble, I can usually think of a solution.
Not at all true Hardly true Moderately true Exactly true

10. I can usually handle whatever comes my way.
Not at all true Hardly true Moderately true Exactly true

Part 6: Mental Health

Thinking about the last six months, rate your experience of each item.

1. Able to concentrate
Less than usual No more than usual Rather more than usual Much more than usual

2. Capable of making decisions
Less than usual No more than usual Rather more than usual Much more than usual

3. Face up to problems
Less than usual No more than usual Rather more than usual Much more than usual

4. Lost sleep over worry
Less than usual No more than usual Rather more than usual Much more than usual

5. Constantly under strain
Less than usual No more than usual Rather more than usual Much more than usual

6. Could not overcome difficulties
Less than usual No more than usual Rather more than usual Much more than usual

7. Unhappy and depressed
Less than usual No more than usual Rather more than usual Much more than usual

8. Loss of confidence in self

Less than usual No more than usual Rather more than usual Much more than usual

9. Thinking of self as worthless

Less than usual No more than usual Rather more than usual Much more than usual

10. Play useful part in things

Less than usual No more than usual Rather more than usual Much more than usual

11. Enjoy day-to-day activities

Less than usual No more than usual Rather more than usual Much more than usual

12. Reasonably happy

Less than usual No more than usual Rather more than usual Much more than usual

Part 7 Open-ended

1. What kind of support does your institution offer to those who have experienced workplace bullying?

2. What is the most significant consequence you have experienced as a result of workplace bullying?

3. Is there anything else you would like to share?

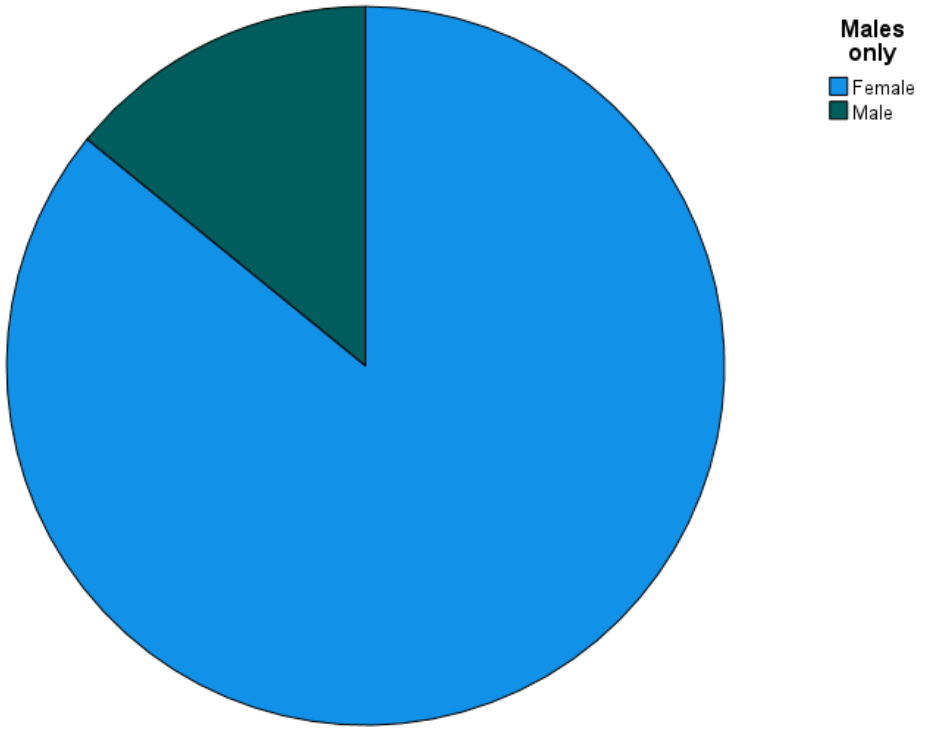
OPTIONAL: If you would like to be entered in a drawing to win a $25 gift card, please provide an email address where you can be contacted: _____

Appendix B
DEMOGRAPHIC DATA

Gender		
N	Valid	283
	Missing	0

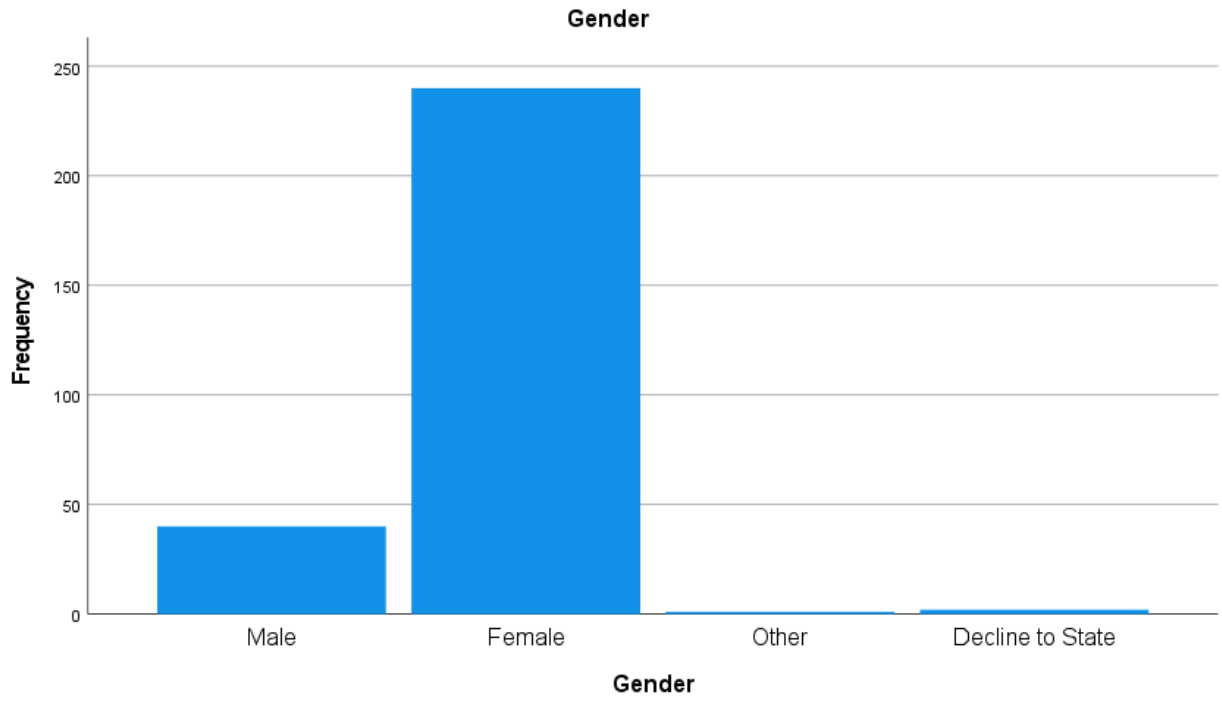
Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	243	85.9	85.9	85.9
	Male	40	14.1	14.1	100.0
	Total	283	100.0	100.0	



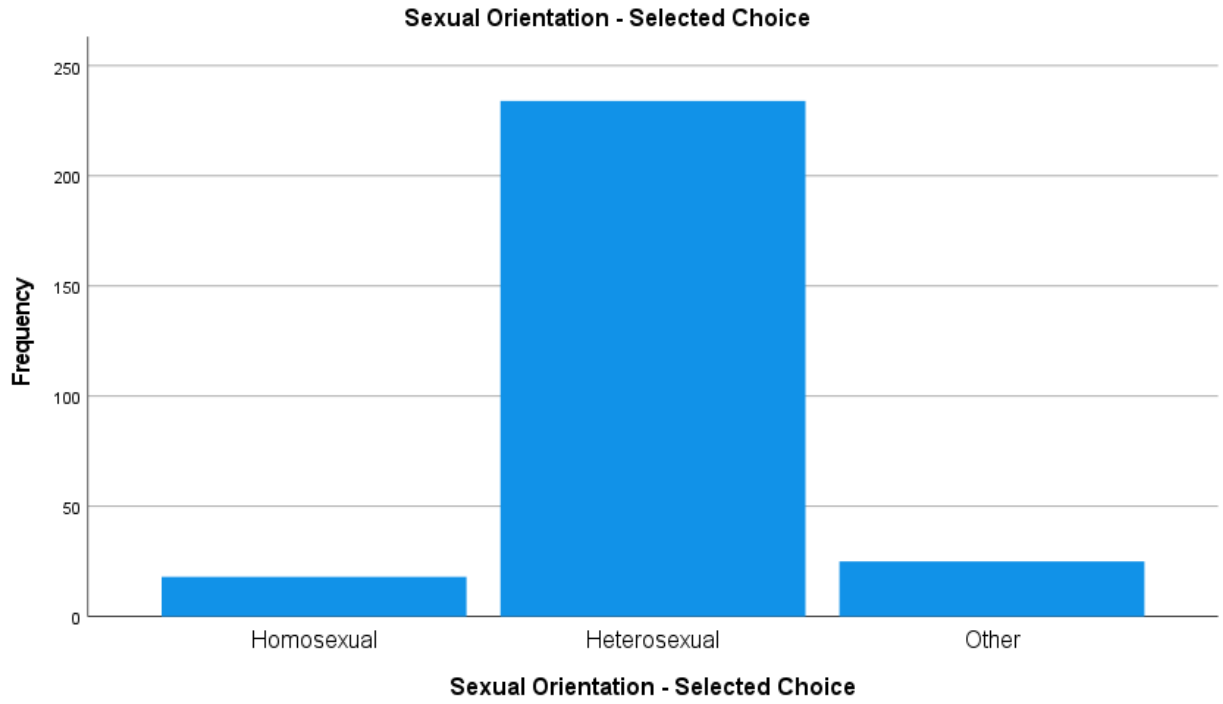
Gender

	N	%
Male	40	14.1%
Female	240	84.8%
Other	1	0.4%
Decline to State	2	0.7%



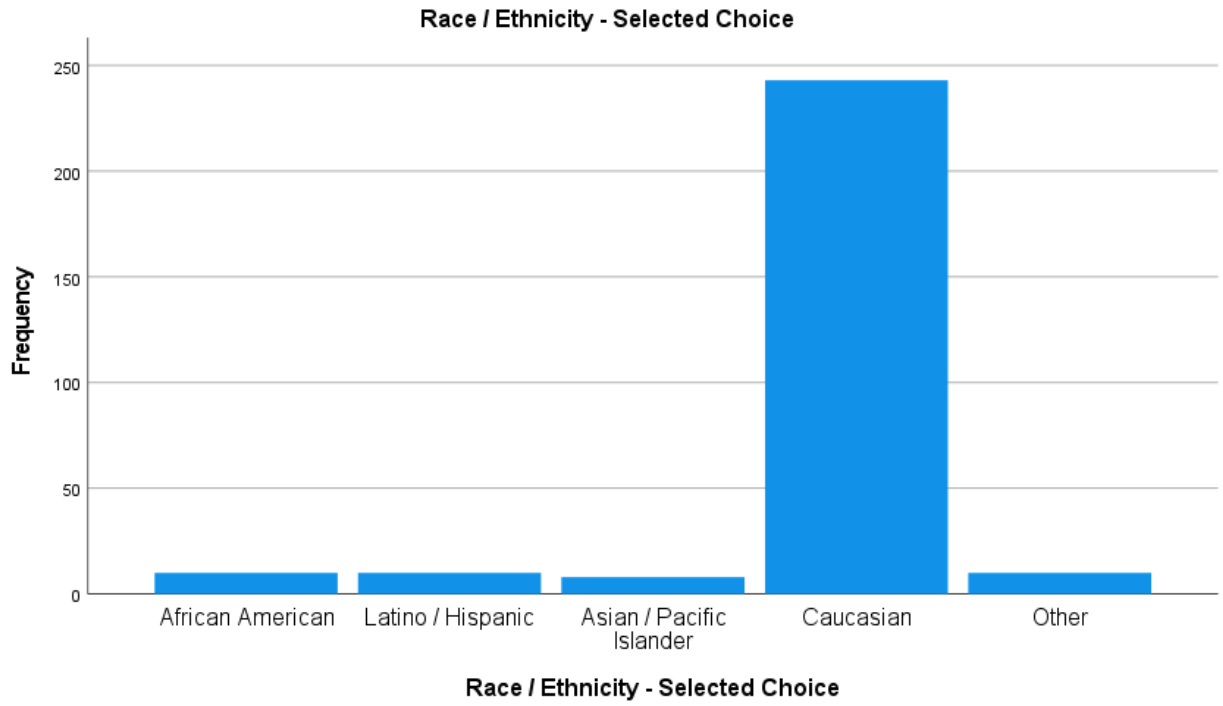
Sexual Orientation - Selected Choice

	N	%
Homosexual	18	6.4%
Heterosexual	234	82.7%
Other	25	8.8%
Missing System	6	2.1%



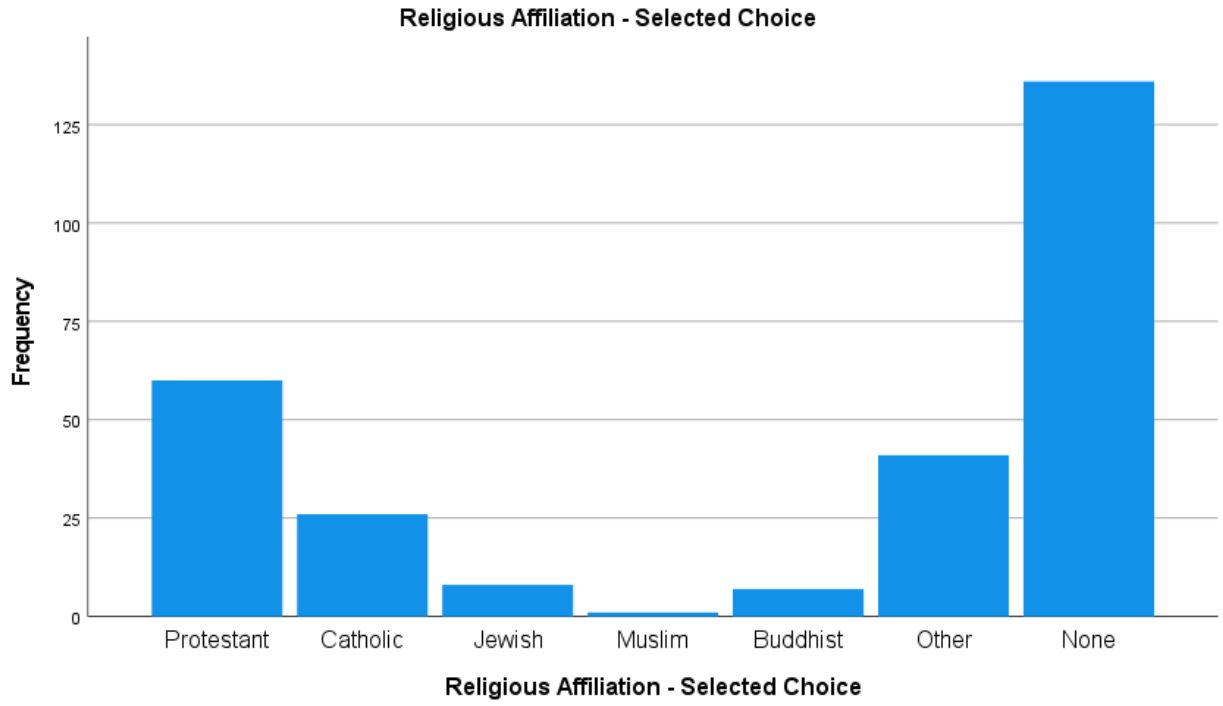
Race / Ethnicity - Selected Choice

	N	%
African American	10	3.5%
Latino / Hispanic	10	3.5%
Asian / Pacific Islander	8	2.8%
Caucasian	243	85.9%
Other	10	3.5%
Missing System	2	0.7%



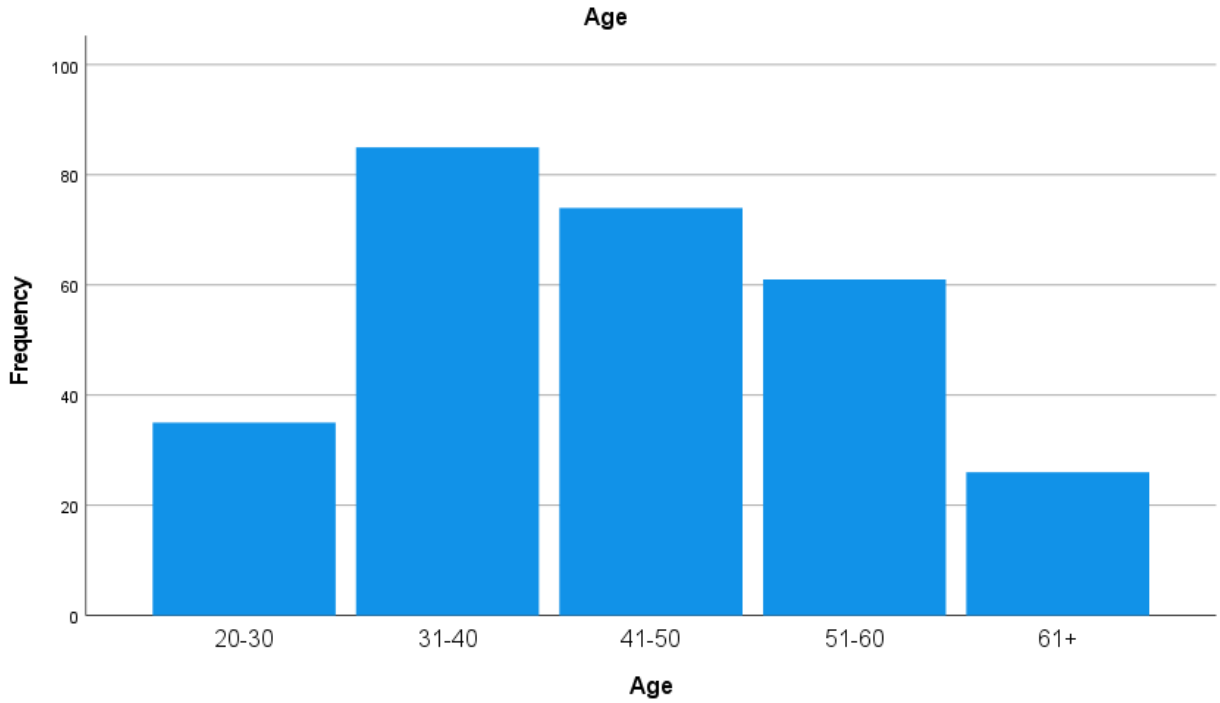
Religious Affiliation - Selected Choice

		N	%
Protestant		60	21.2%
Catholic		26	9.2%
Jewish		8	2.8%
Muslim		1	0.4%
Buddhist		7	2.5%
Other		41	14.5%
None		136	48.1%
Missing	System	4	1.4%



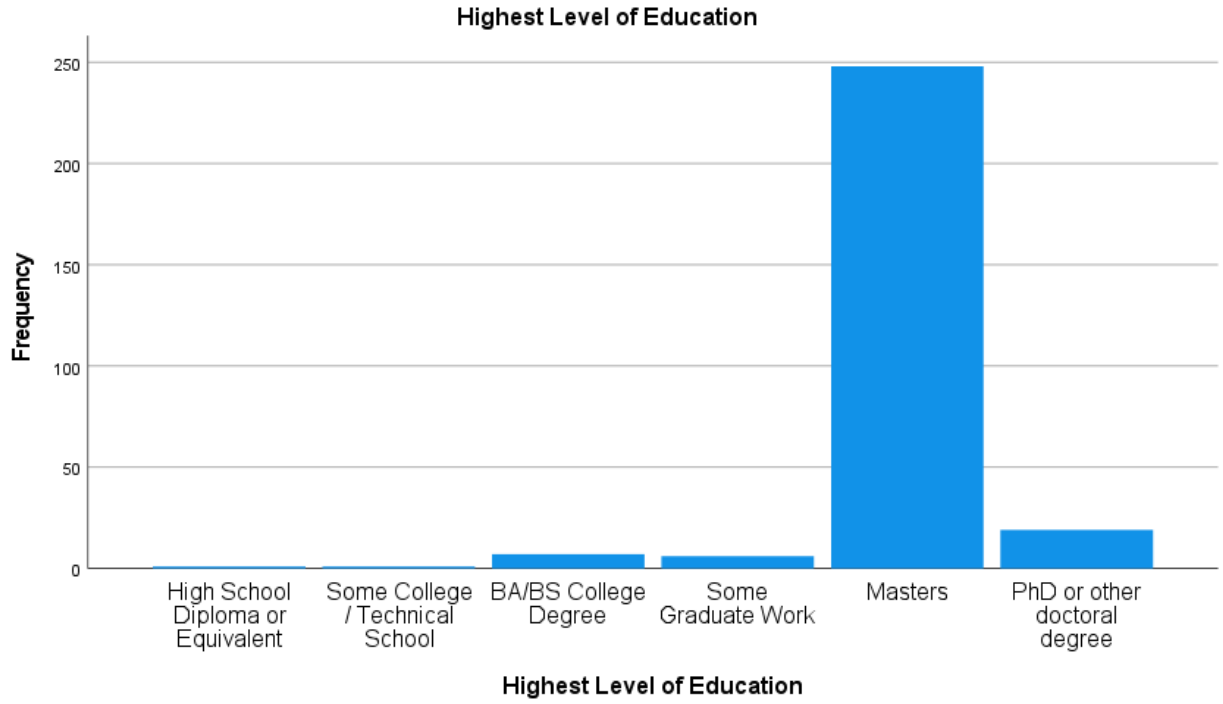
Age

		N	%
20-30		35	12.4%
31-40		85	30.0%
41-50		74	26.1%
51-60		61	21.6%
61+		26	9.2%
Missing	System	2	0.7%



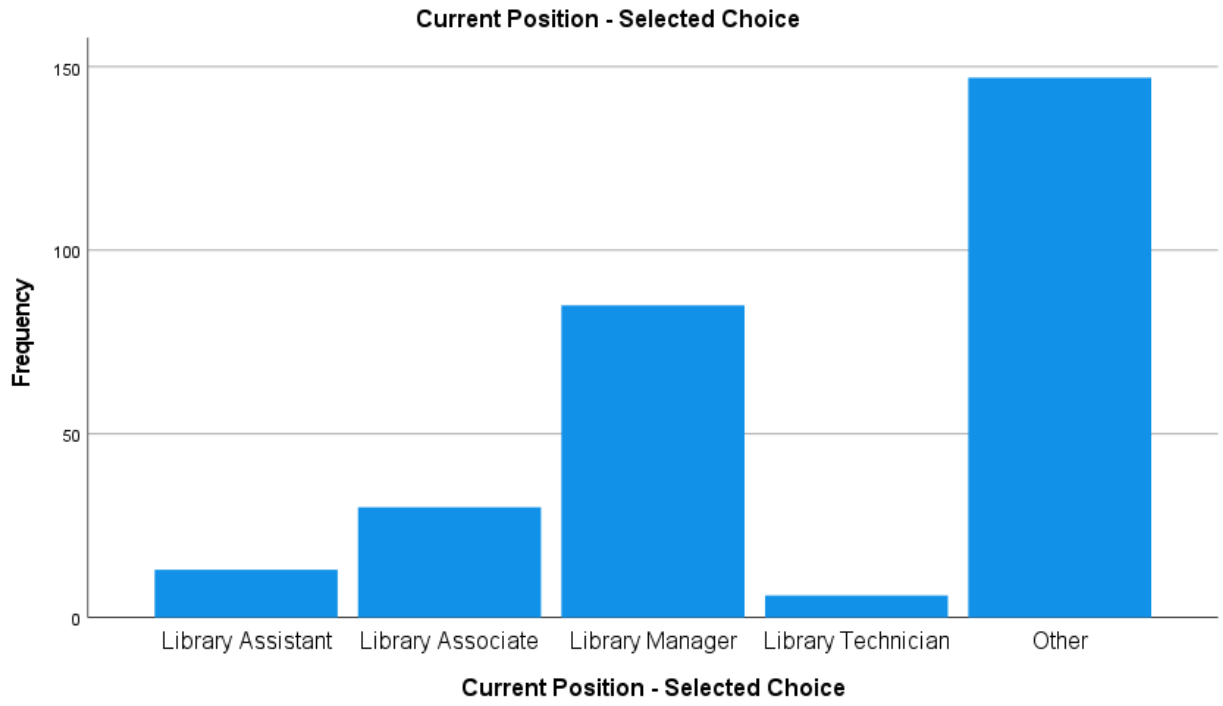
Highest Level of Education

	N	%
High School Diploma or Equivalent	1	0.4%
Some College / Technical School	1	0.4%
BA/BS College Degree	7	2.5%
Some Graduate Work	6	2.1%
Masters	248	87.6%
PhD or other doctoral degree	19	6.7%
Missing System	1	0.4%



Current Position - Selected Choice

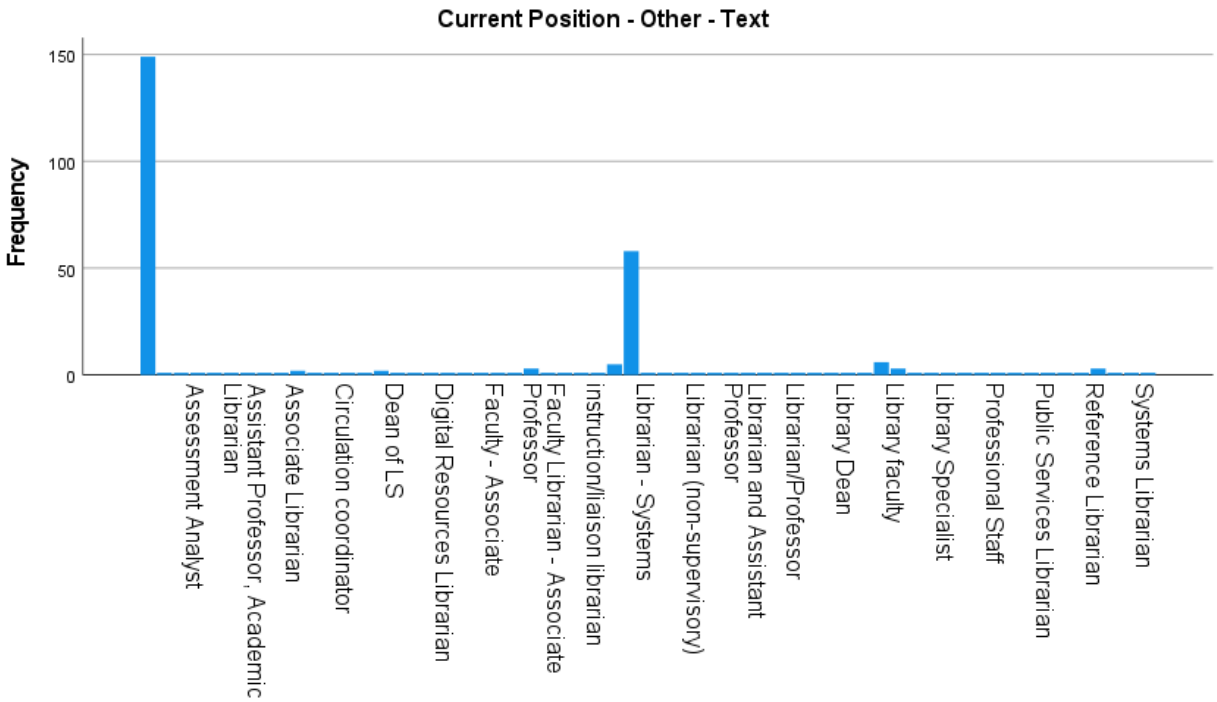
	N	%
Library Assistant	13	4.6%
Library Associate	30	10.6%
Library Manager	85	30.0%
Library Technician	6	2.1%
Other	147	51.9%
Missing System	2	0.7%



Current Position - Other - Text

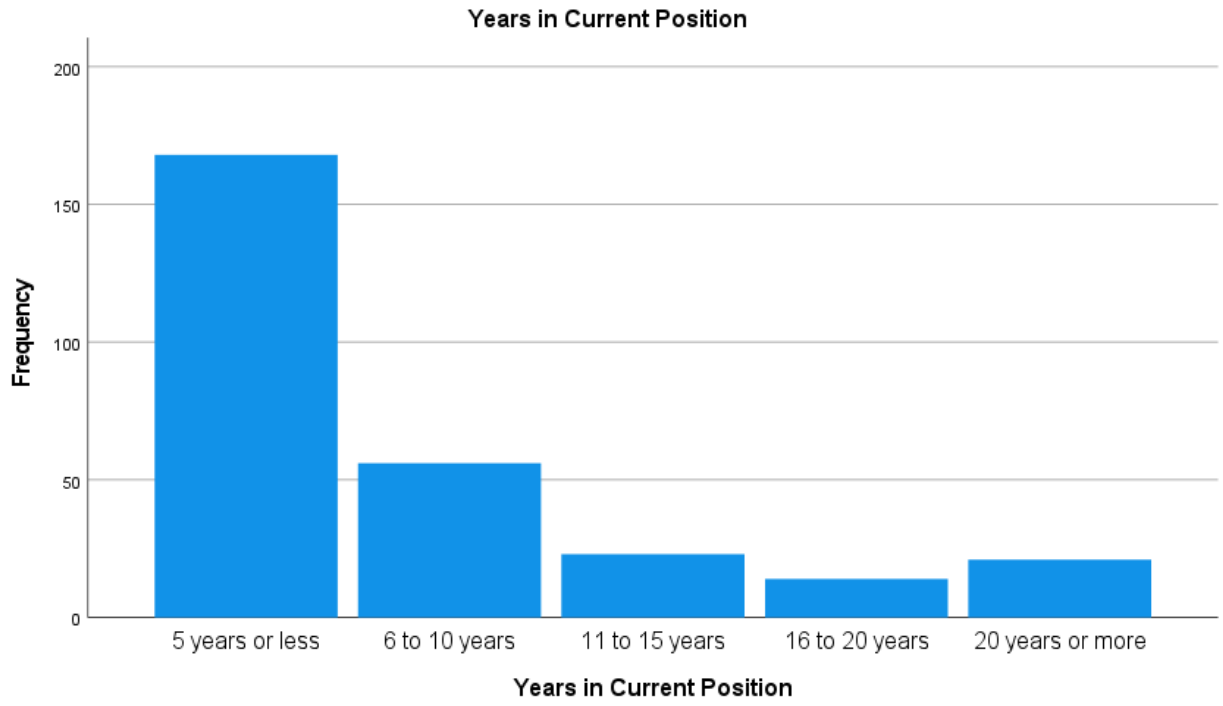
	N	%
	149	52.7%
Adjunct Librarian	1	0.4%
Adjunct Reference Librarian	1	0.4%
Assessment Analyst	1	0.4%
Assistant Librarian	1	0.4%
Assistant Professor	1	0.4%
Assistant Professor, Academic Librarian	1	0.4%
assistant professor?	1	0.4%
Associate Dean	1	0.4%
Associate Librarian	2	0.7%
Associate Librarian (which is different than "Library Associate" -- the term "Librarian" mean you have a Master's degree)	1	0.4%
Asst Prof/Librarian	1	0.4%
Circulation coordinator	1	0.4%
Coordinator of Library Services	1	0.4%
Dean	2	0.7%
Dean of LS	1	0.4%
department head	1	0.4%
Department Head	1	0.4%
Digital Resources Librarian	1	0.4%
Distance Learning Librarian	1	0.4%
Electronic Resources Librarian	1	0.4%
Faculty - Associate	1	0.4%
faculty librarian	1	0.4%
Faculty Librarian	3	1.1%
Faculty Librarian - Associate Professor	1	0.4%
Formerly a library manager	1	0.4%
Head of Access Services	1	0.4%
instruction/liaison librarian	1	0.4%
librarian	5	1.8%

Librarian	58	20.5%
Librarian - Systems	1	0.4%
Librarian (assistant level faculty member)	1	0.4%
Librarian (faculty)	1	0.4%
Librarian (non-supervisory)	1	0.4%
Librarian (Previously Library Assistant)	1	0.4%
Librarian / Faculty	1	0.4%
Librarian and Assistant Professor	1	0.4%
Librarian and department head	1	0.4%
Librarian non-management	1	0.4%
Librarian/Professor	1	0.4%
Library Administrator	1	0.4%
Library Circulation Clerk	1	0.4%
Library Dean	1	0.4%
Library director	1	0.4%
Library Director	6	2.1%
Library faculty	3	1.1%
Library Faculty	1	0.4%
Library Faculty member	1	0.4%
Library Specialist	1	0.4%
Non-management librarian	1	0.4%
PhD Student/Adjunct Faculty	1	0.4%
Professional Staff	1	0.4%
Professor, Librarian	1	0.4%
Pt reference librarian	1	0.4%
Public Services Librarian	1	0.4%
Reference & Instruction Librarian	1	0.4%
reference librarian	1	0.4%
Reference Librarian	3	1.1%
Reference Librarian in higher education	1	0.4%
Senior Library Specialist	1	0.4%
Systems Librarian	1	0.4%


Current Position - Other - Text
Frequency
150
100
50
0
Assessment Analyst
Assistant Professor, Academic Librarian
Associate Librarian
Circulation coordinator
Dean of LS
Digital Resources Librarian
Faculty - Associate
Faculty Librarian - Associate Professor
instruction/liaison librarian
Librarian - Systems
Librarian (non-supervisory)
Librarian and Assistant Professor
Librarian/Professor
Library Dean
Library faculty
Library Specialist
Professional Staff
Public Services Librarian
Reference Librarian
Systems Librarian

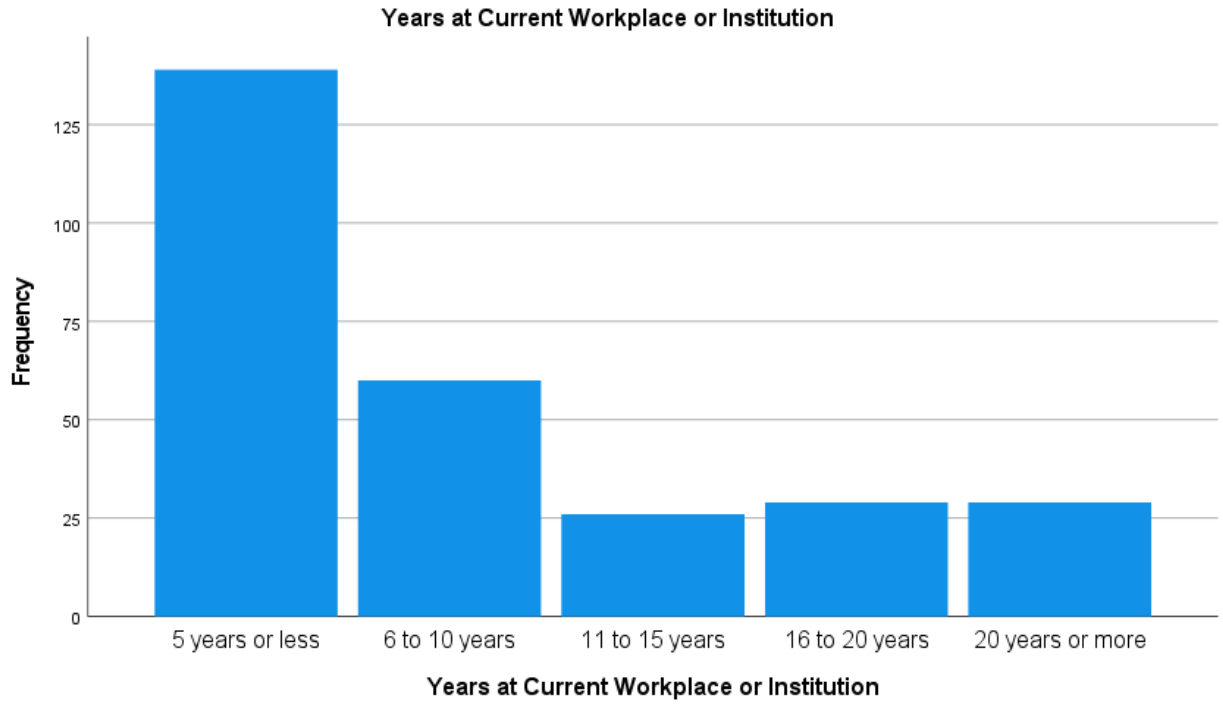
Years in Current Position

	N	%
5 years or less	168	59.4%
6 to 10 years	56	19.8%
11 to 15 years	23	8.1%
16 to 20 years	14	4.9%
20 years or more	21	7.4%
Missing System	1	0.4%



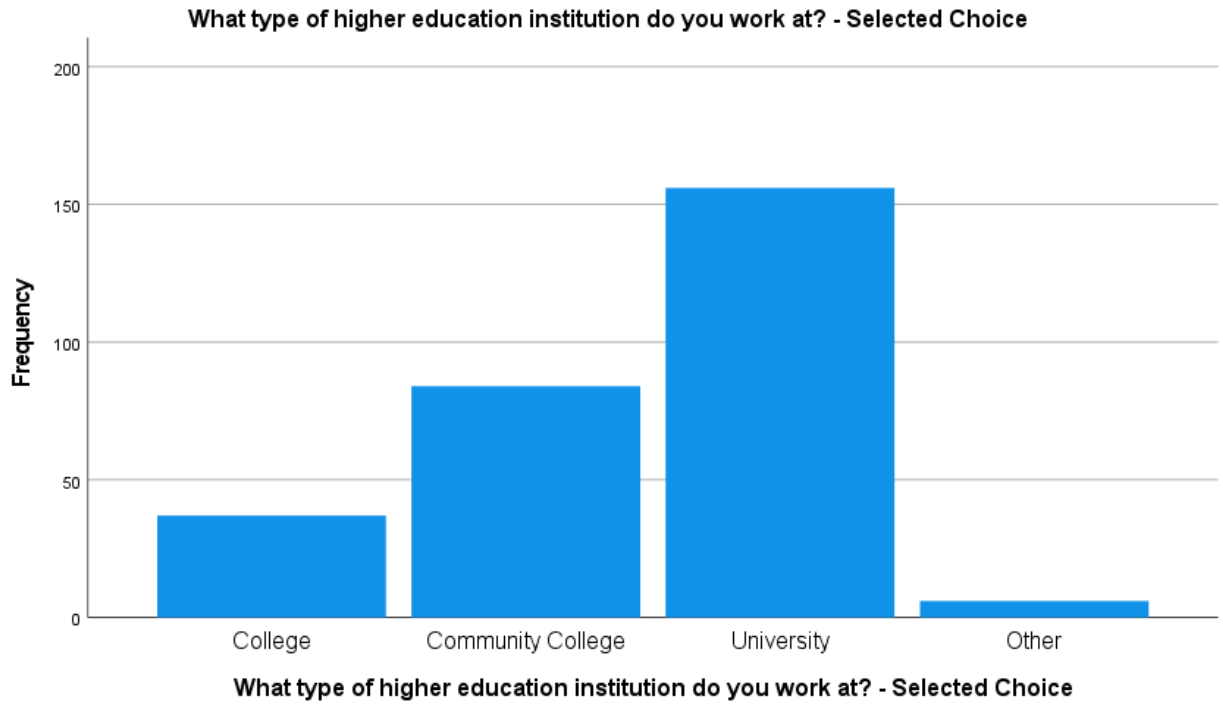
Years at Current Workplace or Institution

	N	%
5 years or less	139	49.1%
6 to 10 years	60	21.2%
11 to 15 years	26	9.2%
16 to 20 years	29	10.2%
20 years or more	29	10.2%



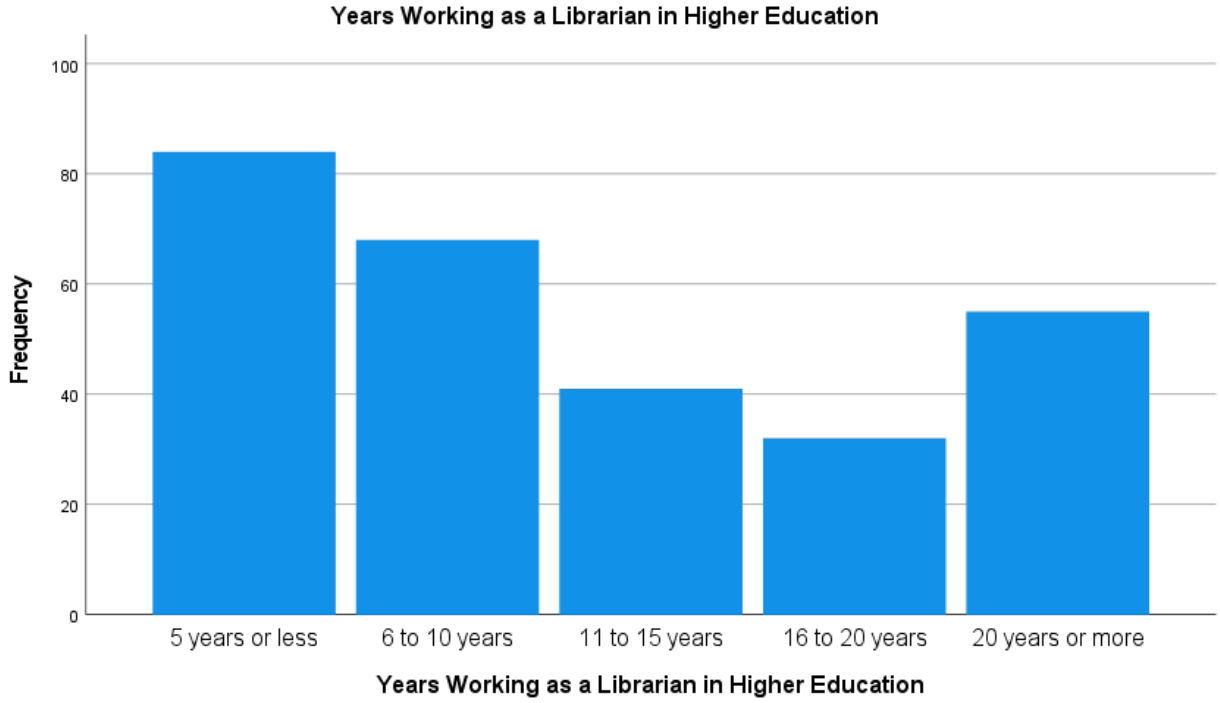
What type of higher education institution do you work at? - Selected Choice

	N	%
College	37	13.1%
Community College	84	29.7%
University	156	55.1%
Other	6	2.1%



Years Working as a Librarian in Higher Education

	N	%
5 years or less	84	29.7%
6 to 10 years	68	24.0%
11 to 15 years	41	14.5%
16 to 20 years	32	11.3%
20 years or more	55	19.4%
Missing System	3	1.1%



Correlations

		Victimization	Bullying
Victimization	Pearson Correlation	1	.373**
	Sig. (2-tailed)		.000
	N	235	213
Bullying	Pearson Correlation	.373**	1
	Sig. (2-tailed)	.000	
	N	213	213

**. Correlation is significant at the 0.01 level (2-tailed).

Descriptive Statistics

	Mean	Std. Deviation	N
Victimization	35.0515	14.01252	233
Age	2.82	1.163	233
Years in Current Position	1.83	1.251	233

Correlations

		Victimization	Age
Pearson Correlation	Victimization	1.000	.033
	Age	.033	1.000
	Years in Current Position	.181	.539
Sig. (1-tailed)	Victimization	.	.308
	Age	.308	.
	Years in Current Position	.003	.000
N	Victimization	233	233
	Age	233	233
	Years in Current Position	233	233

Correlations

		Years in Current Position
Pearson Correlation	Victimization	.181
	Age	.539
	Years in Current Position	1.000
Sig. (1-tailed)	Victimization	.003
	Age	.000
	Years in Current Position	.
N	Victimization	233
	Age	233
	Years in Current Position	233

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Years in Current Position, Age[b]	.	Enter

a. Dependent Variable: Victimization

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.196[a]	.039	.030	13.79896

Model Summary[b]

	Change Statistics				
Model	R Square Change	F Change	df1	df2	Sig. F Change
1	.039	4.618	2	230	.011

Model Summary[b]

Model	Durbin-Watson
1	.796

a. Predictors: (Constant), Years in Current Position, Age

b. Dependent Variable: Victimization

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F
1	Regression	1758.805	2	879.403	4.618
	Residual	43794.577	230	190.411	
	Total	45553.382	232		

ANOVA[a]

Model		Sig.
1	Regression	.011[b]
	Residual	
	Total	

a. Dependent Variable: Victimization

b. Predictors: (Constant), Years in Current Position, Age

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	33.434	2.384	
	Age	-1.095	.925	-.091
	Years in Current Position	2.576	.860	.230

Coefficients[a]

Model		t	Sig.	Correlations	
				Zero-order	Partial
1	(Constant)	14.024	.000		
	Age	-1.184	.238	.033	-.078
	Years in Current Position	2.996	.003	.181	.194

Coefficients[a]

Model		Correlations	Collinearity Statistics	
		Part	Tolerance	VIF
1	(Constant)			
	Age	-.077	.709	1.410
	Years in Current Position	.194	.709	1.410

a. Dependent Variable: Victimization

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions (Constant)	Variance Proportions Age
1	1	2.754	1.000	.02	.01
	2	.180	3.909	.27	.02
	3	.066	6.477	.71	.97

Collinearity Diagnostics[a]

Model	Dimension	Variance Proportions Years in Current Position
1	1	.03
	2	.78
	3	.20

a. Dependent Variable: Victimization

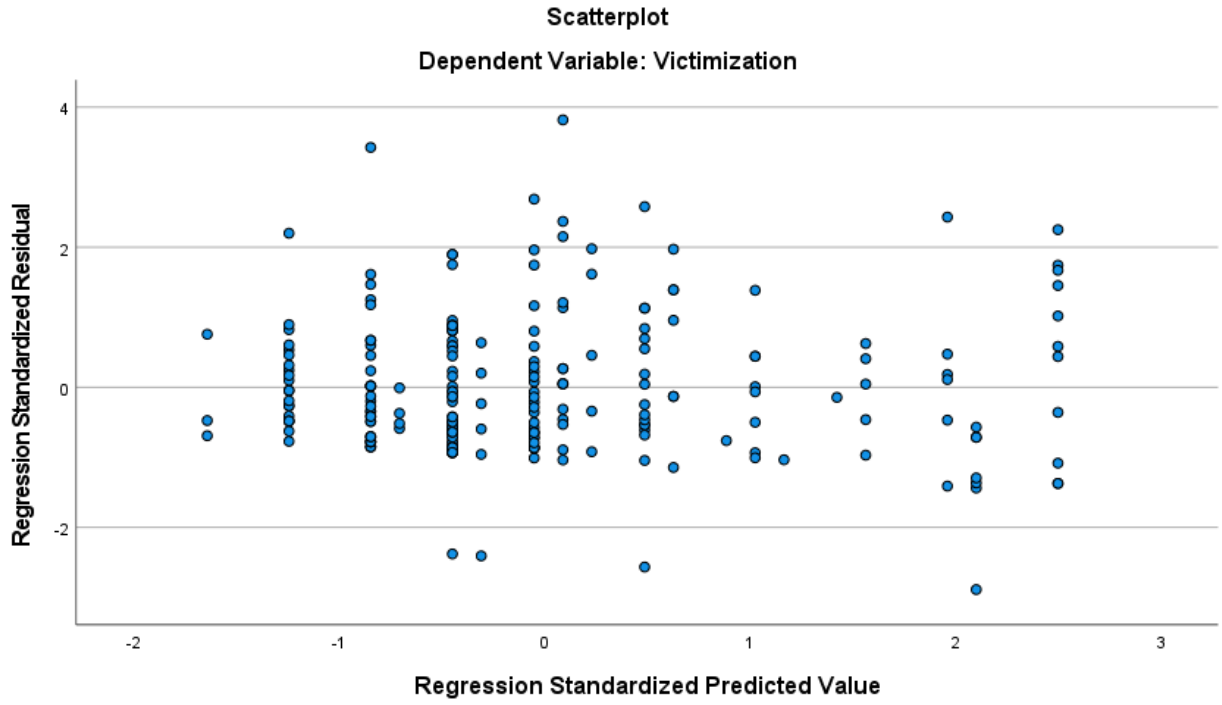
Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation
Predicted Value	30.5357	41.9329	35.0515	2.75337
Std. Predicted Value	-1.640	2.499	.000	1.000
Standard Error of Predicted Value	.916	2.630	1.500	.449
Adjusted Predicted Value	30.1411	42.5742	35.0592	2.77313
Residual	-39.83807	52.69899	.00000	13.73935
Std. Residual	-2.887	3.819	.000	.996
Stud. Residual	-2.937	3.828	.000	1.003
Deleted Residual	-41.22061	52.93239	-.00769	13.93174
Stud. Deleted Residual	-2.987	3.947	.001	1.010
Mahal. Distance	.027	7.435	1.991	1.893
Cook's Distance	.000	.100	.005	.010
Centered Leverage Value	.000	.032	.009	.008

Residuals Statistics[a]

	N
Predicted Value	233
Std. Predicted Value	233
Standard Error of Predicted Value	233
Adjusted Predicted Value	233
Residual	233
Std. Residual	233
Stud. Residual	233
Deleted Residual	233
Stud. Deleted Residual	233
Mahal. Distance	233
Cook's Distance	233
Centered Leverage Value	233

a. Dependent Variable: Victimization



Descriptive Statistics

	Mean	Std. Deviation	N
Victimization	35.0515	14.01252	233
Age	2.82	1.163	233
Years in Current Position	1.83	1.251	233

Correlations

		Victimization	Age
Pearson Correlation	Victimization	1.000	.033
	Age	.033	1.000
	Years in Current Position	.181	.539
Sig. (1-tailed)	Victimization	.	.308
	Age	.308	.
	Years in Current Position	.003	.000
N	Victimization	233	233
	Age	233	233
	Years in Current Position	233	233

Correlations

		Years in Current Position
Pearson Correlation	Victimization	.181
	Age	.539
	Years in Current Position	1.000
Sig. (1-tailed)	Victimization	.003
	Age	.000
	Years in Current Position	.
N	Victimization	233
	Age	233
	Years in Current Position	233

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Years in Current Position, Age[b]	.	Enter

a. Dependent Variable: Victimization

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.196[a]	.039	.030	13.79896

Model Summary[b]

	Change Statistics				
Model	R Square Change	F Change	df1	df2	Sig. F Change
1	.039	4.618	2	230	.011

Model Summary[b]

Model	Durbin-Watson
1	1.690

a. Predictors: (Constant), Years in Current Position, Age

b. Dependent Variable: Victimization

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F
1	Regression	1758.805	2	879.403	4.618
	Residual	43794.577	230	190.411	
	Total	45553.382	232		

ANOVA[a]

Model		Sig.
1	Regression	.011[b]
	Residual	
	Total	

a. Dependent Variable: Victimization

b. Predictors: (Constant), Years in Current Position, Age

Coefficients[a]

		Unstandardized Coefficients		Standardized Coefficients
Model		B	Std. Error	Beta
1	(Constant)	33.434	2.384	
	Age	-1.095	.925	-.091
	Years in Current Position	2.576	.860	.230

Coefficients[a]

			Correlations	
Model	t	Sig.	Zero-order	Partial

1	(Constant)	14.024	.000		
	Age	-1.184	.238	.033	-.078
	Years in Current Position	2.996	.003	.181	.194

Coefficients[a]

		Correlations	Collinearity Statistics	
Model		Part	Tolerance	VIF
1	(Constant)			
	Age	-.077	.709	1.410
	Years in Current Position	.194	.709	1.410

a. Dependent Variable: Victimization

Collinearity Diagnostics[a]

				Variance Proportions	
Model	Dimension	Eigenvalue	Condition Index	(Constant)	Age
1	1	2.754	1.000	.02	.01
	2	.180	3.909	.27	.02
	3	.066	6.477	.71	.97

Collinearity Diagnostics[a]

		Variance Proportions
Model	Dimension	Years in Current Position
1	1	.03
	2	.78
	3	.20

a. Dependent Variable: Victimization

Residuals Statistics[a]

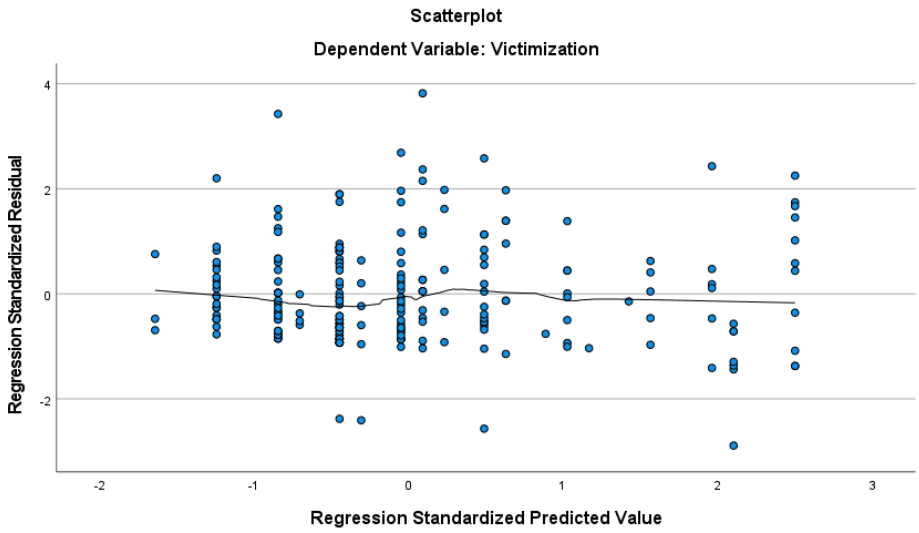
	Minimum	Maximum	Mean	Std. Deviation
Predicted Value	30.5357	41.9329	35.0515	2.75337
Std. Predicted Value	-1.640	2.499	.000	1.000
Standard Error of Predicted Value	.916	2.630	1.500	.449
Adjusted Predicted Value	30.1411	42.5742	35.0592	2.77313
Residual	-39.83807	52.69899	.00000	13.73935
Std. Residual	-2.887	3.819	.000	.996
Stud. Residual	-2.937	3.828	.000	1.003
Deleted Residual	-41.22061	52.93239	-.00769	13.93174
Stud. Deleted Residual	-2.987	3.947	.001	1.010
Mahal. Distance	.027	7.435	1.991	1.893
Cook's Distance	.000	.100	.005	.010
Centered Leverage Value	.000	.032	.009	.008

Residuals Statistics[a]

	N
Predicted Value	233
Std. Predicted Value	233
Standard Error of Predicted Value	233
Adjusted Predicted Value	233
Residual	233
Std. Residual	233
Stud. Residual	233
Deleted Residual	233
Stud. Deleted Residual	233
Mahal. Distance	233
Cook's Distance	233
Centered Leverage Value	233

a. Dependent Variable: Victimization

Charts



Regression

Notes

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Descriptive Statistics

	Mean	Std. Deviation	N
Victimization	35.0515	14.01252	233
Age	2.82	1.163	233
Years in Current Position	1.83	1.251	233

Correlations

		Victimization	Age
Pearson Correlation	Victimization	1.000	.033
	Age	.033	1.000
	Years in Current Position	.181	.539
Sig. (1-tailed)	Victimization	.	.308
	Age	.308	.
	Years in Current Position	.003	.000
N	Victimization	233	233
	Age	233	233
	Years in Current Position	233	233

Correlations

		Years in Current Position
Pearson Correlation	Victimization	.181
	Age	.539
	Years in Current Position	1.000
Sig. (1-tailed)	Victimization	.003
	Age	.000
	Years in Current Position	.
N	Victimization	233
	Age	233
	Years in Current Position	233

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Years in Current Position, Age[b]	.	Enter

a. Dependent Variable: Victimization

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.196[a]	.039	.030	13.79896

Model Summary[b]

	Change Statistics				
Model	R Square Change	F Change	df1	df2	Sig. F Change
1	.039	4.618	2	230	.011

Model Summary[b]

Model	Durbin-Watson
1	1.690

a. Predictors: (Constant), Years in Current Position, Age

b. Dependent Variable: Victimization

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F
1	Regression	1758.805	2	879.403	4.618
	Residual	43794.577	230	190.411	
	Total	45553.382	232		

ANOVA[a]

Model		Sig.
1	Regression	.011[b]
	Residual	
	Total	

a. Dependent Variable: Victimization

b. Predictors: (Constant), Years in Current Position, Age

Coefficients[a]

		Unstandardized Coefficients		Standardized Coefficients
Model		B	Std. Error	Beta
1	(Constant)	33.434	2.384	
	Age	-1.095	.925	-.091
	Years in Current Position	2.576	.860	.230

Coefficients[a]

Model		t	Sig.	Correlations	
				Zero-order	Partial
1	(Constant)	14.024	.000		
	Age	-1.184	.238	.033	-.078
	Years in Current Position	2.996	.003	.181	.194

Coefficients[a]

Model		Correlations	Collinearity Statistics	
		Part	Tolerance	VIF
1	(Constant)			
	Age	-.077	.709	1.410
	Years in Current Position	.194	.709	1.410

a. Dependent Variable: Victimization

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Age
1	1	2.754	1.000	.02	.01
	2	.180	3.909	.27	.02
	3	.066	6.477	.71	.97

Collinearity Diagnostics[a]

Model	Dimension	Variance Proportions
		Years in Current Position
1	1	.03
	2	.78

3		.20

a. Dependent Variable: Victimization

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation
Predicted Value	30.5357	41.9329	35.0515	2.75337
Std. Predicted Value	-1.640	2.499	.000	1.000
Standard Error of Predicted Value	.916	2.630	1.500	.449
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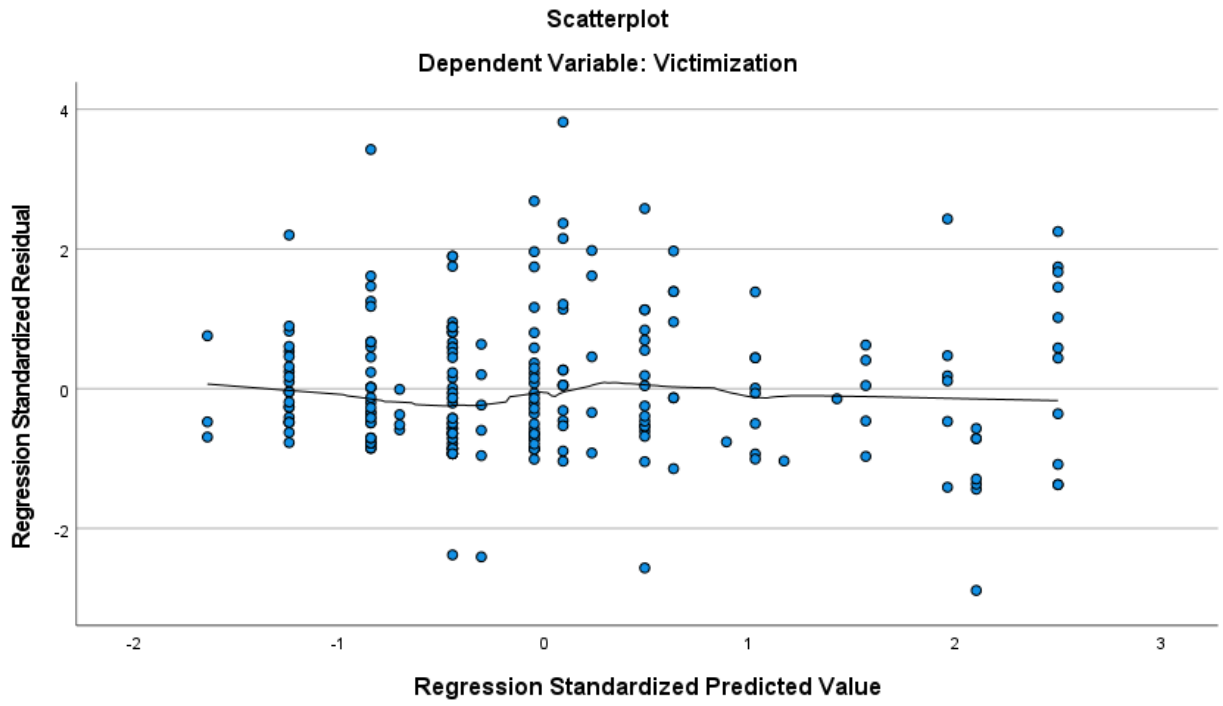
Residual	-39.83807	52.69899	.00000	13.73935
Std. Residual	-2.887	3.819	.000	.996
Stud. Residual	-2.937	3.828	.000	1.003
Deleted Residual	-41.22061	52.93239	-.00769	13.93174
Stud. Deleted Residual	-2.987	3.947	.001	1.010
Mahal. Distance	.027	7.435	1.991	1.893
Cook's Distance	.000	.100	.005	.010
Centered Leverage Value	.000	.032	.009	.008

Residuals Statistics[a]

	N
Predicted Value	233
Std. Predicted Value	233
Standard Error of Predicted Value	233
Adjusted Predicted Value	233
Residual	233
Std. Residual	233
Stud. Residual	233
Deleted Residual	233
Stud. Deleted Residual	233
Mahal. Distance	233
Cook's Distance	233

a. Dependent Variable: Victimization

Charts

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Q117 Q118 Q119 Q120
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  /FORMAT SORT BLANK(.4)
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Factor Analysis

Notes

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	Cases Used	LISTWISE: Statistics are based on cases with no missing values for any variable used.

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	FAC2_1	Component score 2
	FAC3_1	Component score 3
	FAC4_1	Component score 4

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
We resolve most everyday problems around the house.	1.91	.873	137
When someone is upset the others know why.	2.20	.803	137
If someone is in trouble, the others become too involved.	2.26	.645	137
In times of crisis we can turn to each other for support.	1.96	.826	137
We are reluctant to show our affection for each other.	2.15	.800	137
We cannot talk to each other about the sadness we feel.	2.23	.834	137
We usually act on our decisions regarding problems.	2.14	.699	137
You only get the interest of others when something is important to them.	2.55	.737	137
Individuals are accepted for what they are.	2.01	.813	137
People come right out and say things instead of hinting at them.	2.61	.835	137
Some of us just don’t respond emotionally.	2.72	.627	137
We avoid discussing our fears and concerns.	2.47	.748	137

It is difficult to talk to each other about tender feelings.	2.45	.795	137
We are too self-centered.	2.48	.739	137
We can express feelings to each other.	2.16	.825	137
We do not show our love for each other.	2.23	.866	137
We talk to people directly rather than through go-betweens.	2.42	.897	137
There are lots of bad feelings in the family.	2.18	.893	137
We get involved with each other only when something interests us.	2.25	.673	137
We often don’t say what we mean.	2.50	.768	137
We resolve most emotional upsets that come up.	2.32	.813	137
Tenderness takes second place to other things in our family.	2.44	.695	137
We are frank (direct, straightforward) with each other.	2.31	.810	137
We confront problems involving feelings.	2.41	.782	137
We don’t get along well together.	2.01	.899	137
We don’t talk to each other when we are angry.	2.48	.749	137
We confide in each other.	2.14	.788	137
We cry openly.	2.63	.916	137
When we don't like what someone has done, we tell them.	2.40	.742	137
We try to think of different ways to solve problems.	2.03	.776	137

INSERT CORRELATION MATRIX PDF

a. Determinant = 2.23E-011

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.938
Bartlett's Test of Sphericity	Approx. Chi-Square	3070.101
	df	435
	Sig.	.000

Communalities

	Initial
We resolve most everyday problems around the house.	1.000
When someone is upset the others know why.	1.000
If someone is in trouble, the others become too involved.	1.000
In times of crisis we can turn to each other for support.	1.000
We are reluctant to show our affection for each other.	1.000
We cannot talk to each other about the sadness we feel.	1.000
We usually act on our decisions regarding problems.	1.000
You only get the interest of others when something is important to them.	1.000
Individuals are accepted for what they are.	1.000

People come right out and say things instead of hinting at them.	1.000
Some of us just don’t respond emotionally.	1.000
We avoid discussing our fears and concerns.	1.000
It is difficult to talk to each other about tender feelings.	1.000
We are too self-centered.	1.000
We can express feelings to each other.	1.000
We do not show our love for each other.	1.000
We talk to people directly rather than through go-betweens.	1.000
There are lots of bad feelings in the family.	1.000
We get involved with each other only when something interests us.	1.000
We often don’t say what we mean.	1.000
We resolve most emotional upsets that come up.	1.000
Tenderness takes second place to other things in our family.	1.000
We are frank (direct, straightforward) with each other.	1.000
We confront problems involving feelings.	1.000
We don’t get along well together.	1.000
We don’t talk to each other when we are angry.	1.000
We confide in each other.	1.000
We cry openly.	1.000
When we don't like what someone has done, we tell them.	1.000
We try to think of different ways to solve problems.	1.000

Extraction Method: Principal Component

Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	14.907	49.691	49.691	7.323	24.410	24.410
2	1.853	6.177	55.868	6.800	22.668	47.079
3	1.383	4.609	60.477	3.908	13.028	60.106
4	1.305	4.350	64.827	1.416	4.720	64.827
5	.966	3.219	68.046			
6	.870	2.901	70.947			
7	.797	2.655	73.602			
8	.757	2.523	76.125			
9	.706	2.355	78.480			
10	.644	2.147	80.626			
11	.572	1.908	82.534			
12	.519	1.730	84.264			
13	.472	1.572	85.836			
14	.426	1.419	87.255			
15	.399	1.331	88.586			
16	.367	1.222	89.808			
17	.352	1.172	90.980			
18	.301	1.004	91.984			
19	.287	.956	92.939			
20	.282	.939	93.878			
21	.261	.870	94.748			
22	.236	.787	95.535			
23	.232	.772	96.308			
24	.224	.747	97.055			
25	.200	.668	97.723			
26	.189	.632	98.354			

27	.160	.534	98.888
28	.133	.445	99.333
29	.104	.345	99.678
30	.097	.322	100.000

Extraction Method: Principal Component Analysis.

Component Matrix[a]

a. 4 components

extracted.

Rotated Component Matrix[a]

	Component			
	1	2	3	4
We resolve most everyday problems around the house.	.785			
We talk to people directly rather than through go-betweens.	.751			
We are frank (direct, straightforward) with each other.	.723			
Individuals are accepted for what they are.	.720			
People come right out and say things instead of hinting at them.	.702			
We usually act on our decisions regarding problems.	.691			
When someone is upset the others know why.	.665			

We resolve most emotional upsets that come up.	.648		.461
We try to think of different ways to solve problems.	.606	.445	
There are lots of bad feelings in the family.	.605		.547
When we don't like what someone has done, we tell them.	.533		
We confront problems involving feelings.	.523	.492	
We cannot talk to each other about the sadness we feel.		.803	
We are reluctant to show our affection for each other.		.794	
We do not show our love for each other.		.766	
We can express feelings to each other.	.413	.746	
It is difficult to talk to each other about tender feelings.		-.664	
We cry openly.		.643	
We avoid discussing our fears and concerns.	.424	.619	
We confide in each other.	.420	.615	
In times of crisis we can turn to each other for support.	.495	.592	
You only get the interest of others when something is important to them.	.409	.417	
Tenderness takes second place to other things in our family.			.679
We are too self-centered.			.604
We don’t talk to each other when we are angry.			.591
We don’t get along well together.	.435		.562
We get involved with each other only when something interests us.		.506	.514

We often don't say what we mean.	.468	.480	
If someone is in trouble, the others become too involved.			.739
Some of us just don't respond emotionally.			.697

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.[a]

a. Rotation converged in 8 iterations.

Component Transformation Matrix

Component	1	2	3	4
1	.650	.619	.434	.080
2	.700	-.707	-.056	.089
3	-.295	-.287	.759	.505
4	.040	.186	-.483	.855

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

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RELIABILITY
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Q117 Q118 Q119 Q120
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Reliability

Notes

Output Created		17-NOV-2021 14:25:51
Comments		
Input	Data	C:\Users\mathg\Desktop\0001 Fall 2021\Scott Zimmer Fall 2021\Workplace Bullying in Higher Education USE THIS ONE 12072020 eee.sav
	Active Dataset	DataSet2
	Filter	<none>
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	N of Rows in Working Data File	283
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.

Syntax		RELIABILITY /VARIABLES=Q103 Q105 Q106 Q107 Q108 Q109 Q110 Q111 Q112 Q113 Q114 Q115 Q116 Q117 Q118 Q119 Q120 Q121 Q122 Q123 Q124 Q125 Q126 Q127 Q128 Q129 Q130 Q131 Q132 Q133 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCR IPTIVE SCALE /SUMMARY=TOTAL.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.03

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	137	48.4
	Excluded[a]	146	51.6
	Total	283	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.951	30

Item Statistics

	Mean	Std. Deviation	N
We resolve most everyday problems around the house.	1.91	.873	137
When someone is upset the others know why.	2.20	.803	137
If someone is in trouble, the others become too involved.	2.26	.645	137
In times of crisis we can turn to each other for support.	1.96	.826	137
We are reluctant to show our affection for each other.	2.15	.800	137
We cannot talk to each other about the sadness we feel.	2.23	.834	137
We usually act on our decisions regarding problems.	2.14	.699	137
You only get the interest of others when something is important to them.	2.55	.737	137
Individuals are accepted for what they are.	2.01	.813	137
People come right out and say things instead of hinting at them.	2.61	.835	137
Some of us just don’t respond emotionally.	2.72	.627	137
We avoid discussing our fears and concerns.	2.47	.748	137

It is difficult to talk to each other about tender feelings.	2.45	.795	137
We are too self-centered.	2.48	.739	137
We can express feelings to each other.	2.16	.825	137
We do not show our love for each other.	2.23	.866	137
We talk to people directly rather than through go-betweens.	2.42	.897	137
There are lots of bad feelings in the family.	2.18	.893	137
We get involved with each other only when something interests us.	2.25	.673	137
We often don’t say what we mean.	2.50	.768	137
We resolve most emotional upsets that come up.	2.32	.813	137
Tenderness takes second place to other things in our family.	2.44	.695	137
We are frank (direct, straightforward) with each other.	2.31	.810	137
We confront problems involving feelings.	2.41	.782	137
We don’t get along well together.	2.01	.899	137
We don’t talk to each other when we are angry.	2.48	.749	137
We confide in each other.	2.14	.788	137
We cry openly.	2.63	.916	137
When we don't like what someone has done, we tell them.	2.40	.742	137
We try to think of different ways to solve problems.	2.03	.776	137

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
We resolve most everyday problems around the house.	67.14	214.709	.674	.949
When someone is upset the others know why.	66.85	218.293	.581	.949
If someone is in trouble, the others become too involved.	66.78	231.202	.056	.953
In times of crisis we can turn to each other for support.	67.08	213.663	.761	.948
We are reluctant to show our affection for each other.	66.90	215.460	.707	.948
We cannot talk to each other about the sadness we feel.	66.81	214.949	.698	.948
We usually act on our decisions regarding problems.	66.91	219.145	.633	.949
You only get the interest of others when something is important to them.	66.50	218.928	.607	.949
Individuals are accepted for what they are.	67.03	215.631	.688	.948
People come right out and say things instead of hinting at them.	66.44	216.086	.650	.949
Some of us just don’t respond emotionally.	66.32	229.484	.150	.953
We avoid discussing our fears and concerns.	66.58	216.011	.734	.948
It is difficult to talk to each other about tender feelings.	66.59	250.641	-.737	.961
We are too self-centered.	66.56	219.939	.558	.950
We can express feelings to each other.	66.88	212.972	.792	.947

We do not show our love for each other.	66.82	212.341	.778	.948
We talk to people directly rather than through go-betweens.	66.62	213.164	.716	.948
There are lots of bad feelings in the family.	66.86	211.076	.803	.947
We get involved with each other only when something interests us.	66.80	218.120	.712	.948
We often don't say what we mean.	66.55	216.161	.707	.948
We resolve most emotional upsets that come up.	66.72	212.555	.823	.947
Tenderness takes second place to other things in our family.	66.61	222.461	.471	.950
We are frank (direct, straightforward) with each other.	66.74	213.254	.796	.947
We confront problems involving feelings.	66.64	213.410	.819	.947
We don't get along well together.	67.03	213.264	.710	.948
We don't talk to each other when we are angry.	66.56	219.998	.548	.950
We confide in each other.	66.91	214.425	.766	.948
We cry openly.	66.42	214.715	.640	.949
When we don't like what someone has done, we tell them.	66.64	217.408	.674	.949
We try to think of different ways to solve problems.	67.01	215.485	.730	.948

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
69.04	232.719	15.255	30

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