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Cyberbullying in Higher Education

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Bullying has extended beyond the schoolyard into online forums in the form of cyberbullying. Cyberbullying is a growing concern due to the effect on its victims. Current studies focus on grades K–12; however, cyberbullying has entered the world of higher education. The focus of this study was to identify the existence of cyberbullying in higher education, reveal the existence of students bullying instructors, and determine its impact. Three hundred forty-six online instructors from the undergraduate, graduate, and doctoral programs at the school of management at a large online university were surveyed. Of the respondents, 33.8% said they had been cyberbullied by students, 4.4% of respondents were unsure, and 61.8% said they had never been cyberbullied by students. Over 60% of the participants did not know what resources were available or felt that there were no resources available to help them should they encounter cyberbullying by students in the online classroom. Results indicated concerns about reporting cyberbullying, ranging from fear of not getting further teaching opportunities to dealing with it and decreasing the rate of student retention.

Keywords: *bully, college instructor, cyberbullying, higher education, Internet, online harassment, victim*

Introduction

The Internet has given birth to a new type of bullying called cyberbullying. Bullies can hide behind the computer screen and email, text, or post messages that contain hurtful words that are often rude and highly defamatory (Smith, 2010). Cyberbullying is not limited to grade school, middle school, or high school—it also appears in postsecondary education. Past studies focus primarily on the different types of bullying in the K–12 grades, however; very few studies have examined the existence of cyberbullying in postsecondary education, and a minimal amount of studies have looked at students actually cyberbullying instructors. This study demonstrates that cyberbullying occurs in higher education and reveals that students cyberbully instructors. The majority of these instructors stated that they have no recourse when encountering cyberbullying and are unaware that the university has a code-of-conduct policy that addresses cyberbullying.

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Literature Review

Traditional Bullying

According to Olweus (2012), "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself" (para. 2). This definition includes the following three components:

1. Bullying is aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior repeated over time.
3. Bullying involves an imbalance of power or strength (Olweus, 2012).

Forms of bullying include rumors, social exclusion, isolation, physical acts, stealing, repeated threats, sexual bullying, and racial bullying (Hauge, Skogstad, & Einarsen, 2010; Hinduja & Patchin, 2012; Olweus, 2012). Most forms of bullying can now be accomplished through computer-generated networking, which is now called cyberbullying.

Definition of Cyberbullying

In the United States, there is growing concern about cyberbullying (Hinduja & Patchin, 2011). The National Crime Prevention Council (2010) defined it as "the use of the Internet, cell phones, or other devices to send or post text or images intended to hurt or embarrass another person" (para. 2). This phenomenon can involve the unwanted sharing of private or personal information online or the unsolicited spread of disturbing materials (e.g., pornography or images of human tragedy), threatening chain letters, or other spam (Kowalski, Limber, & Agatston, 2008; Olweus, 2012). Such cyberbullying tends to take place over email, via mobile texting, and in online forums and chat rooms (Olweus, 2012).

The majority of research focuses on student-to-student cyberbullying; however, recent research identifies the existence of students cyberbullying instructors in secondary education. A study conducted in the United Kingdom by Smith (2007) revealed the following:

> […] 17% of teachers surveyed indicated they had experienced some form of cyber-bullying that came in the form of upsetting emails and unwelcomed text messages. The results also showed that 53% of respondents did not know whether their school had a code of conduct to address cyber-bullying, and 39% said their schools did not have such a policy. Of those schools, which did have a code of conduct to address the issue, 19% said it was not properly enforced and 72% did not know if it was. (para. 8)

Based on Smith's (2007) research, cyberbullying exists beyond the student-to-student level and has grown to the student-to-teacher ranks. This is an area where few studies have been conducted in the United States and is now identified as an area of concern.

Bullying Laws

The first legislation related to the prevention of cyberbullying was introduced in April 2009. As of February 2012, all but two of the 50 states in the United States have enacted antibully legislation, and 16 states have either antibullying policies, laws pending, or comments about the need for or status of their policies or laws (Hinduja & Patchin, 2012).

The Megan Meier Cyberbullying Prevention Act is a federal act currently pending legislation (Hinduja & Patchin, 2012). The act states, "Whoever transmits in interstate or foreign commerce any communication, with the intent to coerce, intimidate, harass, or cause substantial emotional distress to a person, using electronic means to support severe, repeated, and hostile behavior, shall be fined under this title or imprisoned not more than two years, or both" (p. 14). As of September 2011 (Hinduja & Patchin, 2012), only eight state laws include cyberbullying. Currently, there is no federal law that defines cyberbullying (Hinduja & Patchin, 2012).

Cases of Cyberbullying in Higher Education

A thorough review of literature has identified that limited studies have been conducted identifying the existence of cyberbullying in higher education. A few noted articles, however, have revealed that cyberbullying is directed at instructors. In 2007, a Boston University professor discovered a former discontented student had created a Facebook profile in his name. The Facebook page contained remarks supposedly made by the professor that contained immature and degrading comments. This resulted in a flood of unwelcome comments and insults towards the professor (Daniloff, 2009). Another professor reported that a false Facebook profile claimed he "enjoyed under-age sex with both girls and boys" (Smith, 2010, para.11). Eventually, months later and with the assistance of a Facebook administrator, both profiles were removed.

Professor-review websites may also lead to cyberbullying of college instructors. Professors have claimed the website Rate My Professors has defamed and ruined their reputation. Daniloff (2009) describes the site as follows:

> [Rate My Professors] boasts more than eight million student-generated
> ratings of more than a million professors at 6,000 schools. Founded in 1999,
> the site allows students to anonymously rate their professors in several
> categories and comment on such traits as humor and classroom style, not to
> mention the tightness of their sweaters and the flattering cut of their jeans.
> (p. 3)

Unfounded comments accusing professors of being under the influence of substances and misbehaving in class have led to emotional distress (Daniloff, 2009). Another professor noted receiving hate emails—messages containing abusive language and disturbing content—from a former student who had been caught plagiarizing. The hate email eventually evolved into a hate campaign on Rate My Professors.

In the United Kingdom, the website Rate My Teachers has been around since 2001 (Smith, 2010). Initially, teachers did not raise concerns about the site until they started to read some of comments. The following are examples of comments made by students found on Rate My Teachers:

- "…a useless piece of garbage who wouldn't know chemistry if it ran him over"
- "I didn't like her...she had a weird smell to her"
- "She spends all our lessons on her mobile texting her boyfriend..." (Smith, 2010, para. 2)

Another teacher in the United Kingdom reported finding a social hate group about her. She said,

> I must admit I was shocked. I know kids say some things about you in conversation. It
> comes with the territory if you're a teacher, but this was really horrific. The F-word was

> everywhere and the sexual content was horrific—what they wanted to do to me. And they wanted to shoot me in the face, stab me, burn me. I felt violated. (Smith, 2010, para. 7)

Comments degrading and threatening instructors are concerning. In many cases, instructors may not know what recourse they have and tend to do nothing and ignore the comments. Since there is limited research available in this phenomenon, there is limited information on which to base related action plans.

The Increase of Cyberbullying in Our Society

In the last 5 years, cyberbullying has increased and has become an insidious problem in North America (Dilmac, 2009). "Cyberbullying is a growing problem because increasing numbers of young people use computers, cell phones, and other interactive devices as their main form of social interaction" (Hinduja & Patchin, 2011, p. 49). Due to the increased number of documented cyberbullying cases, centers across the United States—such as The Center for Safe and Responsible Internet Use—are implementing programs such as *Cyber Savvy Teachers*, *Cyber Secure Schools* and *Universal Digital Media Safety* to teach students about behaving responsibly online and identifying victimization (Willard, 2010).

"[Because] cyberbullying-related activities are increasingly difficult to monitor and regulate, adults must better educate themselves on the increasing dangers associated with online cruelty" (Brady & Conn, 2006, p. 10). Patchin (2010), codirector of the Cyberbullying Research Center and Professor at the University of Wisconsin–Eau Claire, stated that faculty at universities, high schools, and middle schools are aware that technology is prompting students to create problematic content in online forums, but that the vast majority of cases related to cyberbullying are falling short of a criminal sanction. Therefore, other remedies must be tried on a more informal basis to prevent these situations.

In the study conducted by Smith (2007), in the United Kingdom, many instructors failed to report cyberbullying for a variety of reasons. The survey discovered:

- 53% did not know if their school had a code of conduct to address cyberbullying
- 39% said their school did not have a code of conduct addressing this bullying
- 19% said that the policy was not enforced, if they did have a policy
- 72% did not know if it was enforced (para. 3).

This data identifies a communication problem that colleges and universities may have about educating instructors about their code-of-conduct policies.

Methodology

There has been very little research to date on the existence and implications of cyberbullying in online higher education settings. Due to the limited research on student cyberbullying of instructors, the researchers of this study were interested in examining whether student cyberbullying of instructors in higher education occurred in the online classroom and, if so, what effect it had on instructor performance and morale.

Research Questions

This research was intended to answer four questions:

1. What are the experiences that college faculty in online settings have with cyberbullying from students?
2. If they have experienced cyberbullying from students, how have they handled the situation?
3. If an instructor does not do anything about the problem, why?
4. How should cyberbullying in online education settings be addressed?

Survey

A qualitative survey method was selected because very little research has been done on this topic and because the researchers were interested in identifying and examining themes around the four questions. The sample was selected by convenience, as the researchers had access to a significant sample size of online faculty: 346 online faculty members (undergraduate, graduate, and doctoral) from the College of Management and Technology at a large online institution were selected to participate in this study. Because little research had been done on cyberbullying of online instructors, identifying themes around cyberbullying could lead to more in-depth studies in the future. Participants had the choice to participate in the survey or not. Participants completed the survey on SurveyGizmo.com, and anonymity was ensured.

The survey primarily utilized multiple-choice questions for participants to respond to regarding their experiences with cyberbullying. Additionally, participants were also given the opportunity to elaborate on their answers by providing narrative examples. There were 19 questions. The first 5 sought demographic information that might be useful in future research, including gender, type of faculty (part-time or full-time), years of online experience, years of on ground experience, and age range. The final 12 questions assessed their cyberbullying experience (see Appendix).

Limitations

This study had several limitations, such as the willingness of students to complete the survey and the honesty of the subjects' responses to the survey questions. Additionally, even though this sample of convenience allowed the researchers to survey all 346 faculty members in the College of Management and Technology, generalizability might be limited. It is not known how faculty members in other colleges within this university would have responded to the survey questions.

Results

Of the 346 online instructors surveyed, 68 surveys (20%) were returned. Of those respondents, 58.8% of the participants were male, 41.2% were female, 83.9% were part-time faculty, and 14.7% were full-time faculty.

Cyberbullying Responses

Participants were asked if they had ever been cyberbullied in the online classroom: 61.8% said they have never been, 33.8% said they had been, and 4.4% of respondents said that were not sure (see Figure 1).
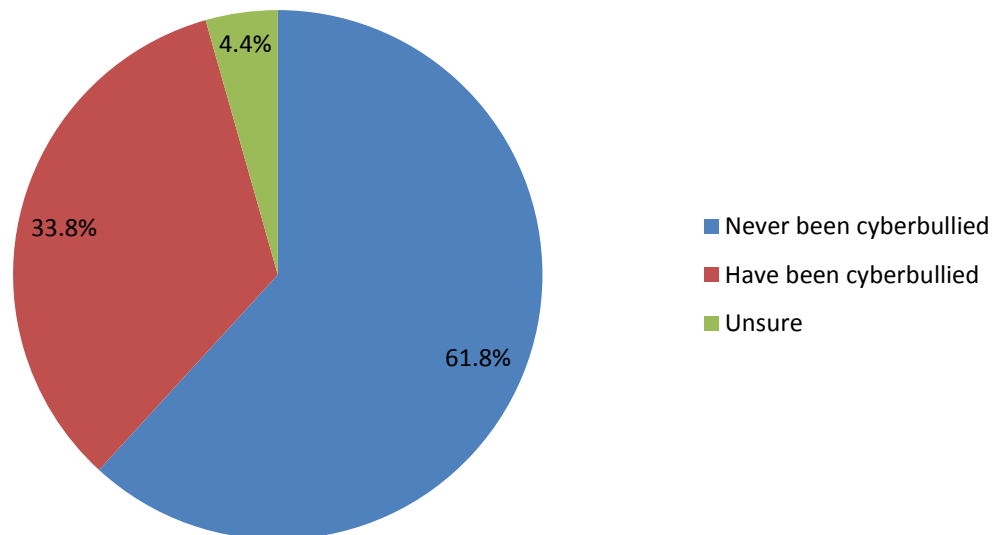
Figure 1: *Who Has Been Cyberbullied?*

When participants were asked how cyberbullying of instructors was demonstrated, several key themes emerged. These included threats of lawsuits, verbal abuse, aggressive language, repeated aggressive emails, verbally intimidating phone calls, escalation (e.g., complaining—or threatening to complain—to the student's academic advisor, the faculty member's supervisor, the associate dean, or even the college VP or college president), and public defamation. Public defamation could take place in the online classroom forums (e.g., Discussion, Ask/Contact the Instructor, or Group), where students could post complaints about the instructor for other students to read. The Discussion forum is where students respond to the academic discussion posed by the instructor and also reply to other lesson-related student posts. Students can publicly ask questions about course content or assignments through the Ask the Instructor or Contact Instructor forums. The Group forum is where students collaborate on group projects, but those in that group can post comments freely. If a student has an issue with an instructor, the proper protocol is to contact the instructor by email. Using a public forum may divide a class and rally students together in attacking an instructor. It can also make other students uncomfortable, as evidenced by course evaluations read by one of the program directors.

Many of the instructors surveyed that said they had been cyberbullied when the student(s) did not get a grade they wanted:

- "I have had several threats that a student would 'report me' if I did not give them a good grade—I have experienced disrespect and sarcasm in the online classes and I have had negative comments and slander in sites like 'professor sucks.'"
- "I am occasionally sent accusatory emails by students pertaining to grades, or in one case a student who was caught plagiarizing."

- "More so than bullying, the situation was more of a student who used poor taste to respond to emails and grades. He used explosive language and made accusations towards and about me."
- "Student threatened to get me removed from faculty if I did not change his grade from a B to A. I stated policy to student. After several threatening emails from student, I sent the email string to the program director and reported the student's behavior as a breach of the student code of conduct. Student was dealt with by Academic Affairs and the threatening emails stopped."

Other comments included students who were irate about the instructor and demonstrated it in the public forum of the classroom:

- "I had a student try to call me out regarding the amount of work required for that online week. He didn't do it in his private forum, but instead posted it in the main forum to garner support from other students. He did it in a very sarcastic and demeaning way, as if to say I was purposely trying to give them too much work to succeed in the course."
- "A student in 2011 called me profane names and posted numerous times in the Class Cafe. I escalated the issue to my program director. The student was eventually expelled."

Other instructors stated some students used social media to show their discontent with the instructor:

- "Threats escalate to [Facebook] posts to [Rate My Professors] posts to contact dean/chair/supervisor, lots of passive/aggressive emails, increasingly 'going to drop out/go to another school' threats."
- "Student set up an account in my name at a website that had 'questionable' content...let your imagination run from there."
- "The student went to a website and made comments such as I did not know what I was doing, should retire, etc. I referred it to the program director and he had a talk with the student. However, the information was not removed. It did border on slander."

One instructor described being afraid of a student due to an inappropriate email after he/she refused to meet the student in person. The student stated, "He knew where I lived and could be there soon." The instructor stated that this left him/her feeling helpless.

The examples shared by the instructors surveyed in this study can be classified as cyberbullying. The researchers took the examples shared by the instructors and weighed them against the criteria of bullying (as defined in the Literature Review section). There are instances where students have legitimate complaints that need to be addressed. If the students are professional in their communication and follow the code-of-conduct policy in the student handbook, then the complaint would not be considered cyberbullying. If they were aggressive or threatening in their correspondence, then it would likely be cyberbullying.

Of the faculty who acknowledge bullying by students, 22.1% said they handled the issues themselves; 11.8% said their program director (direct supervisor of faculty) handled it; 1.5% said someone else handled it. The remaining participants, 64.6%, did not acknowledge student cyberbullying in the classroom (see Figure 2).
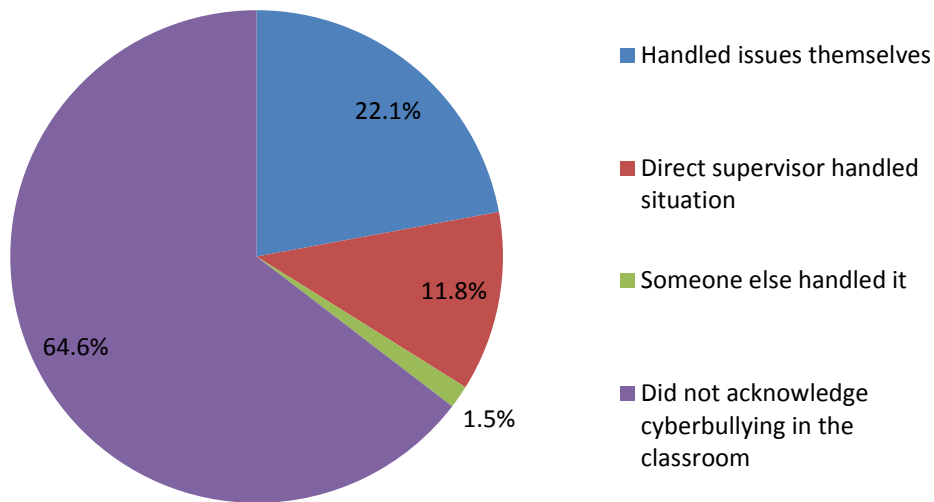
Figure 2: *Who Handled the Cyberbullying Incident?*

Participants were asked whether the person addressing the situation handled it effectively: 38.3% answered this question as either yes, no, or somewhat (though only 33.8% admitted cyberbullying exists; it appears that some who were not sure whether it existed answered this question anyway). Of those who acknowledged cyberbullying, 26.5 % felt it was handled effectively, 5.9% said it was not handled effectively, and 5.9% said it was handled somewhat effectively (see Figure 3).
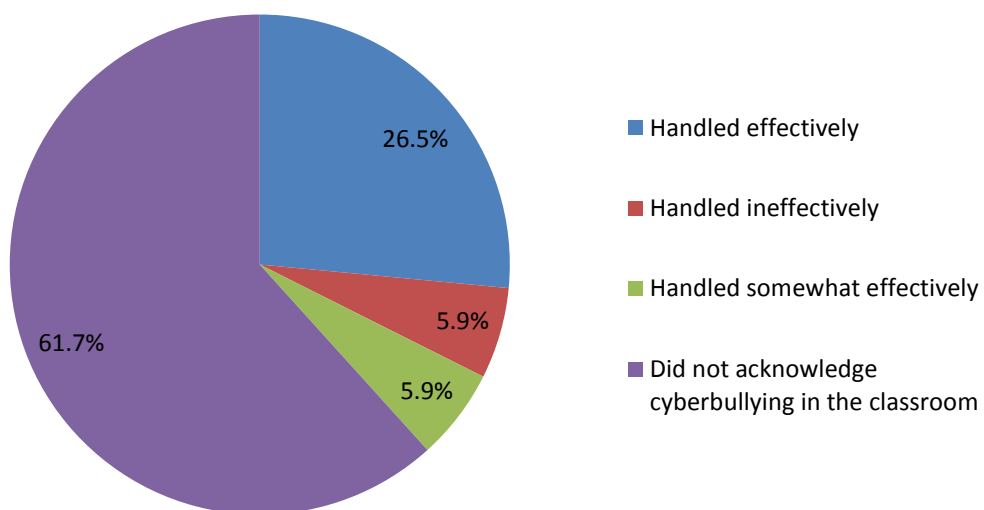
Figure 3: *Was Cyberbullying Handled Effectively?*

When asked if participants felt there were resources available to help instructors properly handle a cyberbullying situation, 39.7% said yes, 20.6% said no, and 39.7% did not know (see Figure 4).
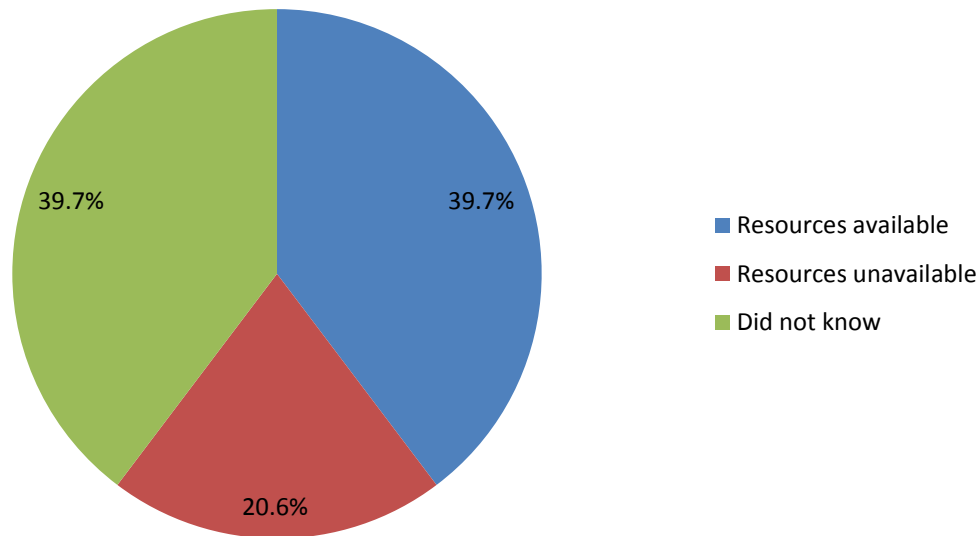

Figure 4: *Are There Resources Available to Help Instructor Handle Cyberbullying?*

There were several recurring suggestions as to how cyberbullying should be handled. These included having clear processes in place, training faculty on how to recognize and address cyberbullying, and having a policy manual that clearly identifies what cyberbullying is and how it will be handled. Support from leadership was also important to respondents, as well as a clear code-of-conduct policy. The institution where this study was conducted has a very clear code-of-conduct policy in place, which, if followed, would address cyberbullying; however, the fact that some participants recommended having a policy in place suggests that perhaps they did not see the policy, did not know where to look for it, or did not read it.

The most interesting aspect of this research was how participants responded to the question of what barriers exist to reporting cyberbullying to the appropriate people. Five major themes emerged here:

- Uncertainty about who to go to when encountering cyberbullying
- Concern that faculty member won't be supported by immediate supervisor or above
- Embarrassment (including being seen as ineffective, not in control of class, a complainer)
- Fear of losing job due to low evaluations or complaints from students
- Belief that dealing with the issue would take too much time.

Analysis and Recommendations

Analysis of Data

It would seem that because 61.8% of respondents said they had never been cyberbullied by students in the online classroom, perhaps it was not a big problem. Over a third of the respondents (33.8%), however, indicated that they had been cyberbullied by students in the online classroom and 4.4% said they were not sure. It is possible that some of those that said they had never been cyberbullied were either too embarrassed to admit it or did not realize that the behavior demonstrated by students was actually cyberbullying. For example, some participants said they did not experience cyberbullying by students, but then described behavior such as giving passive-aggressive threats, threatening poor evaluations, questioning the integrity of the instructor, and displaying hostility in tone. These are examples of student behavior that clearly are in the realm of cyberbullying.

Even if only a little over a third of participants experienced cyberbullying, that represents a significant number of classrooms and students—and it must be addressed, or the problem will continue to grow. From this study, the researchers identified the need for future research. Future studies need to address the following questions:

- How does cyberbullying that is not handled and allowed to continue affect both faculty and other students?
- Does the classroom become a hostile work environment?
- Does faculty become discouraged and drained?
- Do students feel uncomfortable?
- Is learning impacted negatively?

Themes

The major themes that emerged when participants were asked to identify barriers to reporting cyberbullying are worth exploring. A majority of participants (83.9%) was part-time faculty; many were unsure whom to go to when encountering cyberbullying. Over 60% of the participants either did not know what resources were available or felt that there were not any resources available. This, the authors find, is alarming. Future research is needed to address the following questions:

- Does faculty do nothing if they feel no resources are available to help?
- Is it possible that faculty will assume there are no resources, so the cyberbullying problem is not important or does not exist?

Because part-time faculty members are most likely working other places, they may not be willing to take the time to investigate where to go when encountering cyberbullying. If they feel that they will not be supported by an immediate supervisor or above, they are likely not willing to take the risk. Their future as faculty is impacted by their relationships with their supervisor. There were comments from the survey that it might be easier to give students a good grade and prevent the wrath, angst, and consequences from cyberbullying. Again, this is a topic for further research. There were comments by participants concerning how much emphasis is put on retention and that maybe retention losses due to code-of-conduct violations of cyberbullying would discourage reporting of cyberbullying for fear of losing students. While that may be far from the reality, one often acts on their perception.

Embarrassment might be an even bigger barrier. No one likes to be seen as ineffective or not in control of his or her classroom. There is a reasonable risk that this might prevent them from reporting any cyberbullying incident. Part-time faculty do not have job security, and the perception of fear of losing their job due to student complaints or poor evaluations if they addressed cyberbullying might be a big deterrent. This is a topic for further study, as well.

Finally, the time it takes to address a cyberbullying issue may not be perceived as a good tradeoff for faculty. Time is money, and it may not be worth it for them to pursue a cyberbullying incident. Part-time faculty accounted for 83.9% of the participants; they are working other places and may not have time to purse the issue further, especially if they feel that it may not turn out well for them.

Recommendations

Because cyberbullying affects not only the instructor, but also other students, it is prudent to address it. There are several approaches that could well serve to mitigate the problem:

- Develop a zero-tolerance policy and ensure that it is communicated to faculty and students alike. Cyberbullying should be a behavior that is clearly identified as a code-of-conduct violation. This should be outlined in both the student and faculty handbooks. Further, there should be consequences for students that demonstrate cyberbullying behaviors.
- Identify and communicate a clear process for faculty to follow should they encounter cyberbullying by a student. Involve faculty in a discussion of what cyberbullying is and how to recognize it.
- Provide training for faculty on how to facilitate and address cyberbullying. This training should include how to determine if student behavior is cyberbullying or not.
- Provide training to students so that they would be more aware of how they come across to others in an online environment. This training would also identify appropriate and inappropriate online behavior.
- Train supervisors of faculty on how to address student cyberbullying of instructors.
- Handle legitimate student complaints according to university policies.
- Conduct further studies to identify trends related to cyberbullying in higher education.

Susan Hartung (2011), a labor and employment attorney, emphasized the importance of creating a workplace policy specifically addressing cyberbullying—what it looks like and how to address it. Next, she highlighted the importance of educating employees through training. Finally, she urged organizations to enforce the policy and investigate every complaint.

Washington State Department of Labor and Industries (2011) stressed the importance of establishing a zero-tolerance code of conduct to address bullying. This can prevent lawsuits, low morale, and lack of productivity, all effects of being bullied. Providing interventions and support to employees will ensure the workplace is safe and productive.

Conclusions

This study raises many questions. The results from the survey suggest that cyberbullying of instructors by students exists: 33.8% of the subjects said they have been cyberbullied in the online classroom, 4.4 % were not sure, and 61.8 % said they had not been cyberbullied in the online classroom (but we do not know how many of those are not clear on what cyberbullying is or perhaps are not willing to admit it happened to them). In addition, 33.8% of participants said they were

aware of other faculty who were cyberbullied: that is a little more than a third of all participants. If it has happened to one-third of the instructors, the issue needs to be addressed. There were a large number of potential participants who did not fill out the survey. It is not clear how that large group of nonrespondents feels about the existence of cyberbullying of faculty by students. It would be interesting to see the recommendations implemented and then do a follow-up survey in a year to see if the results have changed. Doing nothing is not a viable option. One has to wonder whether students observing this behavior (cyberbullying of instructors) are impacted in a negative way and whether it impacts their own performance and morale. In addition, what about the instructor? Is cyberbullying not a draining and depressing experience? This study has suggested a very serious problem of student–instructor cyberbullying that exists in the online classroom. This study has also raised the questions below, and further research on this issue would be useful:

- Are there gender differences in addressing cyberbullying?
- Are there experience differences in addressing cyberbullying? Do instructors with more teaching experience handle it better than those with less experience?
- Are there differences in how part-time and full-time faculty address cyberbullying?
- Who are the student cyberbullies? Do we see a trend? Can we develop a profile of a cyberbully?
- What are the implications of how it affects other students who see it, but who aren't personally victims of cyberbullying?
- Is there a significant difference between graduate faculty and undergraduate faculty with regard to the number of instructors cyberbullied by students? Is there a significant difference between doctoral faculty and master's faculty with regard to the number of instructors cyberbullied by students?
- How prevalent is student cyberbullying of other students?
- How prevalent is student cyberbullying of instructors in the classroom when more than one student is doing the cyberbullying?
- What are the implications if nothing is done to address cyberbullying?
- Are the results of this study similar to other online institutions? Would results be different with a different college within this university or with a different university?
- How are international students affected by cyberbullying? Any training would need to include understanding of cultural differences and how this impacts the problem.

Bullying anywhere is a problem. Bullying in the online classroom is a new phenomenon, but left unaddressed, it is likely to grow larger as more online opportunities become available for potential students. Faculty and students alike have enough to worry about without being subjected to a hostile and uncomfortable work environment. The prudent approach is to prevent cyberbullying before it happens, but also to address it when it does. If we can significantly lessen the occurrence of cyberbullying in the classroom, and there are strict consequences for when it does occur, cyberbullying will become a rare phenomenon. All students and instructors deserve a safe and comfortable learning environment in the classroom.

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Appendix

Cyberbullying Survey

Demographic Info
Please check one of the following:

1. Are you Male____   Female_____
2. Are you a Contributing Faculty_____   Core Faculty_____
3. Total years teaching online: 0–5_____ 6–10_____ 11–15_____   16–20_____   21+_____
4. Total years teaching on ground: 0–5_____ 6–10_____ 11–15_____   16–20_____   21+_____
5. Select the category in which your year of birth appears:
    a. 1925–1945_____
    b. 1946–1964_____
    c. 1965–1981_____
    d. After 1981 _____

Survey Questions
1. Based on the National Crime Preventions Council (2010) definition of cyberbullying ("the use of the Internet, cell phones, or other devices to send or post text or images intended to hurt or embarrass another person."), have you ever been cyberbullied by a student?

    Yes_____   No_____   Not Sure_____

2. If yes, describe an experience and explain how the situation was handled:
    _____

3. Who addressed the situation?
    Myself _____ My program director _____   Other _____ No one_____

4.   Do you feel the person who addressed the situation handled it effectively?
    Yes_____   No_____   Somewhat_____
    If yes, why? If no, how would you like to have seen it handled?
    _____
    _____
    _____

5. How many times in your online teaching career have you been cyberbullied by a student:
    1 _____ 2–5 _____ 6–10_____   more than 10_____

6. Do you think Students cyberbullying instructors is occurring?
    1_____ 2_____ 3_____ 4_____ 5_____
    Not at all   Very much so

7. Do you feel there are resources available to help instructors properly handle a cyber-bullying situation?

Yes_____ No_____ Don't know_____
If yes, what resources are available? _____

8. What resources do you think need to be in place to handle a cyberbully?
_____

9. Have you ever been cyberbullied and not taken action?
Yes_____ No_____
If yes, please explain why no action was taken:_____

10. What are barriers to reporting cyberbullying to the appropriate authorities?

11. Have you known of other online faculty that may have been cyberbullied?
Yes_____ No_____
If yes, please explain the circumstance as you remember it:
_____

12. Other comments relating to cyberbullying of online faculty:
_____
_____
_____