



# Hierarchical Microaggressions: Anyone Can Be a Victim, Perpetrator, or Bystander

Ahlam Lee



NATIONAL CENTER FOR  
INSTITUTIONAL DIVERSITY  
UNIVERSITY OF MICHIGAN

## ABOUT CURRENTS

The National Center for Institutional Diversity (NCID) Currents publication connects scholarship in diversity, equity, and inclusion to practice and public discourse. Currents is a scholarship to practice journal that translates cutting-edge research into concise, accessible discussions to inform researchers, practitioners, leaders, policymakers, and the broader public conversation. All papers undergo a two part review process including a review by content experts and review for public accessibility.

## ABOUT THE AUTHORS

**Ahlam Lee** is an assistant professor of leadership studies doctoral program at Xavier University. Her research areas include STEM education, resettlement issues of refugees across the globe, and bullying and microaggression issues in the power dynamics of higher education settings. Dr. Lee completed her post-doctoral training in the Graduate School of Education at University of Pennsylvania and received her PhD in education at University of Wisconsin – Madison.

## CITATION

Lee, A. (2019). Hierarchical microaggressions in higher education settings: Anyone can be a victim, perpetrator, or bystander. *Currents*, 1(1), 20-37. <http://dx.doi.org/10.3998/currents.17387731.0001.103>

Copyright © 2019 by Regents of the University of Michigan  
Access to this publication online at [www.ncidcurrents.org](http://www.ncidcurrents.org)



## Introduction

Colleges and universities are institutions of higher learning in which individuals aspire to achieve their educational or career goals by increasing their knowledge and engaging with instructors and peers. To meet individuals' learning needs, colleges and universities hire experts in particular areas, most of whom hold PhDs or other terminal degrees. Such highly educated experts are assumed widely to be ethical and professional and to strive to cultivate a learning environment that encompasses diversity, equity, and inclusion (DEI), which is among colleges and universities' major missions (Misawa, 2015b, Aranda, 2018). Accordingly, little attention has been given to the challenges in cultivating DEI in colleges and universities' hierarchical structures by comparison to other types of organizations (Cassell, 2011). However, Hollis (2015) documented that approximately 62% of higher education employees have experienced or witnessed particular types of microaggression in the hierarchical relationships among various stakeholders, a percentage that is nearly twice as high as the 37% found in other types of organizations.

The cultivation of DEI has been a pillar of higher education institutions since 1971, when the Association of American Colleges and Universities (AAC&U) introduced various initiatives pertaining to it (AAC&U, 2017). Many studies in the DEI framework have explored a wide range of issues and problems pertaining to microaggression in higher education settings, most of which have addressed individuals' demographic characteristics, such as gender and racial/ethnic backgrounds. However, the question about the way this phenomenon is associated with hierarchical relationships between more powerful/higher-ranked and less

powerful/lower-ranked individuals has received less attention. This phenomenon is referred to as “hierarchical microaggression,” a term that Young, Anderson, and Stewart (2015) coined. This paper explores a microaggression dynamic model in “hierarchical” relationships among various stakeholders in higher education settings.

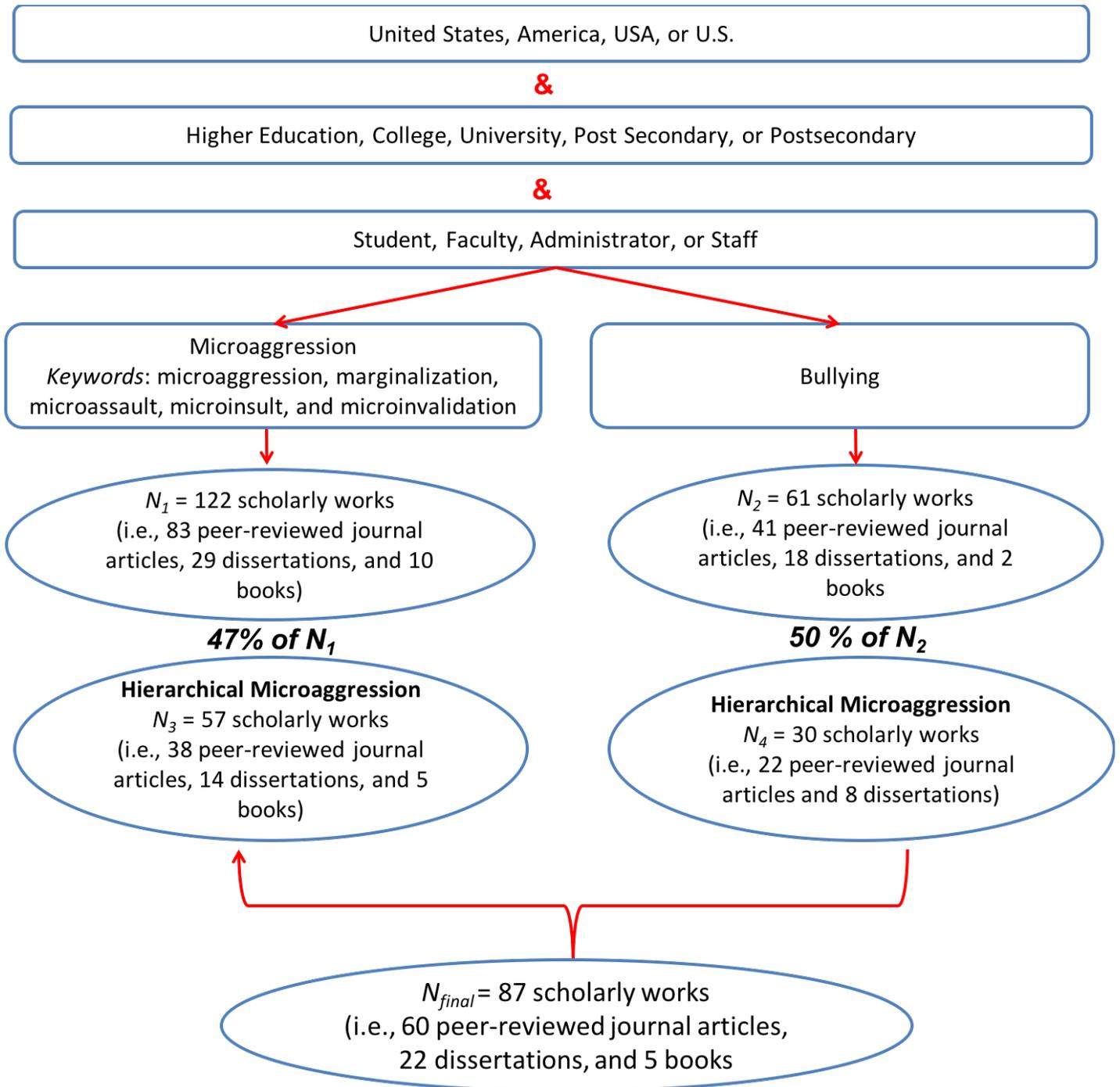
## Literature Search

Using the key words related to the concept of microaggression including “marginalization,” “microassault,” “microinsult,” and “microinvalidation” (Sue et al., 2007; Young et al., 2015), I found a total of 122 scholarly works (i.e., 83 peer-reviewed articles, 29 dissertations, and 10 books) that addressed forms of microaggression in American colleges and universities. Based on a content analysis, I found that 57 (approximately 47% of them, which included 38 peer-reviewed articles, 14 dissertations, and 5 books) did illustrate the hierarchical microaggression phenomenon in higher education settings but overlooked the aspect of hierarchical relationships among stakeholders within the microaggression phenomenon. Furthermore, most studies have not used the term “hierarchical microaggression,” and therefore I used the term “bullying” to identify more work related to hierarchical microaggression. I used this term because the bullying phenomenon shares in common Young and colleagues’ (2015) concept of hierarchical microaggression, in that the literature has documented that marginalized, less powerful, or lower-ranked individuals are subjected to bullying in higher education (Cassell, 2011; Hollis, 2015). Using that term, I found a total of 61 publications (i.e., 41 peer-reviewed journal articles, 18 dissertations, and 2 books). Among these, 30 addressed hierarchical microaggression (approximately 50%, which included 22 journal articles and 8 dissertations). Thus, in the remainder of this paper, the two terms, hierarchical microaggression and bullying, are used interchangeably. As shown in Figure 1, a total of 87 scholarly works was finally included to analyze hierarchical microaggression phenomenon in higher education settings.

## Theoretical Framework for Research Questions

To identify factors that shape hierarchical microaggression, I adopted the lens of Bolman and Deal’s (2013) four organizational frames—structural, human resource, political, and symbolic. The structural frame includes each stakeholder’s diverse roles and responsibilities in higher education settings, whereas the human resource

Figure 1: Literature Search Logic



frame examines the degree of support for individuals' growth and self-actualization. Political factors can be contextualized as resource availability and positional power, whereas factors framed in the symbolic frame may include a specific type of postsecondary institution's traditions and values. Bolman and Deal noted further that all four frames are interrelated. The following research questions guided the study.

1. What are the structural, human resource, political, and symbolic factors that shape hierarchical microaggression in higher education settings? Are these factors associated with individuals' demographic characteristics, such as gender and racial/ethnic backgrounds?
2. What are the effects of hierarchical microaggressions that occur in higher education settings?

## Findings

Figure 2 presents the comprehensive model of hierarchical microaggression in higher education settings that answered the research questions 1 and 2, while Table 1 shows the themes identified through the systematic review of previous studies. Consistent with Bolman and Deal's (2013) findings, all four factors—structural, human resource, political, and symbolic— are intertwined. Furthermore, many studies show that victims' demographic characteristics serve as intervening factors in the interrelation among the four factors, although anyone can be subjected to hierarchical microaggression regardless of their demographic background or current position in higher education settings.

The structural factors included stakeholder's status and institutional policies. In accordance with the theoretical assumption of hierarchical microaggression, most studies documented that victims typically are stakeholders who hold an inferior position, while the perpetrators are their supervisors. For example, as Table 1 shows, supervisees, such as front-line staff, pre-tenured junior faculty, non-tenure track or adjunct faculty, and (graduate) students are subjected to certain types of microaggression or bullying, while the victims' supervisors, such as tenured faculty, department chairs, and program directors, act as perpetrators. However, it is important to note that supervisors or mentors from a traditionally underserved background, such as women, people of color, people with disabilities, and sexual minorities, often experience bullying or microaggression from their supervisees or mentees. Notably, faculty of color often are assumed to be incompetent, and their students disrespect them (Johnson-Bailey, 2015; Lester, 2009). Such a reverse situation is referred to as "counter-positional bullying" (Misawa, 2015b). As this study

Figure 2: A Comprehensive Conceptual Model of Hierarchical Microaggressions in Higher Education Settings

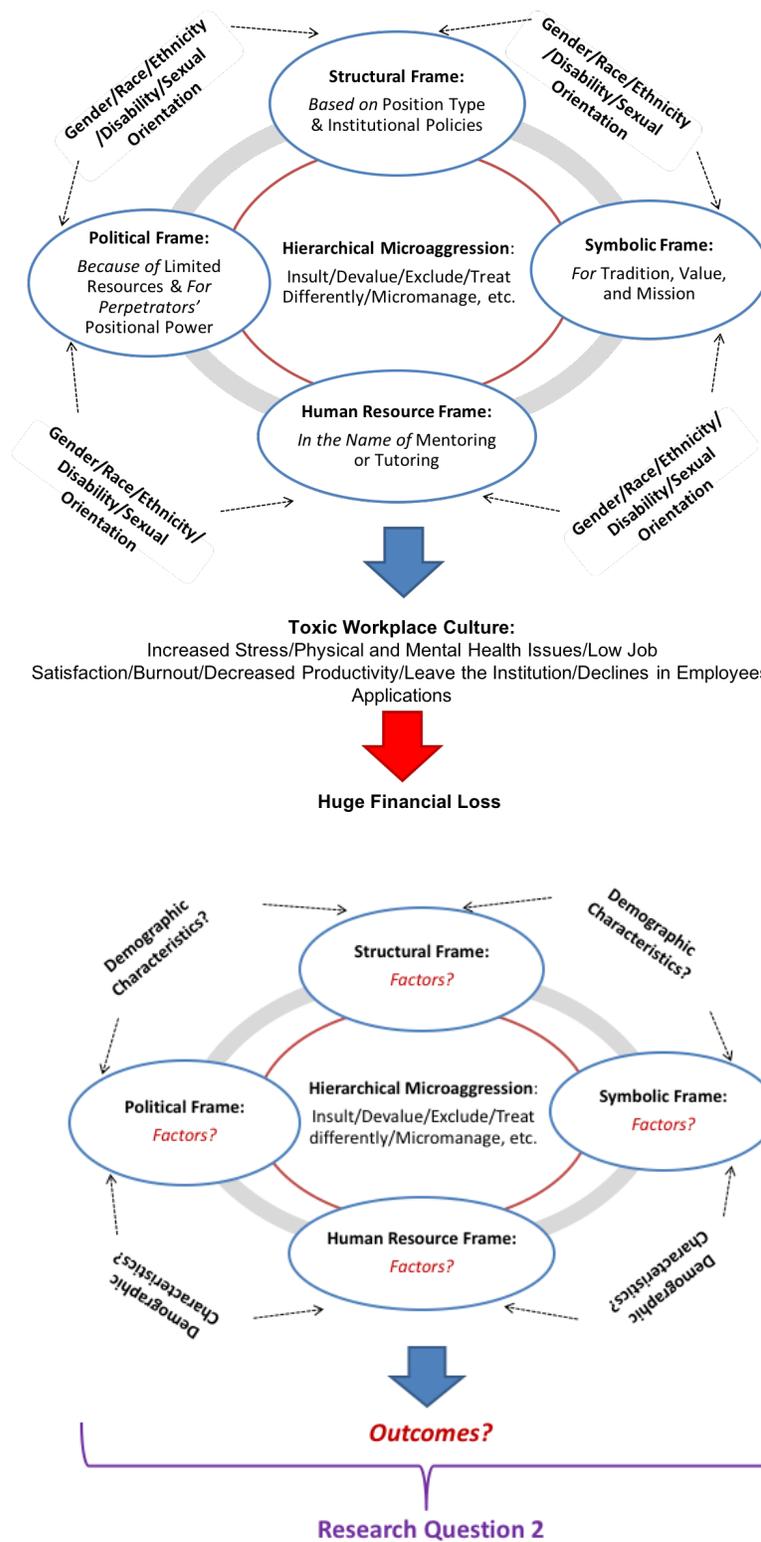


Table 1: Themes of Hierarchical or Contra-Hierarchical Microaggressions in College or University Settings

Themes	Any demographic characteristics	Race/Ethnicity	Gender	Intersections of Race, Gender or Other Factors	Disability
<b>Supervisor (Perpetrators) - Supervisee (Victim) Relationship</b>					
<b>Upper-Level Administrators/Tenured Faculty - Pre-tenured Faculty</b>					
Fail to share extra or challenging work	4 Studies (e.g., Patrick, 2016; Wright & Hill, 2015)	6 Studies (e.g., Frazier, 2011; Lester, 2009)	Henning et al., 2017	5 Studies (e.g., Carroll, 2017; Chambers, 2012)	
Devalue (research) ideas or work	5 Studies (e.g., Beckmann et al., 2013; Zemanek, 2016)	Knight, 2010; Lester, 2009		3 Studies (e.g., Chambers, 2012; Muhs et al., 2012)	
Take credits for others' work	Patrick, 2016; Wright & Hill, 2015				
Control, Interrupt, and Micromanage	7 Studies (e.g., Clawson, 2015; Metzger et al., 2015)			Yamanaka, 2018 <sup>#</sup>	
Provide an unclear, subjective, or differential tenure and promotion guideline	Miller et al., 2019; Twale & DeLuca, 2008		Frazier, 2011; Jones et al., 2015		Chambers, 2012; Misawa, 2015*
Develop policies or governance structure favoring perpetrators' positional/political power/dominant sentiments in a region	4 Studies (e.g., Mayshark, 2017; Lukes & Bangs, 2014)		Cramer & Ford, 2011*; Sedivy-Benton et al., 2014	Dali, 2018 <sup>#</sup>	Dali, 2018
Ignore/Insult/Exclude	3 Studies (e.g., Beckmann et al., 2013; Patrick, 2016)	3 Studies (e.g., Jones et al., 2015; Louis et al., 2017)	Sedivy-Benton et al., 2014	6 Studies (e.g., Lukes & Bank, 2014; Muhs et al., 2012)	Zemanek, 2016
<b>Upper-Level Administrators/Faculty - Staff</b>					
Treat differently based on position	Young et al., 2015	Alabi, 2015; Harris, 2017			
Ignore/exclude/surprise at smartness/interrupt	4 Studies (e.g., Longaker, 2017; King & Piotrowski, 2015)		Alabi, 2015		
Insult	King & Piotrowski, 2015; Moore, 2016		Moore, 2016*		
Increase workload	King & Piotrowski, 2015; Young et al., 2015		Henning et al., 2017	Henning et al., 2017	
<b>Upper-Level Administrators - (Tenured) Faculty</b>					
Intimidate (based on research productivity)	Faria et al., 2012; King & Piotrowski, 2015				
Devalue			3 Studies (e.g., Lukes & Bangs, 2014; Rocco, Bernier, & Schmalig, 2007)	Lukes & Bangs, 2014; Bowman, 2014	
<b>Figure Authority - Students</b>					
Bellittlement	7 Studies (e.g., Comeaux, 2012; Gentry & Whitley, 2014)	18 Studies (e.g., Ballinas, 2017; Bordoloi, 2014 <sup>#</sup> )	Cain, 2015*; Diver-Stamnes & LoMascolo, 2001*	Green, 2014	
Punishment/Violence	3 Studies (e.g., Goodboy et al., 2015; Marraccini et al., 2015)		Hinchberger, 2009		
Managerial Misconduct	Goodboy et al., 2015;				
Ignore/Exclude	Gentry & Whitley, 2014; Marraccini et al., 2015	8 Studies (e.g., Ballinas, 2017; Bhattacharya, 2016)	3 Studies (e.g., Lewis & Ericksen, 2016*; Cain, 2015*)	3 Studies (e.g., Harris, 2015; Misawa, 2015*)	Green, 2014
Steal students' work	Mullen, 2009				
<b>Department Chair/Director/Tenured Faculty - Adjunct or Non-Tenure track Faculty</b>					
Treat "Profit Maker" through satisfying customers (students)	Hollis, 2012; Roberts & Donahue, 2000; Twale & De Luca, 2008				
Ignore/Devalue	Roberts & Donahue, 2000; Twale & De Luca, 2008; Zemanek, 2016				
<b>Customer (Students) - Service Provider (Employees) Relationship</b>					
<b>Student -(Front-Line) Staff</b>					
Be Bullied	Hollis, 2012; Hollis, 2015; Keashly & Neuman, 2010	Alabi, 2015			
Devalue/Disrespected	Young et al., 2015				
<b>Student - Faculty/Teaching Staff (Contra-Hierarchical Microaggression)</b>					
Harrass/Ignore/Insult/Assume to be Incompetent	10 Studies (e.g., DeSouza, 2011; Epps, 2016)	12 Studies (e.g., Knepp, 2012; Lampman, 2012)	10 Studies (e.g., Lampman et al., 2016; May & Tenzek, 2018)	14 Studies (e.g., Auguste et al., 2018*; Moragne-Patterson & Barnett, 2017)	
Devalue/Disrespect	5 Studies (e.g., May & Tenzek, 2018; Williamson, 2011)	6 Studies (e.g., Kim & Kim, 2010 <sup>#</sup> ; Louis et al., 2017)	Epps, 2016; Lampman et al., 2016	Lukes & Banks, 2014; Yamanaka, 2018 <sup>#</sup>	
<b>Upper-Level Administrators (e.g., Dean, Chair, etc) - Faculty or other supervisees (Contra-Hierarchical Microaggression)</b>					
Disrespect/Assume to be incompetent	Alabi, 2015; Richardson Fraser, 2017		Yeh, 2018	Turner, 2003	

Note. \*sexual orientation; <sup>#</sup> international or foreign-born immigrant status; + non-traditional backgrounds (at least 24 years old, a parent, or a veteran); <sup>#</sup> Disability

attempted to develop a model of hierarchical microaggression, I will refer to counter-positional bullying phenomenon as contra-hierarchical microaggression.

Evidence has shown that higher-ranked perpetrators develop policies that favor their self-interests and allow them to control, micromanage, and interrupt their subordinates or supervisees' work (Sedivy-Benton, Strohschen, Cavazos, & Boden-McGill, 2014). Policy itself is deemed a structural factor, although it can be concurrently viewed as a political factor, because perpetrators abuse certain policies using their positional power. Moreover, in the name of "mentoring" or "tutoring," which reflects the human resource frame, supervisors, such as tenured faculty or department chairs, direct various forms of microaggression against their supervisees, such as non-tenure track or adjunct faculty, pre-tenured junior faculty, and graduate students. For example, these supervisors are unnecessarily involved in, or steal, supervisees' work to justify their positions and ultimately survive in the academic world, which is ever more fiercely competitive.

Postsecondary institutions are grappling with a continuous decrease in revenue sources. Specifically, public research universities face the continuous decline of state appropriations (National Science Board, 2012), and tuition-driven colleges or universities, such as small-liberal arts colleges, have had significant drops in enrollment (Marcus, 2017). Thus, colleges and universities are increasingly adopting a business model, which leads to greater demands for faculty's teaching, research, and grant productivity to earn revenue as well as fewer tenured/tenure-track faculty to save expenses (De Welde, 2017). Furthermore, the skyrocketing costs of college drive consumer mindsets among students and implicitly allow students to treat their instructors as service providers disrespectfully rather than as humans (May & Tenzek, 2018).

Therefore, in tuition-driven colleges or universities, which have a tradition that emphasizes teaching, when students complain about teaching quality, instructors tend to be reprimanded without considering the possibility that students are more likely to bully their instructors because of their dissatisfaction of a grade or their implicit and explicit biases about faculty's demographic backgrounds, ranks, or titles (Twale & De Luca, 2008). Similarly, in research-intensive universities, perpetrators tend to prevent victims from being successful by placing hurdles such as giving extra or challenging work or stealing or devaluing victims' research ideas intentionally or unintentionally (Mullen, 2009; Sedivy-Benton et al., 2014; Wright &

Hill, 2015). For example, faculty of color often are assigned to serve as advisors or mentors for historically underrepresented students, who need more guidance or care and thus require extra work (Frazier, 2011; Louis, Thompson, Smith, Williams, & Watson, 2016). As another example, in a mentor-mentee relationship, perpetrating supervisors may provide their supervisees with unclear or differential guidelines of tenure and promotion processes (Frazier, 2011).

In the above examples, the tradition of colleges and universities to emphasize teaching or research is deemed a symbolic factor, whereas the situation of reprimanding instructors for their teaching quality or giving extra work is rooted in limited resources, which is considered a political factor. However, the demand to improve teaching quality in tuition-driven colleges and increase in research activities in research-intensive universities can be justified in the name of colleges or universities' traditions, although unspoken realities about hierarchical microaggression may exist behind the tradition they emphasize most strongly.

Hierarchical microaggressions lead to various negative organizational outcomes, such as leaving the institution, increased stress, mental and physical health problems, low job satisfaction, burnout, decreased productivity regardless of position, and declines in prospective employees' applications (Cassell, 2011; Dentih, Wright, & Coryell, 2015; Hollis, 2012; Keashly & Neuman, 2010). Such negative outcomes cause huge losses in assets (Faria, Mixon, & Salter, 2012; Hollis, 2015; Lester, 2009), which implies that ignoring DEI because of perpetrators' self-interests in the fiercely competitive academic world, or colleges and universities' short-term gains under the constraints of limited resources, will damage their reputations and lead to financial losses in the long-term.

## Recommendations

This study suggests several recommendations for ways to eliminate hierarchical microaggression and cultivate DEI in colleges and universities.

- 1 | Colleges and universities' leadership must monitor whether powerless stakeholders are suffering from their supervisors' microaggressions using regular anonymous environmental climate surveys. Even if climate surveys' results show only a small percentage of hierarchical microaggression in their institutions, leadership needs to investigate such allegations and adopt zero-tolerance policies designed to stop hierarchical microaggression.
- 2 | After investigating such allegations, the leadership needs to supervise suspected perpetrators, and if necessary, perpetrators' interactions with victims must be terminated through appropriate action that considers the nature of the formal relationship between them.
- 3 | Training programs to prevent any form of microaggression should be mandatory for all employees because the study shows that anyone, regardless of his or her current position types or demographic characteristics, can be a victim, perpetrator, or bystander. Specifically, the training programs should address the reality that individuals from marginalized backgrounds are more likely to experience contra-hierarchical microaggressions regardless of their position, as evidenced by several studies.
- 4 | Consistent with the DEI mission of American colleges and universities, every discipline must require diversity courses for graduation at both undergraduate and graduate levels. The diversity courses should be designed to ensure that all students learn about how to effectively communicate and collaborate with diverse people, which is a twenty-first century skill necessary for all students (National Education Association, n.d.).
- 5 | Various higher education organizations, such as the AAC&U and American Council on Education, are encouraged to collect data pertaining to claims of microaggression by including an anonymous online survey on their websites, because some victims may have no way to report their experiences of hierarchical microaggression in their institutions.

- 6 | Research should be conducted to explore antecedent risk factors and underlying mechanisms that drive hierarchical microaggression from psychological and sociological perspectives. Evidence has shown that individuals who are bullied tend to become bullies themselves, and socially marginalized individuals are vulnerable to bullying or hierarchical microaggression (Dulmus, Sowers, & Theriot, 2006; Twale & De Luca, 2008).
  
- 7 | Given that higher education today is increasingly concerned about financial costs, it would be worthwhile to investigate the effects of hierarchical microaggression on financial outcomes. For example, the costs of disengagement and employment turnover rate caused by victims' increased stress, mental/physical health problems, and burnout must be taken into account. Furthermore, because colleges and universities that ignore allegations of microaggression or bullying experience a decline in employees' application (Cassell, 2011; Wright & Hill, 2015), it would be necessary to measure the cost of potential loss of highly qualified or talented employees. Moreover, through various informal or formal communication channels, prospective and current students learn of allegations of microaggression, which may be detrimental to enrollment and retention rates (Cardin, 2013). A decline of enrollment and retention negatively affects revenue sources in all higher education settings so it should be considered when investigating financial loss associated with hierarchical microaggressions.

As a closing note, individuals may tend to remember experiences of being victimized without remembering their behaviors as a perpetrator or a bystander in certain situations. As such, all stakeholders must revisit their perceptions about relationships with various stakeholders to eliminate or at least minimize the effects of hierarchical microaggressions.

## References

- AAC&U. (2017). Diversity, equity, & inclusive excellence. Retrieved from <https://www.aacu.org/resources/diversity-equity-and-inclusive-excellence>
- Alabi, J. (2015). "This actually happened": An analysis of librarians' responses to a survey about racial microaggressions. *Journal of Library Administration*, 55(3), 179–191.
- Aranda, J. L. (2018). Civility and bullying in higher education: Secrets in academia and the culture of incivility (Doctoral dissertation). Retrieved from <https://eric.ed.gov/?q=incivility+AND+workplace&ff1=subPeer+Relationship&id=ED585123>
- Auguste, E., Packard, B. W., & Keep, A. (2018). Nontraditional women students' experiences of identity recognition and marginalization during advising. *NACADA Journal*, 38(2), 45–60.
- Ballinas, J. (2017). Where are you from and why are you here? Microaggressions, racialization, and Mexican college students in a new destination. *Sociological Inquiry*, 87(2), 385–410.
- Banks, B. M. (2015). Microaggressions directed at Black college women: The moderating role of racial identity on self-control depletion (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 3704648).
- Beckmann, C. A., Cannella, B. L., & Wantland, D. (2013). Faculty perception of bullying in schools of nursing. *Journal of Professional Nursing*, 29(5), 287–294.
- Bhattacharya, K. (2016). The vulnerable academic: Personal narratives and strategic de/colonizing of academic structures. *Qualitative Inquiry*, 22(5), 309–321.
- Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: artistry, choice, and leadership* (5th ed.). San Francisco, CA: Jossey-Bass.
- Bordoloi, S. D. (2014). On being brown and foreign: The racialization of an international student within academia. *Sociological Imagination*, 50(3), 50–66.
- Cain, L. K. (2015). Experiences of LGBTQ students at a primarily white institution in the South (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 10008831).
- Cardin, K. (2013). Bullying in college: Silent yet prevalent. *USAtoday.com*. Retrieved from <https://www.usatoday.com/story/news/nation/2013/10/18/college-bullying-silent-yet-prevalent/3008677/>
- Carroll, D. (2017). A faculty woman of color and micro-invalidations at a White research institution: A case of intersectionality and institutional betrayal. *Administrative Issues Journal: Connecting Education, Practice, and Research*, 7(1), 39–50. doi:10.5929/2017.7.1.2
- Cassell, M. A. (2011). Bullying in academe: Prevalent, significant, and incessant. *Contemporary Issues in Education Research*, 4(5), 33–44.
- Chambers, C. R. (2012). Candid reflections on the departure of Black women faculty from academe in the United States. *Negro Educational Review*, 62/63(1–4), 233–260.
- Chapell, M., Casey, D., De la Cruz, C., Ferrell, J., Forman, J., Lipkin, R., ...Whittaker, S. (2004). Bullying in college by students and teachers. *Adolescence*, 39(153), 53–64.
- Clawson, M. C. (2015). Leadership malpractice in higher education: Effects of organizational ethical culture and followers' perceived organizational support on abusive supervision and vicarious abusive supervision (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 3714732).

- Comeaux, E. (2012). Unmasking athlete microaggressions: Division I student-athletes' engagement with members of the campus community. *Journal of Intercollegiate Sport*, 5(2), 189–198.
- Cramer, E. P., & Ford, C. H. (2011). Gay rights on campus, circa 2011. *Academe*, 97(5), 38–41.
- Dali, K. (2018). The right to be included: Ensuring the inclusive learning and work environment for people with disabilities in academia. *Information and Learning Science*, 119(9), 486–513.
- Dentith, A. M., Wright, R. R., & Coryell, J. (2015). Those mean girls and their friends. *Adult Learning*, 26(1), 28–34.
- DeSouza, E. R. (2011). Frequency rates and correlates of contrapower harassment in higher education. *Journal of Interpersonal Violence*, 26(1), 158–188.
- De Welde, K. (2017). Moving the needle on equity and inclusion. *Diversity & Social Justice in Higher Education*, 39(39), 192–211.
- Diver-Stamnes, A. C., & LoMascolo, A. F. (2001). The marginalization of ethnic minority students: A case study of a rural university. *Equity & Excellence in Education*, 34(1), 50–57.
- Dulmus, C. N., Sowers, K. M., & Theriot, M. T. (2006). Prevalence and bullying experiences of victims and victims who become bullies (bully-victims) at rural schools. *Victims and Offenders*, 1(1), 15–31.
- Epps, J. (2016). Individual characteristics as predictive variables of the level and impact of contrapower harassment of faculty teaching in schools of pharmacy (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 10099253).
- Faria, J. R., Mixon, F. G. Jr., & Salter, S. P. (2012). An economic model of workplace mobbing in academe. *Economics of Education Review*, 31(5), 720–726.
- Frazier, K. N. (2011). Academic bullying: A barrier to tenure and promotion for African-American faculty. *Florida Journal of Educational Administration & Policy*, 5(1), 1–13.
- Johnson-Bailey, J. (2015). Academic incivility and bullying as a gendered and racialized phenomena. *Adult Learning*, 26(1), 42–47.
- Gentry, R. H., & Whitley, B. E., Jr. (2014). Bullying in graduate school: Its nature and effects. *The Qualitative Report*, 19(36), 1–18.
- Goodboy, A., Martin, M., & Johnson, Z. (2015). The relationships between workplace bullying by graduate faculty with graduate students' burnout and organizational citizenship behaviors. *Communication Research Reports*. 32(3), 272–280.
- Green, B. (2014). Bullying of individuals with disabilities on a college campus: A qualitative study (Unpublished doctoral dissertation). George Washington University, Fairfax, VA.
- Harris, J. C. (2015). "Intrinsically interesting": The racialized experiences of multiracial women students at a predominantly White institution (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 3700266).
- Harris, J. C. (2017). Multiracial campus professionals' experiences with multiracial microaggressions. *Journal of College Student Development*, 58(7), 1055–1073.
- Hassounah, D. (2006). Anti-racist pedagogy: Challenges faced by faculty of color in predominantly white schools of nursing. *Journal of Nursing Education*, 45(7), 255–262.
- Henning, M. A., Zhou, C., Adams, P., Moir, F., Hobson, J., Hallett, C., & Webster, C. S. (2017). Workplace harassment among staff in higher education: A systematic review. *Asia Pacific Educational Review*, 18(4), 521–539.

- Hinchberger, P. A. (2009). Violence against female student nurses in the workplace. *Nursing Forum*, 44(1), 37–46.
- Hollis, L. P. (2012). *Bully in the ivory tower: How aggression & incivility erode American higher education*. Wilmington, DE: Patricia Berkly, LLC.
- Hollis, L. P. (2015). Bully university? The cost of workplace bullying and employee disengagement in American higher education. *SAGE Open*, 5(2), 1–11
- Jones, B., Hwang, E., & Bustamante, R. M. (2015). African American female professors' strategies for successful attainment of tenure and promotion at predominately White institutions: It can happen. *Education, Citizenship, and Social Justice*, 10(2), 133–151.
- Keashly, L., & Neuman, J. H. (2010). Faculty experiences with bullying in higher education: Causes, consequences, and management. *Administrative Theory & Praxis*, 32(1), 48–70.
- Knepp, K. A. F. (2012). Understanding student and faculty incivility in higher education. *The Journal of Effective Teaching*, 12(1), 33-46.
- Kim, S., & Kim, R. H. (2010). Microaggressions experienced by international students attending U.S. institutions of higher education. In D. W. Sue (Ed.), *Microaggressions and marginality: Manifestation, dynamics, and impact* (pp. 171–192). Hoboken, NJ: John Wiley & Sons.
- King, C., & Piotrowski, C. (2015). Bullying of educators by educators: Incivility in higher education. *Contemporary Issues in Education Research*. 8(4), 257-262.
- Knight, W. B. (2010). Sink or swim: Navigating the perilous waters of promotion and tenure: What's diversity got to do with it? *Studies in Art Education*, 52(1), 84–87.
- Lampman, C. (2012). Women faculty at risk: U.S. professors report on their experiences with student incivility, bullying, aggression, and sexual attention. *NASPA Journal about Women in Higher Education*, 5(2), 184–208.
- Lampman, C., Crew, E. C., Lowery, S., Tompkins, K. A., & Mulder, M. (2016). Women faculty distressed: Descriptions and consequences of academic contrapower harrassment. *NASPA Journal about Women in Higher Education*, 9(2), 169–189.
- Lester, J. (2009). Not your child's playground: Workplace bullying among community college faculty. *Community College Journal of Research and Practice*, 33(5), 444–462.
- Lewis, M. W., & Ericksen, K. S. (2016). Improving the climate for LGBTQ students at an historically black university. *Journal of LGBT Youth*, 13(3), 249–269.
- Longaker, K. K. (2017). *Workplace bullying in academia: Long-term victim impact and moral disengagement* (Doctoral dissertation). Retrieved from ProQuest (10689611).
- Louis, D. A., Thompson, K. V., Smith, P., Williams, H. M. A., & Watson, J. (2017). Afro-Caribbean immigrant faculty experiences in the American academy: Voices of an invisible black population. *Urban Review*, 49(4), 668–691.
- Lukes, R., & Bangs, J. (2014). A critical analysis of anti-discrimination law and microaggressions in academia. *Research in Higher Education Journal*, 24, 1–15.
- Marcus, J. (2017, June 29). Many small colleges face big enrollment drops. Here's one survival strategy in Ohio. *The Washington Post*. Retrieved from <https://www.washingtonpost.com/>
- Marraccini, M. E., Weyandt, L. L., & Rossi, J. S. (2015). College students' perceptions of professor/instructor bullying: Questionnaire development and psychometric properties. *Journal of American College Health*, 63(8), 563–572.

- May, A., & Tenzek, K. E. (2018). Bullying in the academy: Understanding the student bully and the targeted “stupid, fat, mother fucker” professor. *Teaching in Higher Education*, 23(3), 275–290. doi:10.1080/13562517.2017.1379482
- Mayshark, L. (2017). *Academic betrayal: The bullying of a graduate student*. Bemus Point, NY: Redscorpion Press.
- Metzger, A. M., Petit, A., & Sieber, S. (2015). Mentoring as a way to change a culture of academic bullying and mobbing in the humanities. *Higher Education for the Future*, 2(2), 139–150.
- Miller, G., Miller, V., Marchel, C., Moro, R., Kaplan, B., Clark, C., & Musilli, S. (2019). Academic violence/bullying: Application of Bandura’s eight moral disengagement strategies to higher education. *Employee Responsibilities and Rights Journal*, 31(1), 47–59.
- Misawa, M. (2015a). The color of the rainbow path: An examination of the intersection of racist and homophobic bullying in U.S. higher education. *Canadian Journal of Educational Administration and Policy*, 173(9), 94–112.
- Misawa, M. (2015b). Cuts and bruises caused by arrows, sticks, and stones in academia: Theorizing three types of racist and homophobic bullying in adult and higher education. *Adult Learning*, 26(1), 6–13.
- Moragne-Patterson, Y. K., & Barnett, T. M. (2017). Experiences and responses to microaggressions on historically White campuses: A qualitative interpretive meta-synthesis. *Journal of Sociology & Social Welfare*, 44(3), 3–26.
- Moore, L. R. (2016). *The relationship between experiences with microaggression and the leadership practices of mid-level student affairs professionals* (Doctoral dissertation). Retrieved from <https://etd.ohiolink.edu/>
- Muhs, G. G., Niemann, Y. F., Gonzalez, C. G., & Harris, A. P. (Eds.). (2012). *Presumed incompetent: The intersections of race and class for women in academia*. Salt Lake City: Utah State University Press.
- Mullen, C. A. (2009). Re-imagining the human dimension of mentoring: A framework for research administration and the academy. *The Journal of Research Administration*, 40(1), 10–31.
- National Education Association. (n.d.). *Preparing 21st century students for a global society*. Retrieved from <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>
- National Science Board. (2012). *Diminishing funding and rising expectations: Trends and challenges for public research universities*. Retrieved from <https://www.nsf.gov/nsb/publications/2012/nsb1245.pdf>
- Oravec, J. (2012). Bullying and mobbing in academe: Challenges for distance education and social media applications. *Journal of Academic Administration in Higher Education*, 8(1), 49–58.
- Patrick, A. M. (2016). *Faculty to faculty workplace bullying across disciplines in higher education: Effects on organizational trust and commitment* (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 10183082).
- Richardson Fraser, C. E. (2017). *Changing waters: Converting microaggressions to human potential with relational and social identity theory leadership at four-year mid-size public institutions of higher education* (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 10611144).
- Roberts, K. A., & Donahue, K. A. (2000). Professing professionalism: Bureaucratization and deprofessionalization in the academy. *Sociological focus*, 33(4), 365–383.

- Rocco, T. S., Bernier, J. D., & Bowman, L. (2014). Critical race theory and HRD: Moving race front and center. *Advances in Developing Human Resources*, 16(4), 457–470.
- Schmaling, K. B. (2007). Gender microaggressions in higher education: Proposed taxonomy and change through cognitive-behavioral strategies. *Forum on Public Policy Online*, 3, 1–11.
- Sedivy-Benton, A., Strohschen, G., Cavazos, N., & Boden-McGill, C. (2014). Good ol' boys, mean girls, and tyrants: A phenomenological study of the lived experiences and survival strategies of bullied women adult educators. *Adult Learning*, 26(1), 35–41.
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271–286.
- Turner, C. (2003). Incorporation and marginalization in the academy: From border toward center for faculty of color? *Journal of Black Studies*, 34(1), 112–125.
- Twale, D. J., & De Luca, B. M. (2008). *Faculty incivility: The rise of the academic bully culture and what to do about it*. San Francisco, CA: Jossey-Bass.
- Williamson, M. M. (2011). *Nurse educators' lived experiences with student incivility* (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global (UMI No. 10845260)
- Wright, M., & Hill, L. H. (2015). Academic incivility among health sciences faculty. *Adult Learning*, 26(1), 14–20.
- Yamanaka, A. (2018). *Phenomenological exploration on the experience of microaggression by women faculty of color and its relations to self-efficacy* (Unpublished doctoral dissertation). George Mason University, Fairfax, VA.
- Yeh, T. (2018). A heuristic study on the leadership practices of female faculty in higher education. *International Journal of Organizational Innovation*, 11(2), 245–259.
- Young, K., Anderson, M., & Stewart, S. (2015). Hierarchical microaggressions in higher education. *Journal of Diversity in Higher Education*, 8(1), 61–71.
- Zemanek, K. A. (2016). *Identification of bullying among tenured and non-tenured faculty in colleges of agricultural and life sciences at land-grant universities*. (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global. (UMI No. 10291068).



**NATIONAL CENTER FOR  
INSTITUTIONAL DIVERSITY**

UNIVERSITY OF MICHIGAN

[lsa.umich.edu/ncid](http://lsa.umich.edu/ncid)

University of Michigan

3338 School of Education Building

610 East University Avenue

Ann Arbor, MI 48109-1259