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Hollis, L. P. (2015). Bully University? The Cost of Workplace Bullying and Employee Disengagement in American Higher Education. *SAGE Open*. https://doi.org/10.1177/2158244015589997

This article displays a study which shows from a survey of 175 four-year institutions 62 percent of higher education employees report witnessing or have experienced bullying in the past 18 months. This is compared to only 37 percent of the general workforce who have reported witnessing or experiencing bullying themselves. Because workplace bullying is often not taken seriously, victims are left without resources or support from the institution or those with leadership positions. Staff in particular, who experience consistent bullying either mentally check out or leave the institution. Ultimately, it was found that leadership was an actor and/or an enabler for bullying on college campuses which makes us aware that in order for the culture of the environment to change, employees must have trust with those in leadership to dismantle bullying. Additional keynote from author of Bullying in the Ivory Tower: Dr Leah P Hollis gives Keynote Morgan State Faculty Institute https://www.youtube.com/watch?v=rJlpqQPUACw

Nelson, E. D., & Lambert, R. D. (2001). Sticks, stones and semantics: The ivory tower bully's vocabulary of motives. *Qualitative Sociology, 24*(1), 83-106. doi:http://dx.doi.org.proxy2.cl.msu.edu/10.1023/A:1026695430820

University institutions often normalize university staff and faculty bullying. This is done by terming bullying as "normal troubles" which should be expected when numerous adults are working in the same office. This allows the bullying to go undisguised or directly able to pinpoint blatant forms of bullying. There are three techniques that bullies of the study were found to display. *Appropriation and inversion: t*he normalization has created leeway for alleged bullies to not only identify as the victim but accuse the initial victim as the aggressor. *Evidentiary solipsism*: the alleged bullies portray themselves as being able to define the truth and an expert then explain the true version of the situation, denying the seriousness of the victim. *Emotional obfuscation*: bullies use emotional visuals and imagery to distract the audience from the original issue. This article includes the issues that come along with "labeling" forms of bullying which can neutralize the impact and seriousness. Ultimately the values of the university help to recognize when workplace bullying occurs.

Keashly, L., & Neuman, J. H. (2010). Faculty experiences with bullying in higher education: Causes, consequences, and management. *Administrative Theory & Praxis, 32*(1), 48-70. doi:http://dx.doi.org.proxy2.cl.msu.edu/10.2753/ATP1084-1806320103

This article explains the reasonings as to why faculty may not speak up in the midst of bullying. This is due to the fact that faculty, especially those who are tenured are not reviewed on performance nor do they review other faculty on their performance regardless of their opinions. The opinions of faculty when giving feedback to tenured faculty was that this would interfere with not only their own autonomy but the faculty members as well. Not regularly giving feedback to colleagues was said to have set the tone for faculty members to not speak up if they witnessed faculty bullying others within the workplace. Studies show that faculty see the de-escalation of bullying as difficult which continues the cycle of these actions within the workplace. Ultimately, faculty do not feel like they are equipped with tools or have been trained in order to deal with situations such as bullying in the workplace.

New UW-Madison website to help faculty, staff cope with workplace bullying. (2018, January 29). *UWIRE Text*, 1. https://link.gale.com/apps/doc/A525491745/AONE?u=msu_main&sid=AONE&xid=249bd2d3

The University of Wisconsin-Madison draws on the expertise of Dr. Hollis to establish preventative mechanisms for workplace bullying as well as resources for those who experience/witness and how employees of the university can be active bystanders against bullying. The website includes ways to document and report the behavior that they have witnessed or experienced. The findings showed that in 2016, within the past three years, 35 percent of faculty reported personally experiencing "hostile and intimidating" behavior. This was higher for those who witnessed bullying, which was 42 percent. The site also includes advice for informal and formal responses to bullying and places on campus to go for counsel and support. Campus officials have also charged faculty and academic staff to prevent bullying and resources are provided for doing so. See more on their webpage: Hostile and Intimidating Behavior