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<p style="text-align:center">Study Title: Bullying trends, best practices, and interventions in Healthcare Higher Education</p>

1. What are the most common forms of incivility, bullying, and mobbing experienced by faculty in healthcare higher education?

Based on the data analysis, I categorized the bullying incidents into five main types: incivility, conflicts, mobbing, bullying, and leadership-related issues.

- Incivility (Not Being Respectful)

- What it means: Incivility is when someone is not very polite. They do not say or do mean things on purpose, but their actions still make people feel bad or uncomfortable at work. Respect means treating people the way they expect to be treated (Xinli001, 2014).

- Bullying (Being Mean on Purpose)

- What it means: Bullying is when someone is mean to another person again and again. They want to hurt them, scare them, or make them feel small. Bullying is any action that can harm a worker's body or mind (International Labour Organization, 2021).

- Mobbing (Many People Being Mean Together)

- What it means: Mobbing is when a group of people work together to hurt or push someone away. The person feels trapped and alone. People group themselves in teams, which sometimes leads to unfair treatment (Chinese Academy of Sciences, 2008).

- Conflict (People Not Getting Along)

- What it means: Conflict happens when two or more people do not agree. It can happen because they want different things, have different ideas, or do not like each other. Conflict happens when people or groups have different ideas or goals (MBAChina, 2019).

- Leadership Issue (Bad Leadership Choices)

- What it means: Leadership issues happen when bosses make bad rules or do not help workers in the right way. Sometimes, bad leadership makes work unfair or stressful. Leadership problems often make work harder for people (Common Business Knowledge).

    From the statistical chart, leadership issues are the biggest problem. Most bullying incidents originate from leadership or administrative personnel. Compared to other categories, leadership-related issues have the highest frequency.
    Other categories, such as mobbing and incivility, also occur frequently but are often linked to leadership issues.
    2. Key Themes from the Word Cloud Analysis

- To further analyze the nature of workplace bullying, I conducted qualitative coding on collected data. The word cloud visualization highlights the most frequently mentioned words. Key observations from the word cloud:
    "Former," "Chair," "Provost" – These terms suggest that many bullying cases involve former employees, department chairs, or provosts, indicating leadership and power dynamics play a significant role.
    "Grant," "Mentor," "Position" – These words indicate career-related bullying, such as sabotaging grant applications, mentorship issues, or blocking career progression.
    "Talked," "Takes," "Passes" – These words may indicate communication issues, where discussions, decision-making, and responsibilities are manipulated or withheld.
    "Without," "Last minute," "Still time" – These terms suggest that unfair decision-making and lack of transparency are significant bullying tactics.
    Overall, the word cloud confirms that power imbalances, career sabotage, and lack of transparent communication are key themes in faculty bullying in healthcare higher education.

- Conclusion and Next Steps

- This analysis highlights that leadership accountability and structured interventions are crucial to reducing workplace bullying.

- A. Incivility:
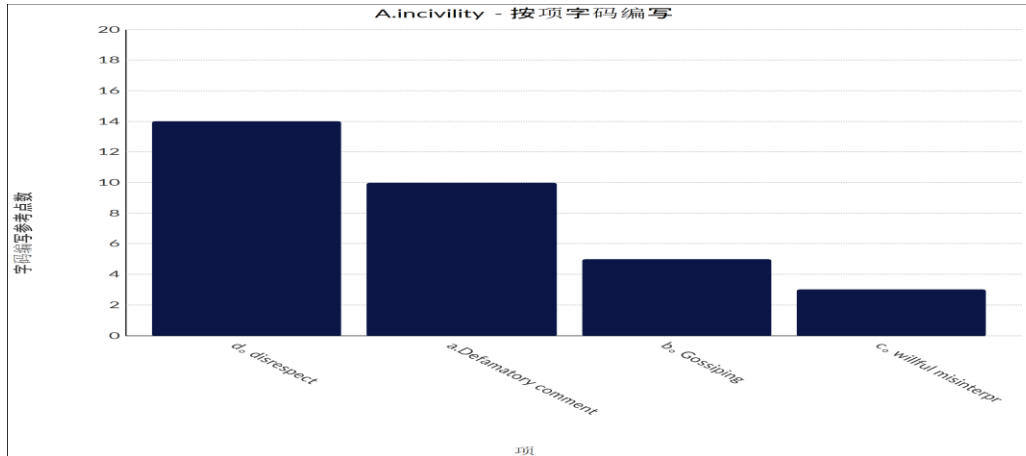
- From the data analysis, incivility appears to be one of the most common and least severe forms of workplace bullying.

- The statistical breakdown shows that incivility incidents mainly include

- Disrespect – The most frequent form of incivility.
- Defamatory comments – Making harmful statements that damage someone's reputation.
- Gossiping – Talking negatively about someone behind their back.
- Willful misinterpretation – Deliberately twisting someone's words or actions.

- **Disrespect**

- **Definition:** Disrespect occurs when someone treats others in a rude or unkind way, making them feel unvalued or hurt. It can include dismissive behaviors, ignoring contributions, or speaking impolitely (University of Utah School of Medicine, 2024).

- **Defamatory Comments**

- **Definition:** Defamatory comments are false statements made about someone to damage their reputation or make others think negatively about them. This type of workplace incivility can have legal consequences and significantly harm an individual's professional standing (International Labour Organization, 2021).

- **Gossiping**

- **Definition:** Gossiping involves discussing someone behind their back, often spreading unverified or private information, which can damage their reputation or professional relationships. It contributes to a toxic workplace culture and can escalate into workplace bullying (Seton Hall University, 2019).

- **Willful Misinterpretation**

- **Definition:** Willful misinterpretation occurs when someone intentionally distorts another person's words or actions to create confusion or mislead others. This behavior undermines workplace trust and can lead to conflict and miscommunication (Seton Hall University, 2019).

- Among these, disrespect is the least aggressive form but still has a strong negative impact on workplace relationships

- 2. Common Forms of Disrespect in Faculty Incivility

- Disrespect in the workplace manifests in several ways. Based on the data analysis, common examples include

- Director taking credit for everything

  - Faculty members reported cases where directors or supervisors took full credit for projects or achievements, ignoring the contributions of others.

- Exaggeration of teaching efforts ("beefing up teaching")

  - Some faculty experienced downplaying of their contributions, with supervisors exaggerating their own role.

- Students suing for bad attitudes in L&D placements

  - Cases were reported where students filed complaints due to faculty members displaying disrespectful attitudes, particularly in Learning & Development (L&D) placements.

- These examples indicate that incivility is often subtle but pervasive. While it may not always escalate into outright bullying, it creates a hostile and unwelcoming work environment.
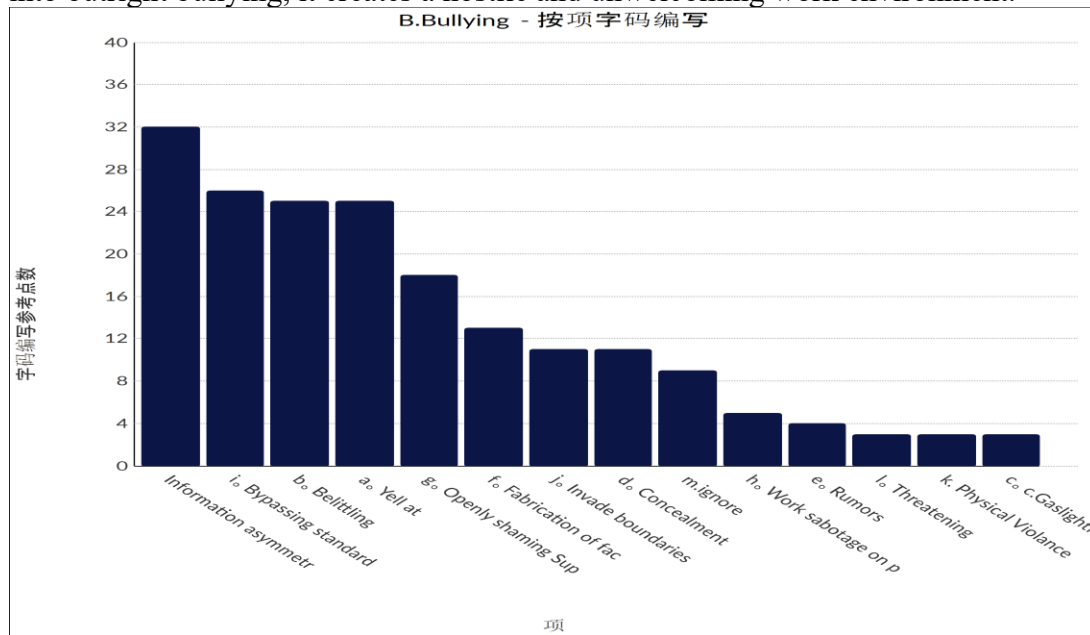
- Bullying in Faculty Workplaces (Category B)

- This chart shows different types of bullying in healthcare higher education. It tells us how often each type happens.

- **Information Asymmetry**

- **Definition:** Information asymmetry occurs when one party in a transaction has more or better information than the other, leading to an imbalance of power (Akerlof, 1970).

- **Bypassing Standard**

- **Definition:** Bypassing standards refers to intentionally ignoring or avoiding established procedures, rules, or policies to achieve a personal or strategic advantage (Paine, 1994).

- **Belittling**

- **Definition:** Belittling is the act of making someone feel unimportant or inferior through words or actions, often diminishing their confidence or self-worth (Namie & Namie, 2009).

- **Yell at**

- **Definition:** Yelling at someone refers to raising one's voice in a harsh or aggressive manner to reprimand or criticize, which can be considered a form of workplace aggression (Lutgen-Sandvik, 2006).

- **Openly Shaming**

- **Definition:** Openly shaming is the act of publicly humiliating or embarrassing someone in front of others, often to exert control or degrade their reputation (Brown, 2008).

- **Fabrication of Fact**

- **Definition:** Fabrication of fact involves intentionally creating or spreading false information to mislead others or manipulate a situation (Vrij, 2008).

- **Invade Boundaries**

- **Definition:** Invading boundaries refers to crossing personal or professional limits without consent, leading to discomfort or loss of privacy (Petronio, 2002).

- **Concealment**

- **Definition:** Concealment is the deliberate act of withholding information, preventing others from knowing the full truth (Larson & Chastain, 1990).

- **Ignore**

- **Definition:** Ignoring someone involves refusing to acknowledge their presence, opinions, or contributions, which can lead to feelings of exclusion and isolation (Williams, 2001).

- **Work Sabotage on Purpose**

- **Definition:** Work sabotage is the intentional disruption or obstruction of another person's work to cause failure or poor performance (Crino, 1994).

- **Rumors**

- **Definition:** Rumors are unverified pieces of information that spread within a group, often leading to misunderstandings and conflicts (DiFonzo & Bordia, 2007).

- **Threatening**

- **Definition:** Threatening behavior includes verbal or physical actions intended to instill fear or imply potential harm (O'Leary-Kelly et al., 1996).

- **Physical Violence**

- **Definition:** Physical violence refers to any form of physical aggression or harm directed toward another person, including hitting, pushing, or choking (Felson, 1992).

- **Gaslighting**

- **Definition:** Gaslighting is a psychological manipulation tactic in which a person makes someone question their perception, memory, or reality (Abramson, 2014).

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- 1. Two Main Types of Bullying

- From the data, we can see two big types of bullying:

- *(1) Direct Bullying – Loud and Obvious*

- This is easy to see.
- People yell, insult, or make others feel small.
- The goal is to hurt feelings and make someone feel bad.

- Examples:

- Yelling – Speaking loudly or rudely to someone.
- Belittling – Saying things that make someone feel unimportant.

- *(2) Indirect Bullying – Hidden and Silent*

  This is harder to see.
- Instead of shouting, people control information to make work harder.
- It makes people feel left out and confused.

- Most common ways:

- Bypassing standard rules – No.1

- Ignoring the normal way of doing things to hurt or exclude someone.

- Fabricating facts –No.2

  - Making up lies to hurt someone's reputation.
  - Example: Telling others a teacher did something wrong when they didn't.

- Withholding information – No.3

  - Not sharing important details so someone cannot do their job properly.
  - Example: Not telling a teacher about an important meeting.

- Ignoring or excluding – No.4

  - Not talking to someone or leaving them out of important work.
  - Example: Not including a person in team projects.

- 2. What This Means

- Bullying happens in two ways: loud and quiet.
  The most common way is controlling information.
  Yelling and belittling are also big problems.

- This shows that bullying is not always easy to see, but it still causes harm.

C.Mobbing - 按项字码编写
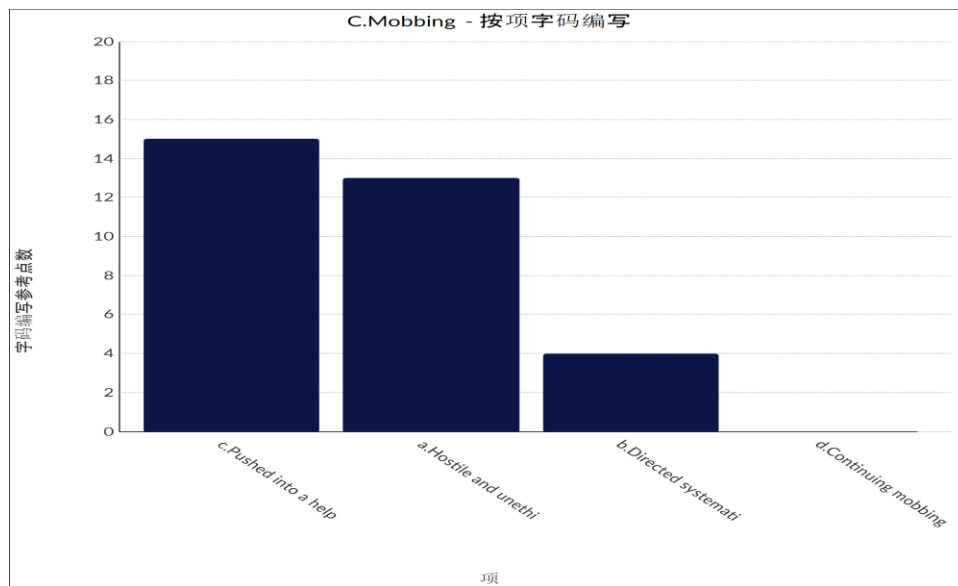
- Mobbing in Faculty Workplaces (Category C)

- This chart shows mobbing (group bullying) in healthcare higher education. It explains how faculty members experience mobbing and which forms are most common.

- **Hostile and Unethical Communication**

  - **Definition:** Hostile and unethical communication refers to aggressive, morally inappropriate, or manipulative verbal and nonverbal interactions that aim to harm an individual psychologically or socially (Leymann, 1996).

- **Directed Systematically by One or Few Individuals Toward One Individual**

  - **Definition:** Mobbing is systematically orchestrated by one or a few perpetrators targeting a single person through continuous negative behaviors, such as exclusion, verbal abuse, or unjust criticism (Einarsen, Hoel, Zapf, & Cooper, 2011).

- **Pushed into a Helpless and Defenseless Position**

  - **Definition:** The victim is deliberately placed in a vulnerable state where they cannot effectively defend themselves against ongoing negative actions, causing severe emotional distress (Duffy & Sperry, 2012).

- **Continuing Mobbing Activities**

  - o **Definition:** Mobbing behaviors persist over time, frequently occurring for at least six months, leading to significant occupational and psychological harm (Leymann, 1990).

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- 1. Two Main Forms of Mobbing

- *(1) Pushed into a Helpless Situation – No Choice, No Control*

  This is the most common form of mobbing.
- The victim is forced into an unfair situation with no way to change it.
- They are ignored, excluded, or pressured to follow unfair rules.

- Example:

- A teacher moves to a new school, but the old school forces the new school to follow their way.
- The teacher has no say and must accept unfair treatment.
- "My way or the highway" – No discussion, no compromise.

- *(2) Hostile and Unethical Communication – Arguments, Fights, No Respect*

  This is the second most common form of mobbing.
- Faculty members fight, argue, and turn meetings into conflicts.
- Instead of professional discussions, meetings become personal attacks.

- Example:

- A work meeting starts as a discussion but turns into shouting and blaming.
- Faculty members use aggressive words instead of solving problems.

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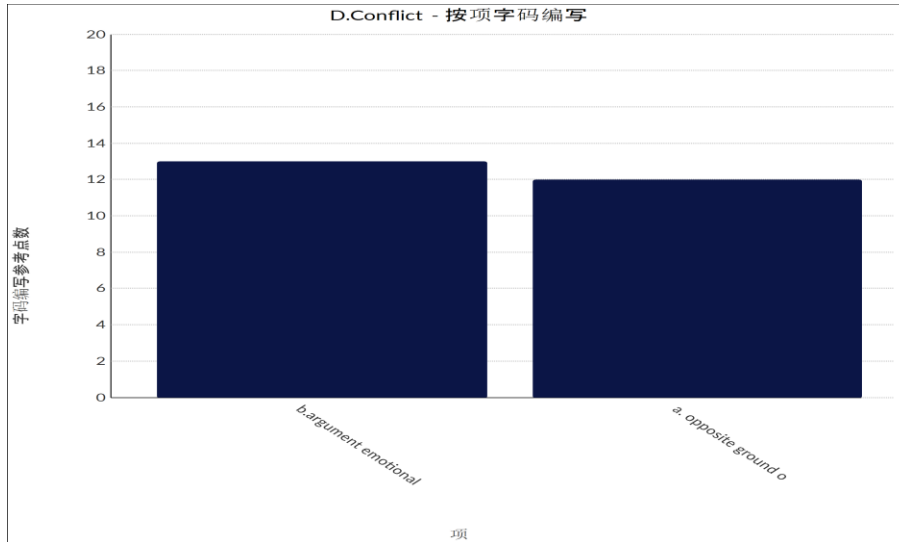
- Conflict in Faculty Workplaces (Category D)

- This chart shows different types of conflict in healthcare higher education. It helps us understand why faculty members argue and what causes workplace fights.

- **Opposite Ground or Benefits**

- **Definition:** In discussions or debates, this refers to a position or advantage that is directly opposed to another stance or benefit. Understanding opposing positions helps in critically evaluating arguments. The antonym of "benefit" includes terms like "drawback" or "disadvantage" (Thesaurus.com, n.d.).

- **Argument Emotionally**

- **Definition:** Engaging in an argument where emotions are prioritized over logic or reasoning to persuade others. This argumentative style is known as the "appeal to emotion" fallacy, where emotional influence is used instead of factual evidence (Scribbr, 2023).

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- 1. Two Types of Conflict

- *(1) Emotional Conflicts – More Common*

- *These conflicts happen because of frustration, stress, or disrespect.*

- People feel attacked, ignored, or treated unfairly, so they react emotionally.
- These conflicts are closely related to bullying and incivility.

- Examples:

- A faculty member feels disrespected by colleagues or students and reacts angrily.
- A teacher is treated unfairly by leadership, leading to workplace tension.
- A meeting turns into shouting because of frustration.

- *(2) Position/Interest Conflicts*

- These conflicts happen when people fight over policies, rules.
- People disagree because they have different goals, priorities, or benefits.
- These arguments are less about emotions and more about power struggles.

- Examples:

- Merging schools – Faculty from one school wants things their way, and new leadership forces others to follow their rules.
- Salary issues – Faculty feel their pay does not match their workload, leading to disputes.
- Decision-making conflicts – Some faculty feel left out of important decisions.

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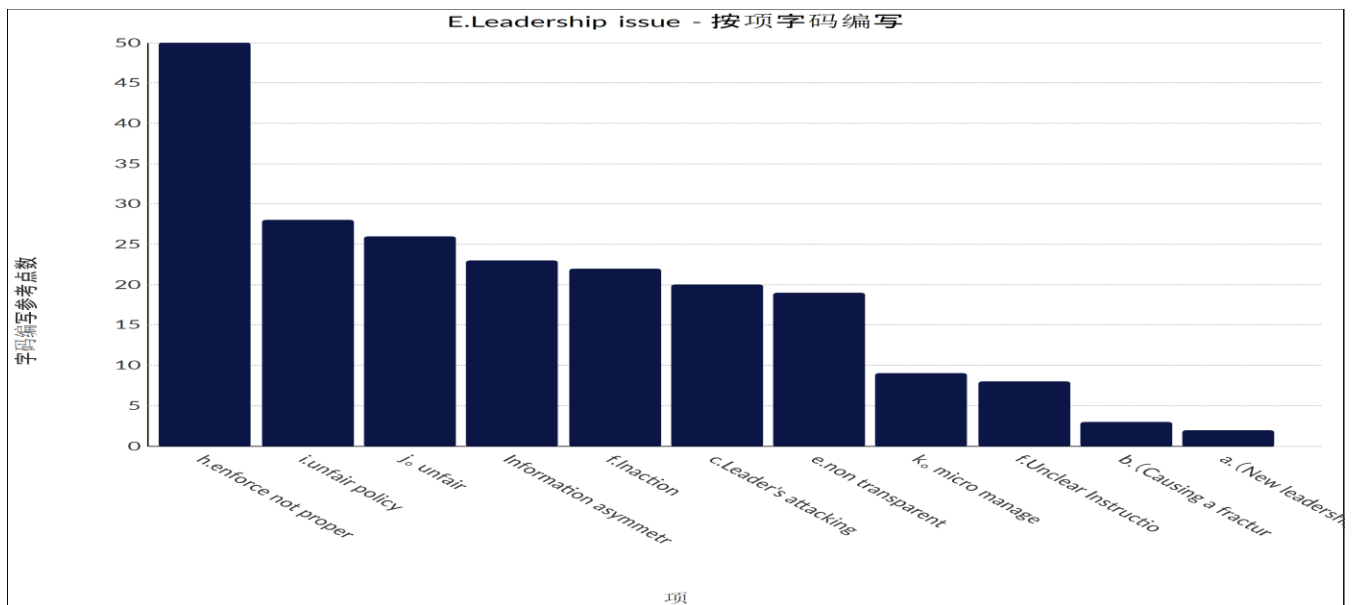
Leadership Issues in Faculty Bullying (Category E)

- This chart shows how leadership problems cause bullying in healthcare higher education. It proves that most bullying comes from management issues.

- **New Leadership Is Not as Supportive**

- **Definition:** When newly appointed leaders fail to provide adequate support to their team members, it can lead to feelings of uncertainty and decreased morale. Frequent changes in leadership can instill fear, distrust, and uncertainty among employees, especially when new leaders do not offer the necessary support (Leading While the Building Is on Fire: Navigating Changing Leadership, n.d.).

- **Causing a Fracture in the Department**

- **Definition:** Actions or behaviors by leadership that lead to divisions or conflicts within a department, disrupting teamwork and collaboration. Workplace fractures often arise from conflicts between supervisors and their subordinates, which, if not addressed promptly, can damage relationships and departmental cohesion (Healing Fractures: The Importance of Resolving Workplace Conflict, n.d.).

- **Leader's Attacking and Accusatory Behavior**

- **Definition:** When leaders engage in hostile or blame-oriented interactions with employees, leading to a toxic work environment. Toxic leadership involves the abuse of authority, where leaders violate the leader-follower relationship through unfair practices, including attacking and accusatory behaviors (Toxic Leadership at the Workplace: What Makes a Leader Toxic?, n.d.).

- **Enforce Not Properly**

- **Definition:** The incorrect or inconsistent application of rules and policies by leadership, leading to confusion and perceived unfairness among employees. Improper enforcement of policies can result in a lack of clarity and trust within the organization, as employees may feel that rules are applied arbitrarily (Diagnosing a Broken Culture -- and What to Do About It, n.d.).

- **Inaction**

- **Definition:** The failure of leadership to take necessary actions or make decisions, leading to stagnation and unresolved issues within the organization. Inaction by leaders can cause initiatives to stall and employee morale to deteriorate, as unresolved problems persist (Diagnosing a Broken Culture -- and What to Do About It, n.d.).

- **Unfairness**

- **Definition:** The perception or reality of biased or unjust treatment by leadership towards employees, leading to dissatisfaction and mistrust. Unfair practices by leaders can violate the leader-follower relationship, resulting in a toxic work environment (Toxic Leadership at the Workplace: What Makes a Leader Toxic?, n.d.).

- **Micromanagement**

- **Definition:** A management style where leaders closely observe or control the work of their subordinates, often focusing on minor details. Micromanagement can lead to decreased productivity and creativity, as employees may feel stifled and undervalued (The Damaging Impact of Micromanagement and How to End It, n.d.).

- **Unfair Policy**

- **Definition:** Organizational rules or guidelines that are biased or unjust, leading to employee dissatisfaction and potential grievances. Unfair policies can erode trust in leadership and contribute to a toxic workplace culture (Toxic Leadership at the Workplace: What Makes a Leader Toxic?, n.d.).

- **Information Asymmetry**

- **Definition:** A situation where there is an unequal distribution of information between leadership and employees, leading to misunderstandings and mistrust. When leaders withhold information, it can create a power imbalance and hinder effective communication within the organization (Diagnosing a Broken Culture -- and What to Do About It, n.d.).

- **Non-Transparent**

- **Definition:** A lack of openness and clarity from leadership regarding decisions, policies, or organizational changes. Non-transparency can lead to confusion and a sense of betrayal among employees, as they may feel excluded from important information (Healing Fractures: The Importance of Resolving Workplace Conflict, n.d.).

- **Unclear Instructions**

- **Definition:** Directives from leadership that are vague or ambiguous, leading to confusion and potential errors in task execution. Unclear instructions can result in decreased productivity and increased frustration among employees, as they struggle to understand expectations (I Don't Know If I'm Being Micromanaged and Unfairly Treated at Work, n.d.).

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- 1. The Biggest Problem: Poor Enforcement

- This is the most common issue in leadership-related bullying.
- It means rules are not applied fairly or properly.
- It includes unfair decisions, micromanagement, and ignoring policies.

- Examples:

- Unfair rule enforcement – Some faculty are punished for minor mistakes, while others get away with big ones.
- Micromanagement – Leaders control everything, making work difficult for faculty.
- Ignoring workplace issues – Leaders do nothing when bullying happens.

- 2. The Second Biggest Problem: Unfair Policies

- Many faculty members face discrimination from the start.
- The system is already unfair when they join.
- These bad policies affect promotions, salaries, and opportunities.

- Examples:

- Promotion bias – Some faculty get promoted faster, not because of performance, but because of favoritism.
- Salary gaps – Faculty with the same workload are paid differently.
- Unclear policies – There are no clear rules on how decisions are made.

- ## 3. The Link Between Leadership and Information Asymmetry

- Leaders also use information control to bully faculty.
- They hide important decisions or give unclear instructions.
- This is similar to the information asymmetry issue seen in direct bullying (Category B).

- Examples:

- Non-transparent decisions – Faculty do not know why some rules exist.
- Unclear instructions – Leaders do not communicate well, causing confusion.

- ## 4. Inaction: Leaders Ignore Bullying

- One major issue is that leaders do nothing when bullying happens.
- This makes the problem worse and leads to secondary bullying.
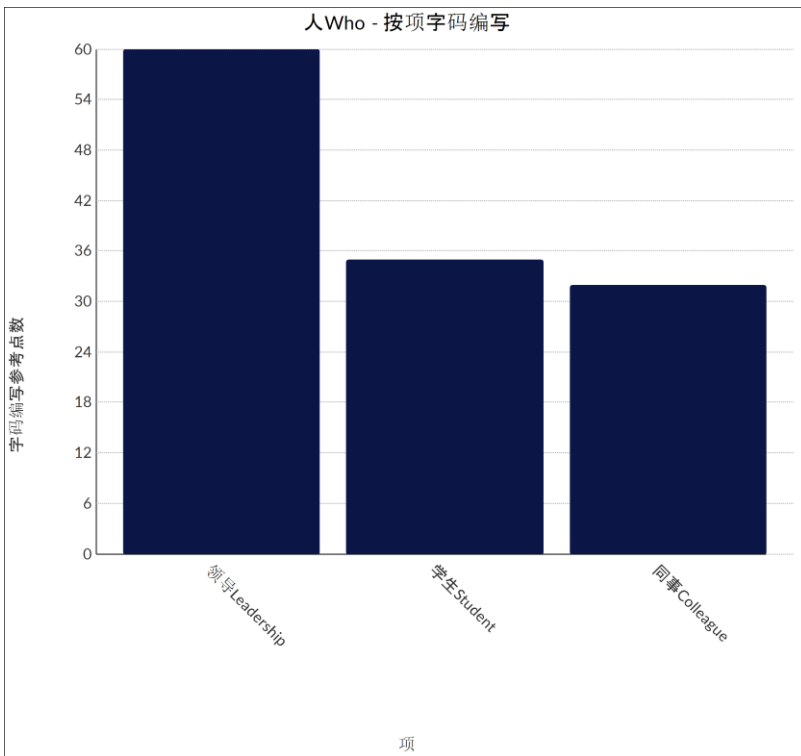
- Examples:

- HR ignores complaints – Faculty report bullying, but nothing happens.
- Leaders refuse to take action – Even high-level management does not help.
- 5. What This Means
  Leadership issues are the biggest cause of faculty bullying.

- Unfair rule enforcement, bad policies, and information control are common bullying tactics.
- Ignoring bullying makes things worse.

    2. Who are the primary perpetrators of these behaviors—peers, subordinates, or upper-level administration?

register provost
completed another recommend
committee established grant teaching
former help even
yelling job stated going role
back look take dean office head
accused class chair mentor peers use
school talked
member leadership program
position get colleague bad

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Who Are the Main Perpetrators of Faculty Bullying?

1. Leadership Is the Biggest Source of Bullying

- The word cloud and statistical chart both show that leadership (administrators, deans, chairs) are the top perpetrators.
- This matches our earlier findings: most bullying comes from leadership issues.
- Leaders control policies, decisions, and enforcement, which gives them power over faculty.

Examples:

- Leaders apply rules unfairly (some get punished, others don't).
- Micromanagement – Controlling everything faculty do.
- Ignoring complaints – Faculty report bullying, but nothing happens.

2. Students and Colleagues Are Also Perpetrators

- The second and third biggest perpetrators are students and colleagues, and their impact is nearly equal.
- However, most cases involving students are indirect – faculty bullying happens when discussing student-related issues, rather than students bullying faculty directly.

Examples of student-related bullying:

- Teachers face pressure or attacks when discussing student performance or discipline.
- Complaints from students are sometimes used to discredit faculty members.

Examples of colleague-related bullying:

- Peers spread rumors or exclude others from professional opportunities.
- Faculty undermine each other in meetings to gain influence.

3. What This Means？

- Leadership is the biggest source of faculty bullying.

- Colleagues also contribute to workplace bullying through exclusion and gossip.

This shows that faculty bullying is a complex issue involving multiple groups, but leadership plays the most significant role.

3. How do these experiences affect faculty members' mental health, physical health, and professional performance?

How Does Bullying Affect Faculty Members?This section answers the question: How does bullying impact faculty members' work, health, and life?

1. The Biggest Impact: Work and Career Decisions

- Work is the most affected area – bullying directly impacts faculty members' ability to stay in their jobs.
- Many victims choose to leave instead of staying in a toxic environment.
- The ratio of those who leave vs. stay is about 12:5, meaning more than twice as many people quit than those who stay.

Examples:

- Faculty members resign because they can't tolerate bullying anymore.
- Some try to stay, but their job performance suffers.
- Others transfer to different departments to escape the situation.

2. The Second Biggest Impact: Mental and Physical Health

- Health is the second most affected area – but mental health issues are far more common than physical health problems.
- Bullying causes stress, anxiety, and depression, which affect daily life.

Examples:

- Faculty members experience burnout, sleep problems, or emotional breakdowns.
- Some develop anxiety and avoid workplace interactions.
- A few face physical symptoms like headaches or stomach issues due to stress.

3. Other Affected Areas: Team Atmosphere and Finances

- Workplace relationships suffer – bullying creates a toxic team atmosphere.
- Financial stability is also affected – those who leave their jobs face economic uncertainty.

Examples:

- Faculty members stop trusting colleagues and avoid teamwork.
- Leaving a job creates financial stress, especially if they struggle to find a new position.

4. What This Means

- Bullying forces many faculty members to leave their jobs.
- Mental health is affected more than physical health.
- Toxic work environments damage team relationships and financial stability.

This shows that faculty bullying has serious long-term effects on careers, health, and work environments.

4. What reporting mechanisms exist, and how effective are they in addressing these behaviors?

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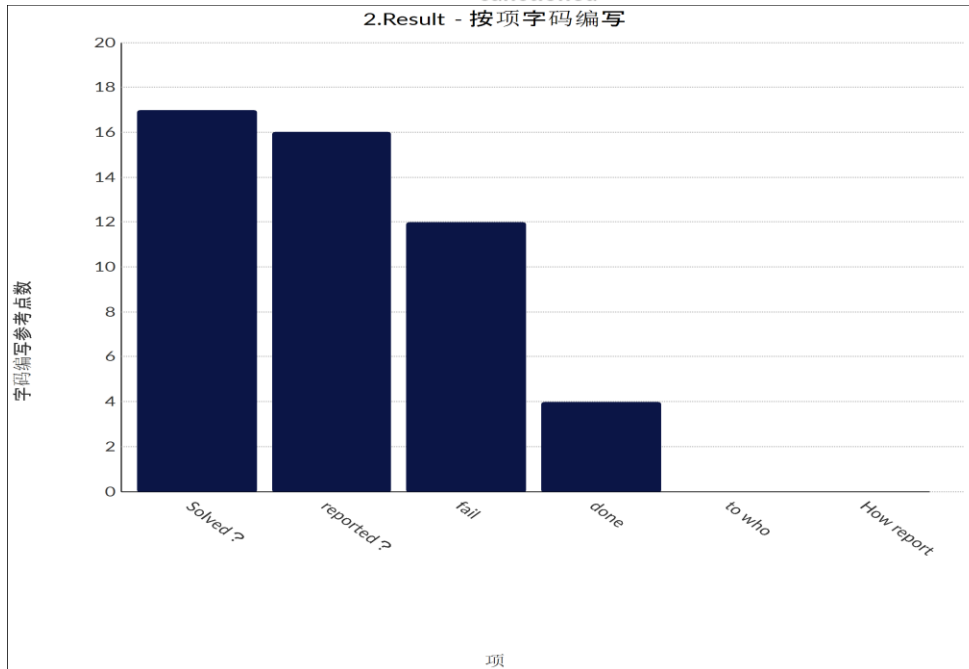
- Are Reporting Mechanisms Effective?
- This section answers the question: Do faculty members report bullying, and does reporting actually work?

- 1. Many Faculty Members Try to Report Bullying

- The data shows that many victims try to report bullying.
- Seeking help and reporting are the two most common responses.
- Faculty want to solve the problem rather than ignore it.

- Examples:

- Faculty report bullying to leaders, deans, or HR.
- Some seek support from colleagues or mentors.

- 2. Reporting Success Rate Is Very Low

- The failure-to-success ratio is about 3:1.

- Only 1 in 4 reports lead to a resolution – most cases are not properly addressed.
- Many reports result in no action or further frustration.

- Examples:

- A faculty member reports an issue, but no action is taken.
- The bully faces no consequences, and the situation continues.

- 3. What This Means

- Most faculty try to report bullying, but the system fails them.
- Only a small percentage of cases get resolved.
- There is a need for better enforcement and accountability.

- This shows that reporting mechanisms exist, but they are not effective in stopping bullying.

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- 5. What institutional changes or policies are recommended to better address and prevent bully?

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perspective
productive caregiver leadership
promote address **civility** increases
reported **times** careful
college **occurred** stood
nothing **administrator** involved
sure early **incivility** get reduces
complaining spend

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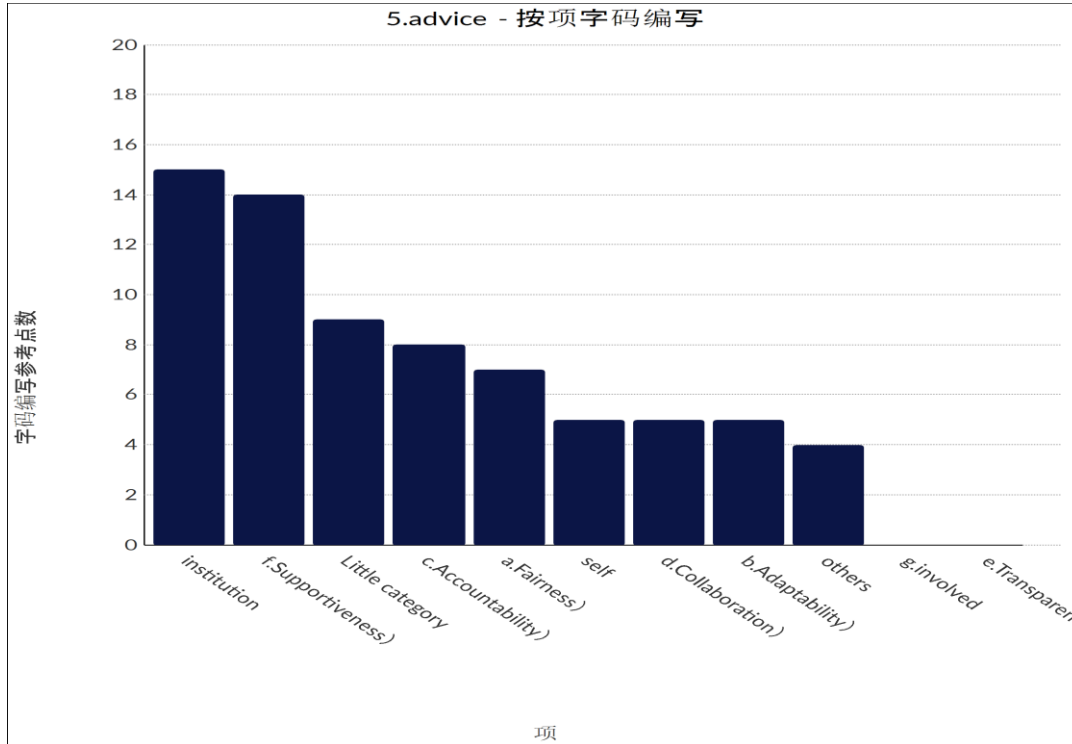
How Can Institutions Improve to Prevent Bullying?

1. The Most Important Change: More Support for Faculty

- Support is the top recommendation from bullied faculty.
- Faculty members want more mentorship, trust, collaboration, and resources.

Examples:

- Assign mentors to guide and protect faculty.
- Trust faculty to do their jobs without micromanagement.
- Encourage teamwork and create a more supportive work culture.
- Invest in faculty well-being by offering counseling and career support.

2. The Second Priority: Accountability

- Faculty want leaders and bullies to be held accountable.
- Many believe that bullies get away with their actions because there are no real consequences.

Examples:

- Create clear policies for handling bullying cases.
- Make sure leaders are also held accountable if they ignore or allow bullying.
- Improve investigation processes so complaints are taken seriously.

3. The Third Priority: Fairness

- Many faculty members feel that policies and decisions are not fair.
- They want equal treatment, fair promotions, and transparent leadership.

Examples:

- Make promotion and hiring decisions more transparent.
- Ensure fair workloads so that no one is treated unfairly.
- Stop favoritism and bias in leadership decisions.

4. What This Means

- Faculty want more institutional support to prevent bullying.

- They demand stronger accountability for bullies and leaders.

- Fairness in policies and decisions is key to creating a better work environment.

- This shows that schools must take real action to support faculty, enforce rules, and promote fairness to reduce bullying.

  5. What are the thoughts or feelings that the victims holds?

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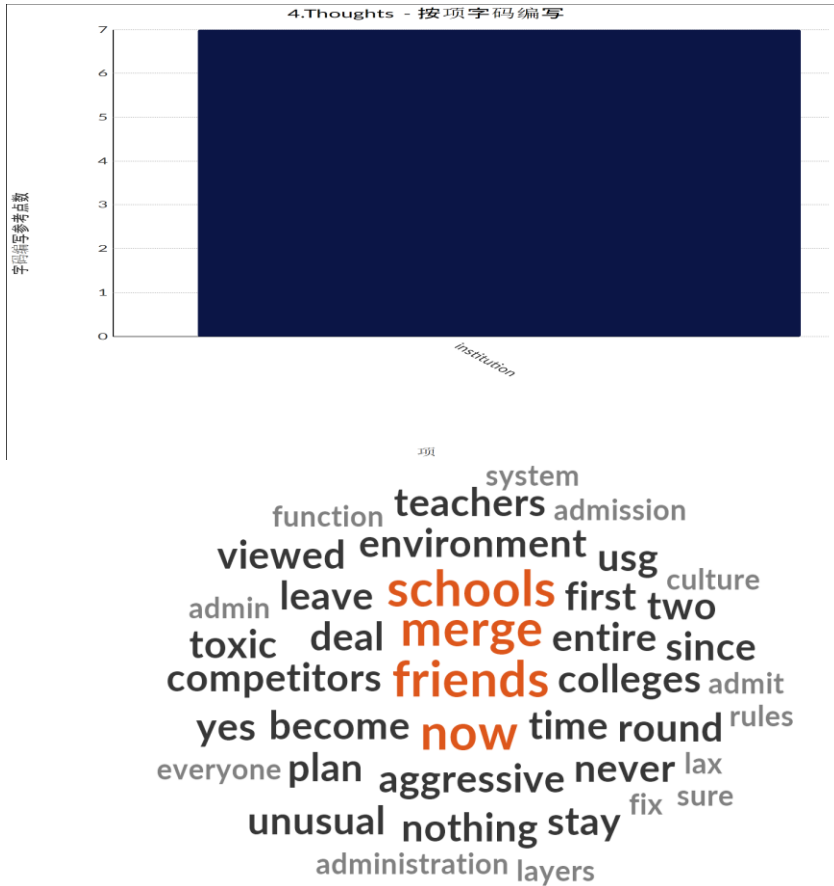
How Do Victims Feel About Faculty Bullying?

1. Many Victims Blame Institutional Issues

- Many believe that institutional failures are the main cause of bullying.
- Victims feel that leadership is passive and does not take action.
- They also think that schools promote competition instead of cooperation.

Examples:

- "Multiple layers of administration don't function properly."
  - Victims feel that higher-ups do nothing to stop bullying.
- "The schools never viewed ourselves as friends. We were competitors. We become friends now."
  - Faculty believe that competition fuels workplace conflicts.

2. Many Feel the Environment Is Toxic

Victims describe the workplace as toxic, aggressive, and unfair.

- Some stay silent or leave because they don't believe things will change.

Examples:

- "The environment is toxic, and nothing will change."
- "Unusual power dynamics create fear and silence."

3. What This Means

- Victims believe faculty bullying is caused by poor leadership and competition.

- They feel that leadership does not take bullying seriously.

- Many see the workplace as toxic and unfair.

This shows that fixing leadership problems and reducing competition could help prevent faculty bullying.

6. How prevalent is bullying across different faculty ranks and administrative roles?
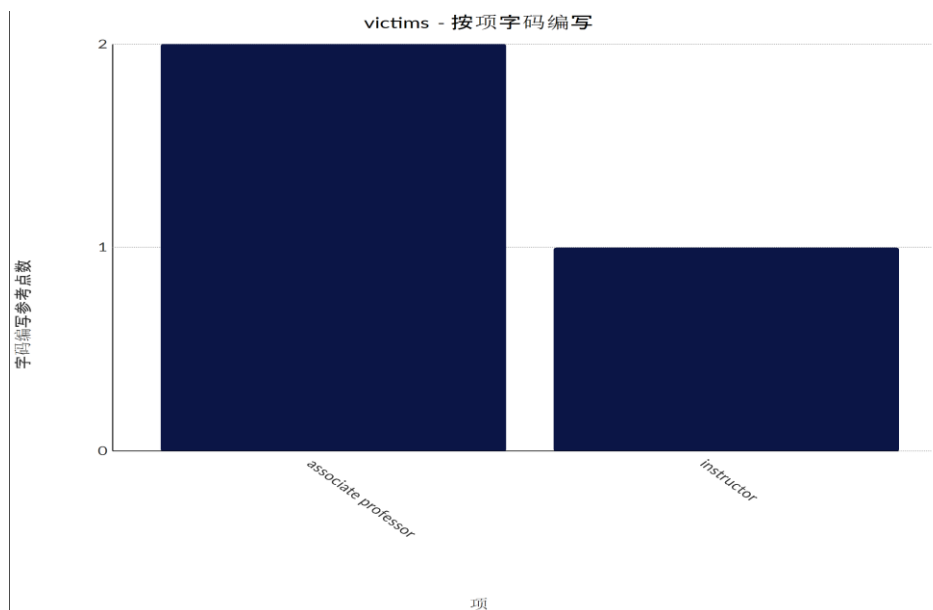
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- Who Experiences the Most Bullying?
- 1. Associate Professors and Instructors Are the Most Targeted
- The data shows that associate professors and instructors experience the highest rates of bullying.
- Leadership roles face less bullying.

- Possible Reasons:

- Power imbalance – Associate professors and instructors have less authority, making them easier targets.

- Job insecurity – Many instructors have temporary contracts, making it harder to speak up.
- More expectations, less control – Mid-level faculty often have many responsibilities but little decision-making power.

- 2. What This Means

  Bullying is more common for mid-level faculty than for senior faculty or administrators.

- Job security and power play a role in who gets bullied.

- Institutions need to protect mid-level faculty from unfair treatment.

- This shows that bullying is a systemic issue, and those with less power are more vulnerable.

Conclusion

This study highlights that faculty bullying in healthcare higher education is a serious and widespread issue. The data shows that leadership problems are the biggest contributors to workplace bullying, with many faculty members experiencing incivility, mobbing, and direct or indirect bullying. The most affected individuals are associate professors and instructors, who face power imbalances, job insecurity, and exclusion.

Despite the existence of reporting mechanisms, they rarely lead to real solutions, with a failure-to-success ratio of 3:1. Faculty members want more institutional support, stronger accountability, and fairer policies to prevent bullying. Many victims feel that toxic workplace culture, competition, and lack of leadership action make the situation worse.

To address this issue, institutions must take real steps to support faculty, enforce policies, and promote fairness. Effective interventions should include clear reporting procedures, improved leadership training, mentorship programs, and a transparent, inclusive work environment. Without these changes, workplace bullying will continue to harm faculty well-being, career progression, and institutional culture.

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