

Bullying at the Collegiate Level: A Case Study

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Abstract

People are generally inclined to think about bullying as something that only happens with school children, but we wanted to explore how it might manifest itself in a different setting. This case study was designed to examine the extent to which bullying occurs and how it manifests itself on a particular college campus. Participants were college students ages 18 through 22. They completed an online questionnaire which contained three sections: Witness, victim, and bully. Participants were asked to recount bullying events and indicate the frequency in which they occur in both open-and close-ended questions. We specifically looked at three types of bullying which we labeled as physical, relational, and cyber bullying. We found that there was more reported relational bullying than physical or cyber bullying in both open-ended and closed-ended responses. We hope this provides the groundwork for documenting quantity and the nature of bullying at a particular college.

Bullying at the Collegiate Level: A Case Study

A boy shoves another boy into the locker. A group of girls snickers at another girl every day at lunch. A jock sends a nasty text message to the geek. A girl writes crude words on another's notebook. The football team shouts out a derogatory name to another player every chance they get at practice. The team's coach insults her players about their academic success. These are all examples of aggressive behavior, some even repeated aggressive behavior. They would all fall under bullying. They may sound childish, as if they belong in elementary or high school, but could this phenomenon be applied to other later areas of life, like college or the workplace?

Bullying is a serious problem in elementary school and high school. The National Education Association (2012) estimated that "160,000 children miss school every day due to fear of attack or intimidation by other students." This is not a one-time occurrence they fear: the CDC Division of Violence Prevention (2011) stated that in the 2007-2008 school year, "25% of public schools reported that bullying occurred among students on a daily or weekly basis." With today's technology, bullying is no longer limited to the school and athletic fields. Cyber bullying is now becoming just as much of a threat.

Bullying is also a serious problem in the workplace, for it is a "worldwide phenomenon" (Namie & Namie, 2009). SHARP, the Safety and Health Assessment and Research for Prevention (2011), states that "41.4% of respondents reported experiencing psychological aggression at work in the past year representing 47 million U.S. workers." Bullying is not limited to just the school-aged setting; it is happening at later stages of life.

The majority of research is devoted to bullying at these levels. This creates a gap between the two research areas which leaves out students in institutions of higher learning. Liz

Coleyshaw (2010) discusses that “far less is known about student-to-student bullying at undergraduate level in the context of university.” The research on collegiate level bullying, which includes the emerging adulthood age group, is very scarce, verging on nonexistent. Does this imply that bullying simply does not exist at this level? There is an assumed increase in maturity that occurs at the collegiate level. What is forgotten, however, is that college students are still only in a transitional phase between adolescence and adulthood. Their living situations are relatively isolated, intense environments which, when combined with this transitional phase, may breed hostility which, in turn, could breed bullying behaviors.

Coleyshaw (2010) addresses the reasons why this phenomenon is being overlooked. One reason is because of lack of resources on campuses where students can feel free reporting experiences of bullying. In one of the few studies on collegiate bullying done through the National Union of Students (2008) in the UK, only seven percent of students reported experiencing bullying. Of this seven percent, 71% did not report their experience because they did not know where to report it.

According to Coleyshaw, another reason why this phenomenon is being overlooked is because of disputes over the definition of bullying. We are interested in exploring and making aware the type and prevalence of bullying in higher education institutions. The first step would be to define bullying. Because our focus is on college students, we asked several Hanover College students about bullying in casual settings, such as between classes or at the lunch table. Specifically, they were asked whether or not they thought it existed on the college campus and, if so, what types. Some responses we received were:

- “Picking out usually something someone can’t help about themselves [and teasing them about it].”
- “Picking on someone’s insecurities.”
- “Imposing physical, mental, or verbal abuse on another person.”

- “Gossip — I see lots of gossip.”
- “We don’t see it much, but we believe it’s there.”
- “Not so much physical — more verbal bullying.”

Carrera, DePalma, and Lameiras (2011) bring attention to the lack of a universal concept of bullying, stating that past definitions have been restrictive. The term bullying was first used as a research concept by Dan Olweus in 1978 (Carrera, DePalma, Lameiras). He defined it as the subtype of violent behavior over a prolonged period of time to negative actions carried out by another student or group of students (Olweus, 1978). Another definition brought to light was from Thornberg, Rosenqvist, and Johansson (2012). They defined it as “repeated aggression or harassments directed at targets who are disadvantaged or less powerful in their interactions with the bully or bullies.” Coleyshaw (2010) gives her own definition from the compiled literature she reviewed: “Bullying is hostile behavior that can be physical or psychological, and is usually sustained or repeated within an imbalanced power relationship.”

There are three elements that are crucial to the definition of bullying: Aggression, repetition, and power imbalance (Arnett, 2010). Each of the three definitions contained the element of repetition, usually describing it as “prolonged” or “repeated.” Each definition uses its own descriptor of aggression, such as “negative actions,” “harassments,” or “hostile behavior that can be physical or psychological.” This last descriptor extends the element of behavior to include the actual types which are physical and relational. The imbalance of power was included in only two of the definitions.

The definition we will be using in our study is as follows: Prolonged aggressive behavior, both physical and relational, that is targeted towards a specific individual or specific group of people by either one aggressor or a group of aggressors with intentions of gaining or maintaining power.

There are several different forms of bullying. Physical aggression is “behavior that harms another through physical damage or threats of such damage” (Arsenault & Foster, 2012). Examples of this would be pinching, hitting, kicking, or property damage. Relational aggression is “behavior that hurts another through actual or threatened damage to relationships or feelings of inclusion” (Arsenault & Foster, 2012). There are two subtypes of relational aggression, indirect and direct (Arsenault & Foster, 2012). However, we will use verbal for direct and covert for indirect because we feel that these terms will be better understood by the college students. Indirect, or covert, aggression is “harming another so as not to be detected by authority figures” (Arsenault & Foster, 2012). Examples of this would be spreading rumors, social exclusion, gossiping, teasing behind someone’s back, or writing nasty notes (Leenaars & Lester, 2011). Examples of direct, or verbal, aggression are name calling, insults, teasing to someone’s face, intimidation, or verbal abuse. With technology being a new way to connect with people, it has also become a way for bullies to antagonize their fellow peers. Cyber-bullying is defined as “an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself” (Smith et al., 2008). Examples of this are exclusion from social networking, defamatory personal website, or heinous text messages.

The nature of our research is exploratory, and we want to know what the extent and nature of bullying is on college campuses. The college we attend can act as a starting place. Since we are interested in exploring and making aware the type and prevalence of bullying in higher education institutions, we decided to look at Hanover College as a case study.

Methods

Participants

There were 200 participants, obtained by sending a mass email to the student population of Hanover College. The ages ranged from 18 to 22, with the average age being 20. Of the participants, 142 were female, 56 were male, and 2 were unknown.

Materials

Students from Hanover College completed an online questionnaire that included 50 items about their bullying experiences at the collegiate level along with seven items of demographics (Appendix B). These items were compiled from pre-existing measures of bullying obtained from the CDC Division of Violence Prevention (Hamburger, Basile, & Vivolo, 2011). We changed the wording of some items to make them relevant at the collegiate level and added some items, especially pertaining to cyber-bullying. The questionnaire included open-ended responses and closed-ended items, such as select all that apply or answering yes/no questions.

There were three sections on the questionnaire. The first two sections were modified versions of Parada's (2000) Adolescent Peer Relations Instrument. At the beginning of each section, we included an introductory statement about bullying from the Olweus Bullying Questionnaire (Solberg & Olweus's, 2003). It provided broad examples of bullying. Section A asked participants to indicate whether they had witnessed certain bullying behaviors on Hanover's campus (Appendix B). There were 15 close-ended items that included examples of cyber, relational, both covert and verbal, and physical bullying behaviors. Participants chose between three responses, "no, never," "yes, once," or "yes, more than once." After responding to

these 15 items, the participants had an optional open-ended question asking them to briefly describe an incident they had witnessed.

Sections B followed the same format as Section A: Section B pertained to the participant as a victim. An example item used in each section was “The person made posts on Facebook or Twitter that made other student(s) upset or uncomfortable.” The wording was changed to fit the victim section. Parada’s bully measure did not cover cyber-bullying initially. Therefore we incorporated items from Hinduja and Pathin’s (2009) Cyberbullying and Online Aggression Survey.

Both Sections A and B asked participants about what they thought motivating factors behind the bullying behavior they described in the open-ended question were. These motivating factors were obtained from the American Association of University Women’s (2001) Sexual Harassment Survey. The items we selected were applicable to motivations behind bullying even though they were initially intended for sexual harassment. An example of a motivator is “It’s just part of school life; a lot of people do it; it’s no big deal.”

For Section C, there was an optional open-ended question: Can you describe, in as much detail as you would like, an incident in which you bullied another student(s) at Hanover College? We only used one question because we felt students would be less inclined to report incidences of when they bullied, but still felt it necessary to include.

The open-ended responses allow us a closer look into the bullying behaviors that the closed-ended questions did not address. They allow us to see the variety of the bullying behavior, where specifically it is occurring, and to see exceptions to the results from the closed-ended questions.

Procedure

The participants were provided an electronic copy of the project description, which acted as the informed consent form. This page told the participants that the study they were about to partake in was designed to investigate the type and prevalence of bullying at the collegiate level. After they read through and clicked next, they were then shown the first part of the questionnaire containing the demographics. When the participant completed all of the sections on the questionnaire, he or she submitted it and was then taken to the information sheet, which acted as our debriefing form.

Results

We created six new variables from the close-ended questions: Witness Relational (Cronbach's Alpha of 0.79), Witness Physical (Cronbach's Alpha of 0.61), Witness Cyber (Cronbach's Alpha of 0.72), Victim Relational (Cronbach's Alpha of 0.84), Victim Physical (Cronbach's Alpha of 0.67), and Victim Cyber (Cronbach's Alpha of 0.84). Each question was categorized by type of bullying and placed into its respective new variable. For example, all of the relational bullying questions in the witness section were combined to create the Witness Relational variable. In order to create these new variables from all the questions, we took the means of the responses.

The one sample t-tests were run to test whether or not the type of bullying was reported more than once. If the mean was higher than one, it meant that the bullying behavior was reported as occurring on average more than once. However, even scores below one are indicative of fairly frequent bullying behaviors. The results are reported in Table 1. Each type of bullying, both victim and witness, was significantly different from one. However, only Witness Relational

was different in that the mean was above one ($t(193) = 6.05, p < 0.001$) whereas the others were below.

mean of x
6.05
-9.04
-8.96
-15.46
-22.17
-33.38

Table 1: One Sample T-Tests for Types of Bullying

We made comparisons between gender, Greek affiliation (yes or no), and varsity sport (yes or no) by using two sample t-tests. The results are shown in Tables 2, 3, and 4. There were two significant differences between males and females, such that men reported witnessing physical bullying behaviors more ($t(74.34) = 2.757, p = 0.007$) and reported being the victim of physical bullying behaviors more ($t(58.24) = 2.477, p = 0.016$). There were three significant differences between affiliated and unaffiliated students. Affiliated students reported witnessing more relational ($t(189.09) = 3.707, p < 0.001$), physical ($t(139.09) = 2.369, p = 0.0192$), and cyber bullying behaviors ($t(169.56) = 1.903, p = 0.0587$). There was only one significant difference between varsity athletes and non-athletes, such that athletes reported witnessing more physical bullying behaviors ($t(60.97) = 2.313, p = 0.0241$).

	mean of Male
	1.310
	0.571
	0.564
	0.183
	0.245
	0.644

Table 2: Two Sample T-Test of Gender

mean of

	Unaffiliated
1.1156	
0.2826	
0.5601	
0.2033	
0.0708	
0.5685	

Table 3: Two Sample T-Test of Greek and Unaffiliated

	mean of Non-Athlete
1.2119	
0.3056	
0.6144	
0.2386	
0.0808	
0.6231	

Table 4: Two Sample T-Test of Athlete and Non-Athlete

For our open-ended questions, we tallied all of the responses that represented each of the six new variables. For the witness section, there were 88 responses. Of these 88 responses, 60.23% were relational, 23.86% were cyber, 14.77% were physical, and 1.14% responded as “Not Witnessed.” There were 59 responses for the victim section. Of these responses, 67.80% were relational, 18.64% were cyber, 8.47% were physical, 3.39% said they had never been bullied, and 1.69% said they chose not to say. There were 36 responses for the bully section. Of these responses, 63.89% were relational and 36.11% said they did not bully. There were no responses of cyber or physical bullying in the bully section.

After looking at the tallied responses, we then chose representative examples for each type of bullying. For the first example, we looked at relational bullying. One response that shows the subtleties and a Greek response was:

...being a member of a fraternity sometimes there's a fine line between a joke and a disrespectful comment. I would say that that line has been crossed occasionally. Perhaps my brother's didn't realize or maybe they did. Usually it's verbal in nature and mostly attacks my character such as my values or personal life.

For the second example, we looked at cyber bullying. One response that shows the variety of bullies and the dark side of the Internet is as follows:

A Hanover staff member posted on Twitter about a girl that a male student was hooking up with. He called her disgusting/revolting fat and ugly and a waste of time. Other students saw this tweet and started showing other students and even printed it out (before it was deleted) and showed others. It got around to the girl it was about and it really upset her. The staff member was confronted by a few students about it and the result is unknown to me but this staff member was not reprimanded in any way still works here and that student and her friends felt shame and embarrassment enough to avoid certain areas and events on campus where that staff member worked for the rest of their college career.

The third and fourth examples looked at physical bullying. They both show a different side of bullying that has been well known throughout elementary and high school years, but not necessarily at the collegiate level. The third example was:

I was sitting with a group of friends in the UG when a girl walked by. I didn't think anything of it until this group of girls sitting near my friends and I started cackling and gesturing to her. At first I thought the girl hadn't noticed but when she walked by again she was walking way faster than before with her head down. I chalked it up to the group of cackling girls being total bitches. Pissed me off. Pretty sure the only reason the other girls of the cackling group were joining in was because of the main snooty chick.

The fourth example was, "Two residents attempted to pick up another smaller resident and put them in the toilet." While physical bullying might not be happening as frequently as relational bullying, responses like this, nonetheless, indicate it is happening to some extent.

Discussion

As we expected, there was more relational bullying behaviors reported. This was supported in both the closed-ended and open-ended questions. The fact that in every section of the open-ended questions had relational bullying being the highest percentage of the responses,

only furthers the point that relational bullying is happening and happening quite a bit. It is interesting that students reported witnessing this type of bullying more because this type is harder to detect. This type of bullying is also harder to condemn, especially for covert relational bullying, because it does not need to be as obvious as other types of bullying, such as physical. Even though it is harder to detect, we still expected to see more of it because it is easier to get away with. A student is more likely to be reprimanded for punching another student than for calling another a name. Physical bullying may happen less because it is simply more difficult to get away with it.

We also expected that there would be gender differences, but we did not expect it to be the stereotypical physical bullying behavior. Due to prior research, we know that boys are more likely to be physical than relational. This is supported by Carbone-Lopez, Esbensen, and Brick's (2010) statement that "...boys are more likely to be classified as both intermittent and repeat victims of direct bullying than are girls." They continue to say that "girls are significantly more likely to experience indirect forms of bullying victimization and are more likely to be repeat victims as well..." We know that the stereotypical bullying behavior occurs more among boys than girls. It must be kept in mind that for both men and women, the reported frequencies of physical bullying behaviors were below one, meaning that it is not occurring more than once. Regardless, there was still a difference and they still reported some instances of the behavior.

It is surprising that this difference still exists among men and women. One of the reasons we expected to not see this difference is because of the assumed level of maturity that college students have. However, they are in that transitional phase from adolescence into emerging adulthood, which means they can still be showing signs of immaturity. Perhaps the reason is not due to immaturity, but due to an innate part of the human condition. We are not saying that these

gender differences are innate, but the fact that they are carrying over demonstrates that it may just be a part of the human condition. This could be touching on the idea of an imbalance of power. Arnett (2010) includes a power imbalance as one of the three crucial elements in the definition of bullying. Bullying could just be a way for people to assert their dominance, thus appealing the ongoing power struggle that is prevalent in human relationships.

We did have speculations about Greek differences, but we were surprised at the significant differences. We do not know if the bullying behavior is happening in the Greek houses because we only know that people who identified as Greek reported such. This goes back to the close living environment: They not only live closely, but also must spend, presumably, more time together which may lead to even more hostility and bullying behaviors. There might also be an even stronger power imbalance within Greek houses due to the positions held by certain members of the fraternity or sorority, such as the president of the house. This could also be seen with hazing because it is not only a way of initiating new members but also a way of asserting dominance over them.

The open-ended responses were used to support the closed-ended results. In both sections, relational bullying was the most frequently reported. The open-ended responses also allowed us to look more closely at the bullying behaviors. Specifically it allowed us to see exceptions to the results of the closed-ended questions. We can see exceptions in the results about physical bullying. Had we not had the open-ended section, we might not have received data about this lesser occurring type of bullying.

Bullying is more widespread and varied on a college campus than recognized, but the phenomenon of harassment is already well established. Harassment may be a more familiar term used at the collegiate level; however, more attention should be paid to bullying. This makes

sense because organizations, like Hanover's Bias Incident Response Team (BIRT), are devoted to combating harassment. We realize that harassment is a serious issue on college campuses that deserves attention, but bullying may be just as prominent, if not more so.

Our definition and previous definitions of bullying share similarities with concepts of harassment; however, there exists confusion between bullying and harassment. We ran into this problem when asking some of the students about bullying, but more so when we asked BIRT. BIRT supports Hanover College students who report acts of discrimination or harassment. They were very focused on harassment and found it difficult to give examples of bullying. According to them, actions that we would consider bullying are either bias incidents, which are any actions committed against a person or group that are motivated, in whole or in part, by bias, or are harassment.

We looked at BIRT's written definition of harassment to compare it to bullying. According to their harassment policy, it is

Acts which have the effect of harming, intimidating, or humiliating a member of the community, through the use of physical force, the threat of force, or verbal, visual, or physical abuse, on the basis of race, color, religion, gender, gender identity, marital status, sexual orientation, national origin, age, disability or any other characteristic protected by law (BIRT, 2012).

We can see where the confusion comes into play. The first part of the definition is simply another definition of bullying—more harmful actions that can be physical or verbal. The distinction is made with the addition of the “characteristics protected by law.” A case of bullying can be considered harassment when the aggressor uses one of the victim's protected characteristics as a basis. Take, for example, a student writing derogatory words on another student's marker board.

If the remarks do not have an association with the victim's own protected characteristics, then it would be considered bullying. However, if the remarks do have an association then it would be considered harassment. With this, we can conclude that all harassment is bullying, but not all bullying is harassment.

This same approach can be used when dealing with the issue of hazing. According to the Oxford English Dictionary (2013), to haze is "to subject to cruel horseplay (as practiced by American students); to bully." Hazing is another term used at the collegiate level. There is a no-hazing policy at Hanover College, meaning that the school addresses hazing as a serious issue that should be prevented. However, they seem to overlook that hazing, like harassment, is fundamentally another form of bullying.

Limitations & Future Research

Obviously bullying is happening on Hanover's campus. However, the method we used was not fool proof, for it was simply looking at one college and the nature of the research was exploratory. We could not look at every single aspect of bullying. For example, we mentioned the idea of power imbalance, but our survey did not assess the motivations behind bullying, which could be a study all by itself. We did ask about the motivations behind bullying, but it was very superficial in that it did not fully address why students believed bullying happens. This question was only in the witness and victim sections of the survey. We did not ask those who gave responses in the bully section to indicate their motivations behind it. A witness or victim may not be fully aware of the motivations, whereas a bully should. Also, on our survey, we had the participants select "No, never," "Yes, once," or "Yes, more than once." If they checked more than once, we do not know exactly how many times they experienced the bullying behavior or whether they were referring to the same bully and victim or if the incidents were separate cases.

Conclusion

This was a sobering study, meaning that it was difficult reading through the 183 open-ended responses. Many of them were very shocking especially when staff members were involved or students indicated that they had to press harassment charges. We hope that people will recognize bullying as a serious issue on college campuses, and further pursue this as a research topic. We want this to act as a public service announcement to bring attention to the realities of bullying at Hanover College.

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Appendix A

Project Description

This research is being conducted by Marissa Disbrow and Katlyn Hogue, students in the Psychology Department of Hanover College under the supervision of Dr. Stephen “Skip” Dine Young, a Professor in the Psychology Department at Hanover College.

The study in which you are being asked to participate is designed to explore bullying on Hanover’s campus. We will be asking about personal experiences with bullying. If you should feel any discomfort while taking this survey, you have the options to continue or to stop.

All information from the study will remain anonymous; your name will not be associated with your responses.

Participation in this study is voluntary. Refusing to participate or ceasing to participate at any time will involve no penalty. Incomplete participation will not result in credit for participating, but you may complete an alternative assignment of equal time commitment in order to receive credit. You may print this page if you would like a copy of this informed consent form.

By clicking the button below, you are giving your consent to participate in this study.

Appendix B

Demographics

Gender: Male Female

Age: _____

School Year: Freshman Sophomore Junior Senior

Ethnicity: Caucasian African American Hispanic Other

Greek Affiliation: Yes No

Varsity Sport: Yes No

Sexual Orientation: Heterosexual Homosexual Bisexual Prefer not to answer

_____ page break _____

Section A: Bystander**How we define bullying:**

We say someone is being bullied when another person(s):

- says mean and hurtful things to someone else;
- completely ignores or intentionally excludes someone from their group of friends;
- hits, kicks, pushes, shoves or otherwise causes physical discomfort to someone;
- tell lies or spread rumors about someone.

Part I: Since you have been at Hanover College, have you WITNESSED any student(s) or staff member(s) (including professors and coaches) do any of the following things to ANOTHER student(s)? Circle your answer.

1. The person teased another student(s) by saying mean things to them.
No, never. Yes, once. Yes, more than once.
2. The person pushed, shoved, hit, or kicked another student(s).
No, never. Yes, once. Yes, more than once.
3. The person said negative things behind the student's back.
No, never. Yes, once. Yes, more than once.
4. The person made rude remarks or called a student(s) names.
No, never. Yes, once. Yes, more than once.
5. The person made posts on Facebook or Twitter that made the student(s) upset or uncomfortable.
No, never. Yes, once. Yes, more than once.
6. The person ignored the student(s).
No, never. Yes, once. Yes, more than once.
7. Jokes were made up about the student(s).
No, never. Yes, once. Yes, more than once.
8. Property was damaged on purpose.

- | | | | |
|-----|---|------------|----------------------|
| | No, never. | Yes, once. | Yes, more than once. |
| 9. | The person sent an email, text, or instant message to the student(s) that made them upset or uncomfortable. | | |
| | No, never. | Yes, once. | Yes, more than once. |
| 10. | Things were said about the student's looks they didn't like. | | |
| | No, never. | Yes, once. | Yes, more than once. |
| 11. | The person started rumors. | | |
| | No, never. | Yes, once. | Yes, more than once. |
| 12. | The person sent an email, text, or instant message to the student(s) with intentions to intimidate or blackmail them. | | |
| | No, never. | Yes, once. | Yes, more than once. |
| 13. | Something was thrown at a student(s) to hit them. | | |
| | No, never. | Yes, once. | Yes, more than once. |
| 14. | A student(s) was threatened to be physically hurt or harmed. | | |
| | No, never. | Yes, once. | Yes, more than once. |
| 15. | The person posted something online about the student(s) that they didn't want others to see. | | |
| | No, never. | Yes, once. | Yes, more than once. |

The following part is optional.

Part II. Think back on a time when you witnessed bullying during your college career.

Can you describe, in as much detail as you would like, an incident in which you witnessed bullying take place at Hanover College? Please do not use any names or other identifying information.

Select all that apply to this specific incident.

1. Was the person that did this...?
 - a. Your age
 - b. Older
 - c. Younger
 - d. Friend
 - e. Peer
 - f. Acquaintance
 - g. Stranger
 - h. Teammate
 - i. Fraternity/sorority member
 - j. Professor
 - k. Coach

- l. Faculty member
2. Where did it happen?
 - a. Classroom
 - b. Bathroom
 - c. Hallway
 - d. Residence hall
 - e. Gym or playing field
 - f. Cafeteria
 - g. Locker room area
 - h. Parking lot
 - i. At a school-sponsored trip/event
 - j. Internet/Technology
 - k. Elsewhere
3. Did you tell a staff member?
 - a. Yes
 - b. No
4. Did you report the incident to BIRT?
 - a. Yes
 - b. No
5. Did you tell your parents?
 - a. Yes
 - b. No
6. Did you tell your friends?
 - a. Yes
 - b. No
7. Do you think this bullying incident occurred due to any of the following reasons?
 - a. It's just part of school life; a lot of people do it; it's no big deal.
 - b. People want to assert power over others.
 - c. People use bullying to get things from other people (manipulation).
 - d. Friends encourage/push people into bullying.
 - e. They thought the person liked it.
 - f. The bully may not have known they were bullying.

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Section B: Victim

How we define bullying:

We say someone is being bullied when another person(s):

- says mean and hurtful things to someone else;
- completely ignores or intentionally excludes someone from their group of friends;
- hits, kicks, pushes, shoves or otherwise causes physical discomfort to someone;
- tells lies or spreads rumors about someone.

Part I. Since you have been at Hanover College, has any student(s) or staff member(s) (including professors and coaches) done any of the following things to YOU? Circle your answer.

1. I was teased by students saying mean things to me.
 No, never. Yes, once. Yes, more than once.
2. I was pushed, shoved, hit, or kicked hard.
 No, never. Yes, once. Yes, more than once.
3. A student said negative things behind my back that I had entrusted to them.
 No, never. Yes, once. Yes, more than once.
4. A student made rude remarks to me or called me names.
 No, never. Yes, once. Yes, more than once.
5. I received a post on my Facebook wall or Twitter that made me upset or uncomfortable.
 No, never. Yes, once. Yes, more than once.
6. A student ignored me when they were with their friends.
 No, never. Yes, once. Yes, more than once.
7. Jokes were made up about me.
 No, never. Yes, once. Yes, more than once.
8. My property was damaged on purpose.
 No, never. Yes, once. Yes, more than once.
9. I received an email, text, or instant message from a student that made me upset or uncomfortable.
 No, never. Yes, once. Yes, more than once.
10. Things were said about my looks I didn't like.
 No, never. Yes, once. Yes, more than once.
11. A rumor was started about me by another student.
 No, never. Yes, once. Yes, more than once.
12. I received an email, text, or instant message from a student with intentions to intimidate or blackmail me.
 No, never. Yes, once. Yes, more than once.
13. Something was thrown at me to hit me.
 No, never. Yes, once. Yes, more than once.
14. I was threatened to be physically hurt or harmed.
 No, never. Yes, once. Yes, more than once.
15. A student posted something online about me that I didn't want others to see.
 No, never. Yes, once. Yes, more than once.

The following part is optional.

Part II. Think back on a time when you experienced bullying during your college career.

Can you describe, in as much detail as you would like, an incident in which you were bullied at Hanover College? Please do not use any names or identifying information.

Select all that apply to this specific incident.

1. Was the person that did this...?
 - a. Your age
 - b. Older
 - c. Younger
 - d. Friend
 - e. Peer
 - f. Acquaintance
 - g. Stranger
 - h. Teammate
 - i. Fraternity/sorority member
 - j. Professor
 - k. Coach
 - l. Faculty member
2. Where did it happen?
 - a. Classroom
 - b. Bathroom
 - c. Hallway
 - d. Residence hall
 - e. Gym or playing field
 - f. Cafeteria
 - g. Locker room area
 - h. Parking lot
 - i. At a school-sponsored trip/event
 - j. Internet/Technology
 - k. Elsewhere
3. Did you tell a staff member?
 - a. Yes
 - b. No
4. Did you report the incident to BIRT?
 - a. Yes
 - b. No
5. Did you tell your parents?
 - a. Yes
 - b. No
6. Did you tell your friends?
 - a. Yes
 - b. No
7. If you did tell someone, did it make you feel better?
 - a. Yes
 - b. No
8. If you did tell someone, did it make the situation better?

- a. Yes
 - b. No
9. Which were the main ways you used to cope with the bullying?
- a. I tried to make fun of it.
 - b. I tried to avoid the situation.
 - c. I skipped class.
 - d. I pretended to be sick.
 - e. I tried to ignore it.
 - f. I fought back.
 - g. I got help from friends, teachers, and/or family/parents.
 - h. I tried to handle it by myself.
 - i. I did not really cope.
 - j. I thought about leaving or actually left the organization (school, quitting the club, sports team, deactivating, etc.).
 - k. I went for counseling, sought psychiatric help, or saw my doctor.
 - l. I confronted the bully.
 - m. I logged off the computer or blocked the bully.
 - n. I changed/deleted my email, phone number, or social media account.
10. Do you think this bullying incident occurred due to any of the following reasons?
- a. It's just part of school life; a lot of people do it; it's no big deal.
 - b. People want to assert power over others.
 - c. People use bullying to get things from other people (manipulation).
 - d. Friends encourage/push people into bullying.
 - e. They thought the person liked it.
 - f. The bully may not have known they were bullying.

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Section C

The following question is optional.

Can you describe, in as much detail as you would like, an incident in which you bullied another student(s) at Hanover College? Please do not use any names or other identifying information.

Appendix C

Information Sheet

The study in which you just participated was designed to gather data on bullying that takes place on Hanover's campus. Specifically, we are interested in what types of bullying occur, the frequency, and where it takes place. Sometimes people think about bullying only as something that happens with school children, but we wanted to explore how it might manifest itself in a different setting.

If completing this project brought up any strong feelings for you, you may contact any of the following:

Skip Dine Young: youngst@hanover.edu; Science Center 156; x7319

Linda Novello (to schedule for counseling services): novella@hanover.edu; x7296

Laura Arico, chaplain: arico@hanover.edu; x7087

BIRT: birt@hanover.edu

If you have any questions about what you did in the study or about the study itself, please contact Marissa Disbrow at disbrowm13@hanover.edu, Katlyn Hogue at hoguek13@hanover.edu, or our research advisor, Dr. Skip Dine Young, at youngst@hanover.edu. For questions about your rights as a participant in this research you may contact the chair of Hanover College's Institutional Review Board, Dr. Bill Altermatt, at altermattw@hanover.edu.