

# **Uncaring Nurses: Violence in Academia**

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## ABSTRACT

Workplace violence is an area of increasing concern worldwide. Issues of violence are well documented in nursing. To address this, a better understanding of the culture of nursing academia is required. Problems of incivility are reported between students, between students and faculty, and between faculty and faculty. The purpose of this study is to increase understanding of faculty to faculty violence in nursing academia. Guided by a theoretical framework incorporating the perspectives of Mason and Foucault and specifically on the concepts of violence, power, knowledge, difference and resistance, this study focuses on aspects of the social and cultural work environment, and organizational policies and procedures influencing workplace violence between faculty members. Using principles from critical ethnography, the research was conducted within three schools of nursing at universities in eastern Canada. Data collection included 29 semi-structured interviews with nursing faculty, key informants (including representation from management, human resources, support staff and human rights office) and mute document review. Three major themes emerged: the academic apparatus, experiencing academia, and coping mechanisms. Nursing academic culture is divergent, exhibiting fierce competitiveness and elitism, intertwined with pockets of support and resilience. Faculty identified diverse personal and professional strategies employed to withstand the challenges. Need for change was expressed by some faculty and managers. These findings may inform the efforts of faculty and management seeking transformation to a less competitive and elitist culture.

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## CHAPTER 1 – PROBLEM STATEMENT

The World Health Organization (WHO, 2012) defines workplace violence as “the intentional use of power, threatened or actual, against another person or against a group, in work-related circumstances, that either results in or has a high degree of likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation” (para 1). Workplace violence has become an area of increasing concern worldwide for over 15 years (WHO, 2012), and healthcare sector workers (Registered Nurses Association of Ontario (RNAO), 2009) and teachers (Keim & McDermott 2010) are among those listed as high risk for experiencing workplace violence. “Exposure to violence in the workplace can have serious physical and psychological consequences, and can result in nurses leaving the profession” (RNAO, 2009, p. 30). Nurses are at higher risk of violence in the workplace than other categories of health care providers and other workers (RNAO, 2009).

In general, discussions of workplace violence are equated with physical violence, such as incidences of shootings and assaults (Weinand, 2010), as these typically constitute disturbing or alarming events taken up (often for a prolonged period of time) by mainstream media (Howard, 2011). Conversely, psychological violence at work may go unnoticed, or may not be addressed by administrators (Cowan 1994; Fogels & MacIntyre, 2007; McCallum, 2007). The literature provides many descriptors for these forms of workplace violence: bullying, incivility, harassment, and mobbing are just a few (Hearn, 2003; Heinrich, 2006; Hutchinson et al. 2006; Hutchinson et al., 2010; Kolanko et al. 2006; Matt, 2012; Thomas, 2010; Vessey et. al. 2010; Yildirim, 2009). Hearn (2003) explains that bullying can include “isolation (people refusing to listen or talk to

you), slander (gossip behind your back, spreading false, groundless information), and negative gestures, laughing and sneering” (p. 254).

Increasingly, attention is being brought to the investigation of these other forms of violence. “Violence in the workplace begins long before fists fly or lethal weapons extinguish lives. Where resentment and aggression routinely displace cooperation and communication, violence has occurred” (Fields as cited by Namie, 2003, p. 1). There are significant consequences of psychological workplace violence for the individual, which can include inability to sleep, anxiety, depression, poor morale, absenteeism, burnout, resignations, and even suicide (Applebaum, Semerjian & Mohan, 2012; Keim & McDermott, 2010; Samnani & Singh, 2012; Semerjian & Mohan, 2012). When employees are impacted to this extent, the overall organization is affected (Applebaum, Semerjian & Mohan, 2012; Dillon, 2012; Namie, 2003; Samnani & Singh, 2012). Related organizational costs are high, including increased costs for sick time, increased absenteeism, lower productivity, high turnover, and increased costs for recruitment and retention (Appelbaum et al., 2012; Gumbus & Lyons, 2011; Meglich-Sespico, Faley & Erdos Knapp, 2007; RNAO, 2009; Tracy, Lutgen-Sandvik & Alberts, 2006; Samnani & Singh, 2012; Query & Hanley, 2010).

A broader look at violence must include the concept of violation. Incidents occurring within organizations may be covert or overt, they may be accepted (normalized) within the organizational culture, and they may be a part of the accepted power relationships (Hearn, 2003). The term violation is identified as the “process of damaging”, which begins with an event that is damaging and resulting in psychological harm (Hearn, 2003, p. 255). Hearn (2003) defines violence as “structures, actions, events

and experiences that violate or cause violation” (p. 254). This view allows examination which goes beyond physical violence, harassment and bullying and includes “intimidation, surveillance, persecution, subjugation, oppression, discrimination, misrepresentation and exclusion, all leading to experiences of violation/damage” (p. 254). Inclusion of the concept of violation allows for each individual’s perception of the experiences and the resultant consequences to be considered.

Horizontal violence has a significant negative impact. Horizontal violence is defined as “overt and covert nonphysical hostility such as criticism, sabotaging, undermining, infighting, scapegoating, and bickering” (Duffy, 1995, p.9). Toxic work environments, job dissatisfaction, and physical and psychological stress are all experienced by those impacted. Paulo Freire (2016) first defined horizontal violence in 1970 as behavior of oppressed groups, who displace their negative feelings and aggression against each other, rather than the dominant group. Several scholars have utilized this explanation their discussions of oppressed behavior in nursing (Duffy, 1995; King-Jones, 2011). For example, nursing education developed in North America through an apprenticeship system, with roots in religion and the military, both of which promoted loyalty and obedience. This focus on obedience is exemplified in the following statement, made in 1900 by Isabel Hampton Robb, an early leader in the advancement of nursing education:

Above all, let [the nurse] remember to do what she is told to do, and no more; the sooner she learns this lesson, the easier her work will be for her, and the less likely she will be to fall under severe criticism. Implicit, unquestioning obedience is one of the first lessons a probationer must learn, for this is a quality that will be expected from her in her professional capacity for all future time (as cited by Hamric, 2000, p. 103).

Throughout most of nursing's professional existence, unquestioning obedience has been the expectation (Hamric, 2000). Unequal power relationships and the ideology of nursing as women's work have assisted in perpetuating the subordinate role of nursing in health care (Duffy, 1995). This has resulted in nurses feeling powerless and having low self-esteem, although this powerlessness may be more perceived than real (Duffy, 1995). Very little attention has been given to addressing and investigating the causes of bullying in nursing beyond oppression theory (Hutchinson et.al. 2006; Thomas, 2010), limiting the examination of this issue. There were over 400,000 registered nurses (RN) and nurse practitioners in Canada in 2014 (Canadian Institute for Health Information, 2015). Regardless of this large number, it is the passivity of nurses which has led to the use of oppressed group behavior to explain violence in nursing; and while this explanation provides an explanation for bullying behaviors, the role of organizational systems, power structures and environments must also be considered. Hearn (2003) states "organizational structures and processes produce and reproduce violence and violations.... including giving false information, invention of procedures and many exclusionary practices" (p. 253).

Workplace violence, including coworker to coworker, results from a relationship characterized by an imbalance of power (de Wet, 2011; Sebok & Chavez Rudolph, 2010). Power imbalances exist within academic settings that foster and promote mistreatment of each other (Hearn, 2003; Sebok & Chavez Rudolph, 2010), and faculty, staff and students may all be affected (Altmiller, 2012; Clark & Ahten, 2012; Clark & Springer, 2012, Dalpezzo & Jett, 2010; Kolanko et al. 2006; Luparell, 2011; Marchiondo et al., 2010; Robertson, 2012). The psychological and societal consequences of violence in nursing

academia are harmful to faculty and students alike, ultimately resulting in negative consequences for nursing as a profession. We must consider and acknowledge how behaviors and values may be passed along to students, perpetuating the cycle of violence in nursing, health care organizations and beyond. In a time of nursing and nursing faculty shortage (Fontaine, Koh & Carroll, 2012), it is imperative that the violence in nursing academia be addressed. We must investigate and acknowledge that there are wider societal and organizational issues which support workplace violence. If the prevalence of workplace violence in nursing is to be addressed, a review of the culture of nursing academia and education is required.

The overall research aim of this study is to explore cultural aspects of violence in nursing academia from a faculty perspective. An exploration of the historical, social, and cultural influences which allows misuse of power is required. Through critical theory, the expectations, experiences and norms of nursing academia will be explored, and the forces which bring nurses to exhibit violent behaviors towards their peers will be examined. It is not enough to acknowledge and highlight the presence of workplace violence; we must examine systems and structures which support it. Research in this area will increase awareness and understanding of violence in nursing academia. This will be the focus of the proposed doctoral study.

### **Specific Research Objectives**

1. To explore the experiences of workplace violence among faculty members in nursing academia.
2. To increase understanding of violence in nursing academia;

3. To bring awareness to power structures which affect violence and collegial relationships;
4. To explore factors which contribute to violence in nursing academia (intentional or otherwise, individual or systemic i.e. gender, race, tenure process, etc.).

### **Research Questions**

1. How do academic organizational factors, culture, structures and/or systems influence violence in nursing academia?
2. How do power structures within nursing academia perpetrate or eradicate of violence?
3. Are there other elements which contribute to the existence of violence in nursing academia (intentional or otherwise, individual or systemic i.e. gender, race, tenure process, etc.)?

### **Epistemological Stance**

Our paradigm is our worldview, the basic belief system that guides actions and behaviors in fundamental ways (Guba & Lincoln, 1994). Experiences, knowledge, education, and place in the world will influence one's worldview. Ontology challenges belief of the form and nature of reality, and what can be known about it (Guba & Lincoln, 1994). Epistemology is a branch of philosophy that studies the theory of knowledge; it focuses on reflecting on and investigating the nature of knowledge, and the scope, method and validity of that knowledge (Nicoll, 1997, Meleis, 2011). This research is being undertaken using a postmodern perspective within the critical theory paradigm. An explanation of the postmodern perspective and the ontology, epistemology and methodology of critical theory will now be presented.

Postmodernism began in the mid-twentieth century to challenge the modernist view that there was one absolute truth or single meaning to reality in the world, that could be discovered using rational thought and scientific method (Reed, 1995). Postmodernists believe that there are multiple truths or realities arising from different experiences, different ascribed meanings and different power relationships (Reed, 1995). The ontological perspective of critical theorists includes the belief that reality will be shaped by the political, social, economic and cultural forces at play, and will be constructed by those holding the most power at particular points in time (Samuels-Denis & Cameron, 2013). The epistemological perspective of critical theorists' builds on this foundation, with the belief that truth is subjective (Samuels-Denis & Cameron, 2013). People's experiences will influence their realities and understanding of their world, and context is important in influencing the construction of these (Samuels-Denis & Cameron, 2013). Realities and understandings will shift and change over time (Samuels-Denis & Cameron, 2013). As a result, there is a need to understand experiences from individual perspectives, making descriptions of personal experiences vital (Samuels-Denis & Cameron, 2013).

The stance of the researcher has the power to influence the knowledge created. The researchers' understanding of the world will be determined by their experiences and will inform how they view the world, influencing the interaction with the participant and potentially influencing the knowledge generated (Samuels-Denis & Cameron, 2013). Developing an understanding of how and where a researcher has situated herself is important, and will follow.

Reflection is the means which allows the researcher to clarify her stance. Exploration of relationships and concepts is essential in nursing. Although nursing has

had the benefit of scientific knowledge and behavioral sciences to help guide and inform practice, it is not performed in controlled environments. Biased, subjective and unpredictable situations are a daily reality. How situations are interpreted and the impressions developed from each circumstance will differ. This makes the use of reflection vital in the exploration and understanding of concepts and relationships in the context of others.

As a discipline, nursing has a core set of values, perspectives and assumptions which defines it and which are stated in the Code of Ethics and Standards of Practice. This core set of values ensures quality of care and provides stability and continuity (Meleis, 2011). The ways of knowing for nursing are emerging, and in order to ensure continuity and progress in the discipline, theory development which contributes to nursing's knowledge base is essential (Schultz & Meleis, 1998). As a self-regulating profession, nurses have an obligation to understand and reflect on their practice. It is in reconstructing our history that nurses are able to construct their present reality. Knowledge development is beneficial and will result in growth and progress for the profession (Meleis, 2011). Nursing has a professional accountability to respect the values of those they work with and care for. In order to do so, an understanding of values and beliefs is required. Further to this, researchers must also understand themselves and their lens of reality in order to be effective. Meleis (2011) explains that journeys become meaningful when they are personalized. I will now provide some background on my theoretical journey, including a reflection on my epistemological stance, in order to explain why I situate myself within a postmodern approach and critical theory paradigm.

The literature provides many descriptors for workplace violence: bullying, incivility, harassment, and mobbing are just a few (Matt, 2012; Vessey et. al. 2010). I do not believe these terms capture the severity of the issue. As an educator I have been the target of violence from colleagues, and a witness to it against fellow faculty, clinical instructors, and students. My defined research problem is a result of my personal experiences, grounded in critical theory, and reflects my core values and beliefs. I have been told to be harsh with my students. The support and guidance that I provide to them has been misinterpreted to mean that I am too easy on them. I am critical of a culture and system which allows abuse to be justified under the guise of worthiness and safety, and which support oppression, marginalization and violence.

The epistemology of the critical theory paradigm is subjective and value based (Guba & Lincoln, 2005). Critical theorists wish to understand the lived experience and history of the population they are researching. The social and political influences which have formed and shaped historical realism are of interest to them. Critical theory seeks to bring to light oppressive and marginalizing views and seeks social transformation through exposure of the power imbalances and inequities which are present (Nicoll, 1997). According to critical theorists, reality is a construct, developed over time and based on societal needs (Meleis, 2011). This reality must be deconstructed to expose the truths which exist in nursing academia. As a critical theorist, I want to understand the experience and myths of nursing academia. I want to focus on social change in order to transform and move nursing from a culture which accepts and justifies actions which are violent. We must stop “eating our young” and each other, and I believe this process can

change through transformation of the culture within nursing academia. A safe and supportive environment for each other and for students is essential.

## **CHAPTER 2 - LITERATURE REVIEW**

A literature review was undertaken to identify literature related to violence in the workplace, academia, nursing and nursing academia. The literature search covered publications in English, from 1990 to 2015; and included reports and journal articles. Bibliographic databases searched for journal articles included Cumulative Index to Nursing and Allied Health Literature (CINAHL), Medline, PsycInfo and Embase. Additional search strategies undertaken included identifying relevant references from articles retrieved. A search of the internet for grey literature on violence in the workplace was conducted. There is a significant amount of literature which is available related to workplace violence. The lack of standardized definitions for violence and the use of numerous and varied key terms for psychological violence necessitated an expansive list of key words. The key words used for the search included but were not limited to: workplace violence, violence, bullying, mobbing, incivility, horizontal violence, vertical violence, rudeness, harassment, assault, interpersonal conflict, relational aggression, aggression, emotional abuse, academic centers, universities, colleges, nursing, nursing faculty and faculty. The literature review has been divided and will be discussed within four themes: workplace violence, workplace violence in academia, workplace violence in nursing, and workplace violence in nursing academia.

### **Workplace Violence**

One of the major problems with the examination of the workplace violence literature was that there was not a commonly accepted definition (Howerton Child & Mentis, 2010; Taylor & Rew, 2010). Although research into workplace violence tended to differentiate between the various descriptors used for psychological violence (i.e.

harassment, bullying, aggression and mobbing), “all seemed to refer to the same phenomenon, namely the systematic mistreatment of a subordinate, a colleague or a superior, which, if continued, may cause severe social, psychological and psychosomatic problems in the victim” (Einarson & Mikkelsen, as cited by McKay et al. 2008, p. 78). Olson, Nelson & Parayitam (2006) emphasized that all types of violent behaviors negatively impacted organizations, and minor aggressions, such as incivility, rudeness and verbal abuse were more harmful to organizations than was commonly realized.

### **Laws**

The World Health Organization (WHO) and the International Labour Organization (ILO) agreed that the “health and safety and well-being of workers was of paramount importance” (Burton, 2012, p. 7). Provincial Occupational Health and Safety Acts have established the rights and responsibilities of employees, employers and supervisors, and have set out minimum standards related to workplace violence and workplace harassment. Workplace violence was discussed on a continuum of unwanted behaviors in the workplace ranging from offensive and inappropriate comments to physical violence (Ministry of Labour, 2012). The Ministry of Labour (2012) stated that all employers must be able to recognize and address behaviors that indicate a threat or an act of workplace violence; and that workers targeted by workplace harassment could react violently to prolonged harassment (p. 23).

On June 15, 2010, the Ontario government made changes to the Occupational Health and Safety Act in an effort to address workplace violence and harassment. These changes came into effect in part as a result of a tragic incident at Hotel Grace Hospital in Windsor, Ontario. The incident happened on November 12, 2005, when Dr. Marc Daniel

stabbed nurse Lori Dupont to death, and later committed suicide through lethal injection. Daniel and Dupont had begun a personal relationship in 2004. Following a suicide attempt by Dr. Daniel, which Ms. Dupont alleged was an attempt to control her, Ms. Dupont terminated the relationship. Following the breakup, Dr. Daniel's behavior escalated and he was suspended from the hospital. During his suspension and after his return to work in May he continued to pursue and hound Dupont. During the inquest, the jury heard evidence that Dr. Daniel had a long history of verbally and physically abusive conduct, including fracturing a nurse's finger, shouting, swearing and other unprofessional behaviors (Fogels & MacIntyre, 2007) and that there had been "significant and documented complaints of disruptive behavior problems and infractions" (McCallum, 2007, p. 3). Dr. Daniel had previously been disciplined and placed on probation for abusive language he had directed at the nurse manager of the operating room. Despite this history, he was allowed to continue to work in the same area of the hospital as Ms. Dupont. Evidence of a culture of fear was revealed during the inquest. Nurses were reluctant to report disruptive physician behavior as they were not taken seriously by management, resulting in fear of retaliation (Fogels & MacIntyre, 2007). Following the inquest into the November 12<sup>th</sup> incident, the jury recommendations included that the Occupational Health and Safety Act provide provisions for sexual harassment, as well as provisions for safety from emotional or psychological harm, as opposed to a focus solely on physical harm (McCallum, 2007; Workplace Health & Safety Centre, 2007).

### **Antecedents, Prevalence and Consequences**

Gumbus and Lyons (2011) completed an analysis of bullying using writing reflections and focus group discussions with victims of bullying and workers who had witnessed workplace bullying. They had 67 participants, 27 males and 40 females, ranging in age from 22 to 56 years of age, 55 white, 6 black, 1 Asian and 4 Hispanic (Gumbus & Lyons, 2011). Participants worked in various industries, including retail, marketing, education, manufacturing, banking, and insurance (Gumbus & Lyons, 2011). Their research indicated that the average age of bullies was higher than their victims, that bullies were more frequently male, that females tended to lodge complaints with human resources more frequently, and that there did not appear to be a correlation between gender and the decision to leave the organization (Gumbus & Lyons, 2011, p. 85).

Baron and Neuman (1996) surveyed 178 employees about workplace aggression, and they identified verbal and passive forms of aggression as being more frequent than more physical and active forms of aggression, including withholding of action with intention to harm (Baron & Neuman, 1996). Organizational change was strongly correlated with increased levels of workplace aggression (Baron & Neuman, 1996). Four hundred and fifty-two employees were surveyed regarding the frequency of aggression experienced at work and the number of times they had been aggressive towards others (Baron, Neuman & Geddes, 1999). This study concurred with the previous study which identified that negative work conditions and organizational change could increase workplace aggression (Baron et. al., 1999). Additional findings were that perceived organizational injustice and type A behavior patterns increased aggression, and

aggression was displayed more often by younger workers and by males (Baron et al., 1999).

Wilson, Douglas and Lyon (2011) examined the prevalence and consequences of violence directed towards teachers in the workplace, through a survey of seven hundred and thirty-one teachers from British Columbia, Canada. For their study, they defined violence as “actual, attempted or threatened harm to a person or persons” (Wilson et al, 2011, p. 2358). They further qualified violence as covert violence (nonphysical violence) that could be insidious or chronic, and overt violence (attempted, threatened or actual physical violence). They stated that their findings were consistent with current research, and that there was a high incidence of violence within schools (Wilson et al., 2011). Their results suggest that women experienced “more emotionally related adverse symptoms when faced with covert violence” (Wilson et al., 2011, p. 2366). There was a very strong relationship between the experience of violence and resulting fear in the workplace, as well as negative workplace consequences, including physical symptoms, psychological symptoms and teaching related outcomes (i.e. increased absenteeism, negative impact on teaching ability, classroom instability) (Wilson et al., 2011).

Workplace harassment required significant amounts of both time and money in order to identify, correct and prevent (Dillon, 2012; Namie, 2003). The Corporate Leavers Survey, a national survey completed in the United States and conducted by Level Playing Field in 2007, found that more than two million managers and professionals in the United States voluntarily resigned their positions every year because of workplace unfairness, including bullying (Query & Hanley, 2010, p. 4). Targets of bullying were frequently the most reliable and talented employees (Gumbus & Lyons 2011; Namie,

2003). The loss of this talent to the organization was significant. Recruitment and training costs were expensive. When employees left organizations because of unaddressed workplace violence, the reputation of the employer could be negatively impacted, further compounding the already high costs of turnover (Gumbus & Lyons, 2011; Tracy, Lutgen-Sandvik & Alberts 2006; Namie, 2003). Other costs to the organization included increased sick time, medical costs and disability claims, as well as more indirect costs which resulted from decreased productivity and lower quality work (Appelbaum et al., 2012; Gumbus & Lyons, 2011; McCulloch, 2010; Meglich-Sespico, Faley & Erdos Knapp, 2007; Tracy, Lutgen-Sandvik & Alberts, 2006; Wheeler, Halbesleben & Shanine, 2010). Over 70% of organizations impacted by workplace violence had no policies or procedures to address this issue (Dillon, 2012).

Appelbaum et al. (2012) completed a literature review examining workplace bullying from the perspective of “deviant workplace behavior”, defined as “occurring when an employee in an organization voluntarily behaved in a manner that infringed significant organizational norms, threatening the well-being of that organization and/or its members” (p. 204). They identified the context, consequences, and potential causes of workplace bullying, and highlighted that workplace bullying was harmful and could result in post-traumatic stress disorders for the victims, as well as other negative health effects (Appelbaum et al. 2012).

Samnani and Singh (2012) completed a literature review of twenty years of workplace bullying research, in order to identify the antecedents and consequences of bullying in the workplace. They created a conceptual model which identified the perpetrator to more likely be male with an aggressive personality; the target was more

likely to be female, of an ethnic minority, with personality traits which could include neurotic, introverted, disagreeable, and less conscientious, with a negative affect and low self-esteem (Samnani & Singh, 2012, p. 587). Organizational factors affecting bullying included leadership and management style, culture, policies and situational factors (e.g. reward system) (Samnani & Singh, 2012, p. 587). Samnani & Singh (2012) identified the consequences of bullying to be significant, impacting the psychological and physical well-being of the target, increasing risk of suicide, absenteeism, job satisfaction and intent to leave the organization. Bullying negatively impacted team effectiveness and norms, negatively impacted the workplace culture, decreased organizational performance, and ultimately impacted society through increased unemployment, legal costs and poor interpersonal relationships (Samnani & Singh, 2012). Research at the group level was found to be minimal, research about the perpetrator almost non-existent, and they identified that although organizational level antecedents had received attention, the consequences had not, and research in this area was required as it may help increase corporate concern for this phenomenon (Samnani & Singh, 2012).

The workplace cultural interpretation of violence has been found to largely impact individual behavior within any organization (Olson et al., 2006). Olson et al. (2006) reviewed aggressive workplace behavior and identified that the antecedents of aggression could follow either a specific event or a series of events, for example downsizing, being overworked, and poor management practices (Olson et al. 2006). However, when the organization provided support to its employees, when there was trust in the organization, when there were informal social controls, described as being treated with fairness and experiencing civil interactions with colleagues, and when there was the presence of social

support from colleagues, these all acted as deterrents to aggressive behavior (Olson et al. 2006). Positive personal attributes such as self-awareness, empathy and emotional self-control also contributed to the ability to control negative impulses (Olson et al. 2006).

Menard, Brunet and Savoie (2011), studied workplace deviance using a survey design with two hundred and eighty-four Canadian workers (response rate 96.9%). Workers, who fell into the following categories: office workers (55.3%), workmen/workwomen (19.7%), technicians (1.1%), and managers (9.5%), and other (14.4%), completed a survey during work hours (Menard et al., 2011, p. 311). According to their analysis, men were more prone than women to exert physical violence, managers were more likely than staff to exert physical violence, and power could be involved in these findings (Menard et al. 2011). Psychological violence was exhibited by younger workers more frequently than older workers, which they felt may be explained by maturity (Menard et al. 2011). Organizational factors played a role in predicting both physical and psychological workplace violence. The more a worker perceived processes and procedures as unfair, the more likely they were to display aggression (Baron, Neuman & Geddes, 1999) and physical violence (Menard et al. 2011). Employee commitment to the organization was the strongest predictor of psychological violence, which the researchers identified as a surprising result, in need of further research (Menard et al., 2011). Personality traits were cited as predictors of deviant behaviors, and they also identified the need to examine this further, stating organizational variables were more frequently examined with studies of psychological and physical workplace violence than personality (Menard et al.2011). However, not all researchers support the presence of

predictors of workplace aggression. Barling, Dupre and Kolloway (2009) stated there was minimal evidence supporting the identification of a profile of a typical perpetrator.

### **Definitions**

Workplace harassment was defined as an abuse of power directly from someone holding power (formal and informal), to someone powerless, and could include a subordinate being bullied by a manager as well as a manager being bullied by a subordinate (Gumbus & Lyons, 2011). Workplace aggression was used to describe workplace violence, including physical and psychological violence. Workplace aggression was defined as “any behavior initiated by employees that was intended to harm another individual in their organization or the organization itself (Barling, Dupre & Kelloway, 2009, p. 672). Dillon (2012) explained that psychological aggression included “incivility, harassment, intimidation, sexual harassment, bullying, mobbing, isolation, insubordination and theft” (p. 15).

In the literature found on workplace violence, a descriptor frequently cited was bullying (Appelbaum et al., 2012; Gumbus & Lyons, 2011; Meglich-Sespico et al., 2007; Namie, 2003; McKay, Arnold, Fratzi & Thomas, 2008; Tracy et al. 2006; Wheeler, Halbesleben & Shanine, 2010; Query & Hanley, 2010). Namie (2003) defined workplace bullying as “status-blind interpersonal hostility that was deliberate, repeated and sufficiently severe as to harm the targeted person’s health or economic status”; a form of “sub-lethal, non-physical violence” that involved men and women, all races and all levels of management (Namie, 2003, p. 1). The International Labour Organization reports that workplace bullying complaints were the fastest growing complaint worldwide (Query & Hanley, 2010). Tracy et al. (2006) stated it was important to identify the effects of

bullying to persuade organizations to pay attention to it. They examined what bullying felt like from the targeted individual's perspective, to explore and understand the "intense feelings associated with adult bullying" (Tracy et al., 2006, p. 158). Through in-depth interviews and focus groups, they identified the emotion and pain associated with workplace bullying (Tracy et al., 2006). Hornstein (2003) explained that incivility in the workplace resulted in an "us and them" or "we and they" distinction, which highlighted the need for organizational policies and programs that ensured inclusion and equality for all employees, and included networking opportunities for personal and professional growth (p. 1).

### **Power and Resistance**

Lutgen-Sandvik (2006) examined the narratives of 30 workers who had either been the target of bullying or who had witnessed workplace bullying, to evaluate how workers resisted workplace bullying. Workplace bullying, mobbing and emotional abuse were categorized as synonymous, all demonstrating "persistent, verbal and nonverbal aggression at work that included personal attacks, social ostracism, and a multitude of other painful messages and hostile interactions (Lutgen-Sandvik, 2006, p. 406). Lutgen-Sandvik (2006) identified that targets were depicted in the literature as powerless, which hid the resources they had available to them, and suggested that a view of power as "polymorphous and shifting in which all actors had access to certain rules and resources of power" was more appropriate (p. 427). Bullying was resisted through verbally protesting, using the resources available in the workplace, including policies and procedures, and in some cases by resigning (Lutgen-Sandvik, 2006). Resistance allowed

for organizational scrutiny, inspection of practices and processes, and the potential for system changes (Anderson, 2009).

### **Workplace Violence in Academia**

In Canada, there have been several occasions in which severe levels of violence have impacted schools. One example of this is the Fabrikant case. On August 24, 1992, 52-year-old former Professor Valery Fabrikant killed four colleagues and wounded one at Concordia University. As with the Daniel case, Fabrikant's behavior had been cause for concern. Fabrikant was an employee of Concordia University for over 12 years. During his employment, his erratic, undesirable and extreme behavior was well known (Cowan, 1994). He is currently in prison serving a life sentence and will be eligible for parole in 2017. Cowan (1994) explored the university's culture at the time of the murders, and questioned why Fabrikant's behavior was allowed to escalate to such a degree of violence. He identified that when unwanted behaviors are dealt with early, the likelihood of escalation to violence is minimized (Cowan, 1994).

Following the Fabrikant murders, two reviews were commissioned by the Board of Governors of Concordia University: "Integrity in Scholarship: A Report to Concordia University" by Arthurs, Blais and Thompson (1994) and "Lessons from the Fabrikant File: A report to the Board of Governors of Concordia University" by Cowan (1994), in the hopes of enhancing their future ability to deal with the wide range of issues identified. The reviews identified the inability of the organization to address and deal with Fabrikant's erratic and bullying behaviors, and found concerns with the structure and hierarchy of universities (Arthurs et al., 1994; Cowan, 1994). Universities were identified as having a true formal class structure where behavior problems had to cross a very high

threshold before any real organizational interest resulted (Cowan, 1994). Some of Fabrikant's behaviors in his first few years at the school were already quite severe. However, Cowan (1994) reported that as these behaviors were directed mainly at support staff and students, and not faculty, they were allowed to escalate (Cowan, 1994). In his report, Cowan (1994) questioned why structures were allowed to exist which tolerated different levels of behavior towards different levels of employees. Some aspects of Concordia university's practices and procedures were criticized, and these practices were identified as being widespread issues within academia Canada wide (Arthurs et al., 1994).

Research into workplace violence demonstrated that those working in educational settings had high reported rates of violence, reporting high rates of "unpleasant" situations between colleagues and even higher rates with their bosses (Hubert & van Veldhoven, 2001). Academics were often promoted into management positions within universities with minimal leadership or management experience or background, and were ill prepared, and unable and/or unwilling to deal with issues of workplace violence (Cowan, 1994). Cowan's (1994) report highlighted the lack of management preparation and ability to deal with performance management and complaint follow up.

### **Organizational Culture**

Arthurs et al. (1994) found an "almost inescapable pathology of the surrounding research culture, of systems of scholarly assessment, research funding and industry-university-government cooperation which have developed in Canada over the past 25 years, and ultimately of developments in scholarship which, if not universal, are certainly widespread" (p. 3). The number of publications, rather than the significance and quality

of publications, was cited as being used inappropriately to award university honors, research grants and contracts (Arthurs et al., 1994). It was identified that there were practices which resulted directly from federal policy which impacted how research services were prioritized (Arthurs et al., 1994). Production driven research cultures resulted in “undesirable modalities” of research and could lead to “falsification and fraud”, compounded by unclear norms and poor policing mechanisms (Arthurs et al., 1994, p. 7). These issues have resulted in a need for a change in the culture and context of research, not only for Concordia, but for the entire Canadian research community (Arthurs et al., 1994). It is unclear whether the recommendations and changes resulting from these two reports have been implemented at Concordia university or other Canadian colleges and universities.

Organizational and systemic issues are prevalent in academia. Keim and McDermott (2010) identified that incidents of workplace violence are common in academic settings, including psychological violence. However, they explained that victims of workplace violence in academic settings rarely discussed or reported these incidents (McDermott, 2010). Educators were not normally thought of as perpetrators of violence (Keim & McDermott, 2010). The profession was responsible for teaching others (students and faculty alike) and helping them learn and grow; academic settings were expected to promote freedom of thought and speech, healthy psychological development and promotion of a healthy learning environment (Keim & McDermott 2010). Baker and Boland (2011) stated however, that this “picture of academic freedom and discourse has changed sharply over the years” (p. 683). Reported acts of disrespect between students

and faculty, faculty and faculty, and students and other students, has resulted in decreased support for independent and critical thinking (Baker & Boland, 2011).

Thompson, Galbraith and Pedro (2010) identified that “it was well-documented that faculty experience feelings of being overwhelmed by competing demands on their time to fulfill university missions” (p. 4). The pressure to publish was usually very high (Krais, 2002; Morrissette, 2011), and this resulted in environments where members fought to improve their standing in relation to others, which increased competitiveness, rather than improving simply for their own personal satisfaction (Krais, 2002). This type of environment was not conducive to team building and team mentality, and it promoted an environment where adversity and adversarial conduct was acceptable as long as faculty followed the “established rules” (Krais, 2002, p. 414).

### **Gender**

Hearn (2003) examined micro-organizational violations through a case study of a university professorial appointment process, using participatory action research, documentary analysis and auto ethnography in a university setting. Hearn (2003) stated that “organizational structures and processes produced and reproduced violence and violations” (p. 253). He examined organizational violations and described gender and culturally biased exclusionary practices (Hearn, 2003). He highlighted the fact that men still dominated in management, and he stated that academic life “was incessantly classed, gendered and culturally-specific” (Hearn, 2003, p.256). Further, he stated that there was a great divide between policies and implementation related to equal opportunities and gender equality (Hearn, 2003). Academia was an area in which very few women held high ranking positions, and women were less likely to be tenured (Morrissette, 2011).

Krais (2002) tracked the processes and structures which led to an “academic mortality of females” (p. 407).

Wagner and Magnusson (2005) examined the journal entries of three Canadian first year social work students. Although this focus was on exploring how prior trauma impacted their experiences as students, and was not related to workplace violence, their discussion identified that universities were not sensitive to the needs of women faculty who had experienced violence (2005). Universities were described as paternalistic organizations, which sought to silence victims, who were expected to “get over it” and “act normal” (Wagner & Magnusson, 2005, p. 453). One outstanding question from this research was how survivors could even be supported, when universities had never considered the negative impact that their practices and procedures were having on victims of workplace violence (Wagner & Magnusson, 2005).

Fletcher and Bryden (2009) identified that “colleges and universities were not immune to acts of violence” (p. 181). A descriptive exploratory survey of two hundred and twenty-nine female faculty and staff at a university in central Ontario, Canada was completed (Fletcher & Bryden, 2009). This research was deemed important as there was a paucity of information concerning women and violence in academia (Fletcher & Bryden, 2009). The findings identified evidence of harassment on campus, including bullying and threatening behavior, as well as evidence of coercion and favoritism within departments (Fletcher & Bryden, 2009). Some respondents identified “hierarchical bullying”, stating there was a single person responsible for this behavior, and the perpetrator was identified as “arrogant, condescending and verbally vicious” (p. 190), pointing to organizational inability to deal with some inappropriate behaviors.

Recommendations included: that the university be made aware of the negative consequences of violence; the adoption of administrative policies promoting “no tolerance”; and that staff, faculty and administration be educated “about inappropriate behaviors and actions that constituted victimization” (Fletcher & Bryden, 2009, 193). These findings were reinforced by Howard (2011) who identified that employees perceived incidents of workplace violence differently, even when they were presented with the university’s workplace violence policy. In addition, men and women viewed incidents of workplace violence differently, providing as a possible explanation that women may be more sensitive to issues of violence (Howard, 2011).

The impact of gender on advancement in academia has been examined (Krais, 2002). Valian (2005) identified that research demonstrated slower advancement for women, that women earned less than men, and that these differences could be found in all professions, including science, business, medicine, law and academia (p. 198). Most people were unconscious of the negative impact their practices had in disadvantaging women; “schemas operate largely below the level of awareness, many people sincerely espouse meritocratic beliefs and perceived themselves acting in concert with those beliefs” (Valian, 2005, p. 206). To improve gender equity, organizational accountability was required, including improving hiring practices (Valian, 2005). Underrepresentation of women and minorities within organizations was a demonstration of failure by that organization, and universities had to go out of their way to attract and hire faculty to ensure adequate representation (Krais, 2002).

## **Power and Discipline**

Westwood (2003) argued that “academia was a rich and fertile arena for the more subtle and refined arts of institutional violence” (p. 289). He described assaults on identity and humiliation as examples, elaborating that schools were about control and discipline, that violence was integral in the maintenance of control and discipline, justified as long as schools produced “proper” persons – for society and for its economy” (p. 283).

Academia was a competitive environment which could promote adversity (Arthurs et al. 1994; DalPezzo & Jett, 2010, Kraiss, 2002). Faculty to faculty violence could happen anywhere there was a real or perceived unequal balance of power and recognition (DalPezzo & Jett, 2010). When another group had greater prestige, power or status, self-expression and autonomy, feelings of inferiority could be perpetuated (DalPezzo & Jett, 2010). Faculty with viewpoints that did not conform to the majority could become targets (Kiem & McDermott, 2010). “Their ‘minority’ stance or ‘outlier’ opinion, while not incorrect, was seen as embarrassing or threatening to the perpetrators rather than viewed as a valued contribution in an environment of intellectual freedom and questioning” (Kiem & McDermott, 2010, p. 168). The difference between senior positions, allowing for greater freedom and decision making, and junior positions was clear and could contribute to academic cultures which demanded conformity (Kraiss, 2002). Twale and De Luca (2008) identified that adversity and incivility were not only disregarded but were widely accepted in academia. Exertions of power were expected, encouraged, and rewarded, justified in the quest to improve personal standing (Twale & De Luca, 2008).

In 2005, McKay et al. (2008) surveyed 820 unionized employees, including all faculty, instructors and librarians at a mid- sized Canadian University. The response rate was twelve percent (100 respondents) of which seventy-one percent were faculty, with a gender split of sixty-seven percent female, and thirty-two percent male. Respondents were asked to define workplace bullying in their own words, and they identified “issues of power, intent, abuse and intimidation” (p. 86). Sixty-two percent of respondents identified that they had been bullied at the university in the previous five years (McKay et al., 2008). Peer bullying was the highest reported group, followed by those with power over you, and lastly from students (McKay et. al., 2008). Faculty who were newly hired and untenured were found to be at higher risk for bullying, resulting in an increased financial burden to the organization (McKay et. al., 2008). Respondents identified that having experiences with bullying resulted in changes in productivity at work, involving both quantity and quality of work. Thirteen percent had considered leaving their jobs, and twenty-five percent were actively or had actively searched for a new job. Lack of response or action by the university administration was cited as a concern by the respondents who reported incidents. Thirty-one percent of respondents stated they were more likely to speak to their union or lawyer, rather than university administration or human resources. Forty-nine percent responded they did not feel reporting the incident to human resources or administration would make a difference. The researchers identified that although the response rate was low, that this did not negate the importance of the findings (McKay et al., 2008).

## **Types of Violence**

Baker and Boland (2011) surveyed one hundred and fifty-eight faculty and staff and four hundred and sixty students from a liberal arts college in eastern Pennsylvania regarding their beliefs of campus safety, attitudes about safety on campus, victimization on campus, and personal safety precautions. Both populations reported being victims of violent acts on campus, including violations of classroom protocol, having obscenities or swearing directed at them, experiencing racial slurs, inappropriate gestures, catcalls or whistles, undue or unwarranted attention, invasions of personal space, sexual harassment, coercion, physical assault, threats, and emotional abuse, including being belittled and demeaned (Baker & Boland, 2011). The most frequent violations of horizontal violence reported by faculty and staff were “sexist remarks, emotional abuse, psychological distress and isolation or exclusion” (p. 693). The researchers identified that although the percentage of victims on the campus was low, the findings warranted attention. Although those surveyed stated that they felt reported incidents of sexual aggression, physical aggression or verbal aggression would be followed up and that action would be taken, over thirty-one percent of faculty and staff ignored the incident, avoided the person, and did nothing because “it wasn’t serious enough” (p. 694). As few victims reported incidents, it was identified that educating the campus community on the types of behaviors which would and would not be tolerated, as well as how to respond when an incident of violence did occur was necessitated (Baker & Boland, 2011). Any incident of violence could result in long term and devastating effects, and should never be tolerated (Baker & Boland, 2011).

Mobbing and bullying by faculty towards other faculty had been found to be common at colleges and universities, however these incidents were rarely discussed or reported (Keim & McDermott, 2010). Mobbing was described by Yildirim, Yildirim, & Tmucin (2007) as “antagonistic behaviors with unethical communication directed systematically at one individual by one or more individuals in the workplace” (p. 447). Research by Richman et al. (1999), using a self-report instrument survey completed by 2492 employees (52% response rate) in four university occupational groups (faculty, graduate students, clerical, and service workers) at an ethnically diverse urban American university, identified high rates of sexual harassment and generalized workplace abuse. Sexual harassment included gender harassment, unwanted sexual attention, and sexual coercion (Richman et al., 1999). Generalized workplace abuse included verbal aggression, disrespectful behavior, isolation/exclusion, threats or bribes, and physical aggression (Richman et al., 1999). Among faculty, females reported higher rates, among clerical and service workers, males reported higher rates, and they concluded that interpersonally abusive workplaces were a significant health concern, linking abuse to significant negative mental health outcomes (Richman et al., 1999).

Incivility between faculty and students was reviewed in a five-year study completed at a large research university in New York State (Boice, 1996). This research involved direct observation of 16 faculty members in their classrooms (Boice, 1996). Eight of the faculty were senior and eight were junior, and within these groups they were subdivided into excellent or deficient (student ratings, colleague nominations and campus awards were utilized to make the groupings) (Boice, 1996). Boice (1996) described faculty as the most important initiator of incivility in the classroom. Faculty who had

lower or absent levels of incivilities in the classroom were identified to have better classroom management, greater enthusiasm and organization, were more respectful, genuinely appeared to enjoy teaching and students felt they genuinely were liked by them. Informality in the classroom and the use of technology could result in disrespect and lead to incivility (DeSouca, 2011). The consequences of high incivility in the classroom were disengagement on the part of the student, and increased classroom incivility by the students (Boice, 1996). Mistreatment of faculty by students had been identified as a widespread problem in higher education (DeSouca, 2011; Feldman, 2001). DeSouca (2011) used the term contra power harassment to describe the mistreatment and abuse of faculty when the perpetrators were students. Using an anonymous survey in a medium sized university in the United States, he identified that 70% of the two hundred and fifty-seven faculty (90% white, and 53% women) had experienced some type of harassment from students (DeSouca, 2011, p. 158). Incivility was the most common type of contra power harassment experienced, and the presence of incivility increased the likelihood of sexual and ethnic harassment (DeSouca, 2011). Faculty sometimes believed that lower level acts of incivility in the classroom would go away if they were ignored. However, this resulted instead in a message to the students that the behavior was okay to be repeated, which could result in escalation of the behavior (Feldman, 2001). The consequences of contra power harassment towards faculty included negative job outcomes, burnout, and the decision to leave the organization (DeSouca, 2011). These studies highlighted the importance of relationship building and communication skills in mitigating incivility and harassment.

### **The Role of Policies**

Feda, Greberich, Ryan, Nachreiner and McGovern (2010) examined school violence policies to evaluate the impact policies have on workplace violence. The research hypothesis was that the presence of these written policies would decrease the risk of physical assault against educators, and this study suggested that there was reduced risk for physical assault in the presence of zero tolerance policies (Feda et al., 2010). Feda et al. (2010) also found that the presence of policies on reporting sexual harassment, threats and verbal abuse, and ensuring confidentiality decreased risk of physical assault. However, the researchers identified further research was required as work related violence policies may not be protective in all work environments, and zero tolerance policies could result in increased violence due to the “harsh consequences and resulting backlash” (Feda et al., 2010, p. 463).

### **Workplace Violence in Nursing**

Nursing is considered a caring profession. Despite this, violence and especially horizontal violence among nurses was a well-documented and significant issue confronting nurses (Duffy, 1995; McKenna, Smith, Poole & Coverdale, 2003; Walfaren, Brewer, Mulvenon, 2012; Woefle & McCaffrey, 2007). Conversely, violence was often ignored amongst nurses; and when it was reported, euphemisms and metaphors were used as descriptors instead of the words aggressive, intimidation and violence (Hockley, 2010). “Nurses were reluctant to name the behaviors as such, and the language that nurses use influenced the manner in which the violence was heard and responded to” (Hockley, 2010, p. 29). For example, Stanley et al. (2007) sent a survey to 1850 nurses across 35 inpatient units and other clinical settings, with a 36% response rate, to examine

lateral violence in the nursing workforce. These researchers identified that prior to completion of the study, nurses were not familiar with the term lateral violence (Stanley et al. 2007).

Workplace violence was exerted on nurses by hospitals, and nurses working conditions were a “covert form of institutional violence” (St. Pierre & Holmes, 2008, p. 353). The disciplinary practices that hospitals displayed resulted from the need for efficiency and effectiveness; control and surveillance were required in order to manage resources (St. Pierre & Holmes, 2008). Nurses’ work was driven by the rules and by ensuring all tasks were completed in a timely manner, and if this was not accomplished then the nurse became “persona non-grata” to the nurses on the next shift (Farrell, 2001, p. 28). This conformity and adherence to the rules was an indicator of the highly-structured model of nursing and health care organizations (Farrell, 2001). Nurses felt powerless, they wanted to provide quality care and felt pressure to ensure the system ran efficiently (Holmes & Gestado, 2002).

### **Types of Violence**

Although there was significant research on workplace violence in nursing, no agreement on how to define the problem had been reached (Waschler, Ruiz-Hernandez, Llor-Esteban & Jimenez-Barbero 2013). For example, the term aggression was found to be used interchangeably with violence (Howerton & Mentis, 2010). As a result, it was very difficult to compare and contrast research studies (Vessey et al. 2011). Cleary et al. (2010) added that measuring the extent of workplace bullying was difficult because of the different ways it was measured in the workplace, as well as the use of inconsistent research methods, and lack of longitudinal studies.

Horizontal violence included nonphysical conflicts and antagonistic behaviors, including “sarcastic comments, abusive language, unkindness, discourtesy, divisiveness and lack of cohesiveness” (King-Jones, 2011, p. 81) and included any behavior that intimidated or demeaned another person (Dumont, Meisinger, Whitacre & Corbin, 2012). Milton (2009) further identified that horizontal violence included “talking behind one’s back, belittling or criticizing a colleague in front of others, blocking information or chance for promotion, and isolating and freezing a colleague out of group activities” (p. 117). Many other descriptors were also found in the literature: bullying, incivility, lateral violence, harassment, assault and mobbing, to name a few (Cleary, Hunt, Walter & Robertson, 2009; Heinrich, 2006; Hutchinson et al. 2009; Hutchinson et al., 2010; Kolanko et al. 2006; Matt, 2012; Thomas, 2010; Vessey et. al. 2011; Yildirim, 2009).

Khalil (2009) completed a study using a survey with open and closed ended questions, with four hundred and seventy-one nurses from eight hospitals in South Africa, in order to explore the levels and types of violence occurring. Fifty-four percent of respondents agreed that violence among nurses was a reality (Khalil, 2009). Six types of violence were identified: psychological, overt, covert, horizontal, vertical and physical violence (Khalil, 2009). Verbal abuse, humiliation, marginalization and isolation were listed as the most common forms of psychological violence (Khalil, 2009). Other behaviors identified at the vertical level of violence included swearing, harassment, and devaluing (Khalil, 2009). The author concluded that bullying continued to be a big challenge for nursing, race and cultural issues compounded the problems, and victims were reluctant to report (Khalil, 2009).

## **Bullying**

Bullies were very skilled and able to manipulate situations, which resulted in performances that were so skilled that it was not always even identified as bullying by others (Anderson, 2011; Randle, 2003). Vessey et al. (2011) identified that bullying, harassment and horizontal violence are all of concern in the nursing workforce, and they differentiated between these terms, stating that bullying involved a real or perceived power differential, whereas harassment was associated with “the notion of difference – whether due to race, gender, ethnicity, age or disability” (p. 136). The researchers combined these descriptors and provided the following definition: “repeated, offensive, abusive, intimidating or insulting behavior, abuse of power, or unfair sanctions that makes recipients upset and feel humiliated, vulnerable, or threatened, creating stress and undermining their self-confidence” (p. 136). They identified that while bullying was a frequent descriptor in North American literature, the international community typically used the term mobbing (Vessey et al., 2011).

It was suggested that bullying has existed in nursing for over seventy-five years, across a wide variety of settings, including nursing academia, and that this phenomenon was linked to the culture of nursing, which has not been addressed by the profession (Stevens, 2002), and earning the maxim “nurses eat their young” (Egues & Leinung, 2013). Historically, nurse bullying was predominantly understood as oppressed group behavior (Duffy, 1995; Roberts, DeMarco & Griffin, 2009; Weinand, 2010), however several scholars felt this placed a flawed emphasis on oppressed group behavior to explain the problem (Duffy, 1995; Hutchinson et. al., 2010; Longo & Sherman, 2007; Thomas, 2010). Horizontal violence and bullying was explained in nursing as problems

with behaviors of women working together, including jealousy, ambition and lack of respect (Duffy, 1995; Stevens, 2002). Duffy (1995) identified this as problematic, and expressed concerns that this issue was not regularly linked to politics in nursing and health. Oppressed group behavior, used in conjunction with gender inequality, has been used to explain bullying in nursing. This explanation may have some merit considering the predominantly female nature of nursing. However, this provided an incomplete explanation for workplace violence (Farrell, 2001).

Katrinli, Atabay, Gunay and Cangarli (2010) conducted a survey with nurses working in a hospital in Turkey. Five hundred surveys were distributed, with a response rate of forty-six percent. Their goal was to identify how nurses perceived the relevance of individual and political reasons for bullying. They stated that bullying became political if it occurred to “serve the self-interests of the perpetrators” (p. 614). They identified that their findings were consistent with previous research; bullying was not necessarily irrational, bullying behaviors could be demonstrated by individuals in order to negatively impact the performance of their peers in an effort to make themselves look superior (Katrinli et al., 2010).

Randle (2003) completed a three-year study which included unstructured qualitative interviews with nursing students in the United Kingdom at the beginning (43 students) and end (39 students) of their nursing program. The author concluded that bullying was an important theme in nursing education, and that it resulted in nursing students adopting bullying behaviors into their practice even before they had completed their education (Randle, 2003).

### **Lateral, Horizontal and Intra-Staff Violence**

Lewis (2006) identified lateral violence as learned behavior within the workplace. It was suggested that there was an historical culture within nursing which tolerated workplace aggression or violence as a rite of passage (Anderson, 2011; Embree & White 2010; Longo & Sherman, 2007; Stevens, 2002). This resulted because of a power differential and was described by the phrase “nurses eating their young” (Olender-Russo, 2009, Thomas & Burk, 2009). Although lateral violence was equated with behaviors between nurses who were peers, with equal, but limited power within the organization to effect change (Stanley et al., 2007), these negative behaviors were found at all levels in nursing and nursing academia (Matt, 2012). As a result of this, the behaviors became almost invisible within an organizational culture, and therefore were not viewed as problematic (Hutchinson et al. 2006; Milton, 2009; Stevens, 2002).

Walfaren et al. (2012) completed a mixed methods study to describe participants’ experiences with horizontal violence, and they identified that nurses at times excused their behaviors, using phrases such as “it’s the culture” or “caught up in the drama” to justify their negative behaviors (p. 6). Additionally, many respondents were unaware that the behaviors they were exhibiting met criteria for horizontal violence, highlighting a need for increased awareness and sensitivity (Walfaren et al. 2012). Farrell (1997), interviewed twenty-nine nurses regarding aggression in clinical settings, and the nurses reported the greatest concerns related to intra-staff aggression, including physical-verbal, active, passive and direct-indirect aggression. Increased workplace tensions, reluctance of nurse managers to follow up incidents, and poor staff relationships were cited as the main causes of increased intra-staff aggression (Farrell, 1997).

### **Perpetrators of Workplace Violence**

The terminology of workplace violence appeared to be more common in connection with external perpetrators, specifically patients/residents/clients and family members (Chapman, Styles, Perry & Combs, 2010; Hegney, Tuckett, Parker & Eley, 2010; Howerton Child & Menten, 2010). Lau, Magarey & Wiechula (2010) completed an ethnographic study in a major metropolitan emergency department in Australia, using interviews, observation and questionnaires, in order to explore the cultural aspects of violence. They identified the main perpetrators of violence as patients and relatives (Lau et al., 2010). In these studies, verbal and physical incidents were both described as workplace violence.

A study by Hegney et al. (2010), who sent out a cross-sectional, descriptive, self-reporting, postal survey to 3000 of the 29, 789 members of the Queensland Nurses Union (response rate of 39.4%) identified that patients/clients/residents were the highest category of perpetrators of workplace violence, and that nurses working in the public sector were at higher risk than the private sector (Hegney et al., 2010). This finding was slightly different than their previous study where visitors/relatives, other nurses, nursing management and medical practitioners were identified as the major causes of workplace violence (Hegney et al. 2006).

Perpetrators of covert violence were careful to ensure that there were no witnesses to their behaviors (Khalil, 2009). It was concluded that education was required, and that each of the forms of violence identified could be managed through professional development (Khalil, 2009). The author stated that with proper anger management

programs, violence in nursing could be controlled or even eradicated, and that anger management programs should be included in nursing education programs (Khalil, 2009).

### **Organizational Policies**

Chapman et al. (2010) completed qualitative exploratory study to examine nurse participants' experiences of workplace violence and to develop a better understanding of the meaning of the events, in order to understand nurses' strategies for coping. Data saturation was achieved after twenty interviews with nurses working in an acute care hospital in Western Australia (Chapman et al., 2010). Their findings highlighted the importance of organizations in ensuring policies and practices were in place to support staff when workplace violence had occurred, in order to mitigate the negative impacts (Chapman et al., 2010). Conversely, Hegney et al. (2010) found that the presence of a policy on workplace violence did not decrease the levels of workplace violence, elaborating that the presence or absence of a policy may not decrease violence. In fact, the workplace culture in which the policy was implemented had a greater impact, along with the presence of a supportive team helped "mitigate workplace violence" (Hegney et al., 2010, p. 200).

Hutchinson et al. (2010b) tested a model of bullying in the nursing workplace. A random survey of Australian nurses was conducted, with three hundred and seventy responses (response rate of 7.4%) (Hutchinson et al. 2010b). The findings included the identification of three organizational factors which were contributors to workplace bullying (organizational tolerance and reward, informal organizational alliances, and misuse of legitimate authority, processes and procedures), which allowed "bullying to become embedded within institutions" (Hutchinson et al., 2010b, p. 177). Important

implications for organizations and management in the prevention of workplace bullying were presented, including that managers must be aware of how workplace policies and procedures can be misused by individuals as a way of increasing career opportunities and individual informal power (Hutchinson et al., 2010b). Contrary to Longo and Sherman (2007), Hutchinson et al. (2010b) cautioned against using zero tolerance policies, as these implied that bullying occurred only at an individual level, decreasing organizational responsibility in dealing with the issue. In a previous study, Hutchinson et al. (2010a) identified that even with workplace policies and procedures in place for reporting problems, sixty-four percent of nurses did not report being victims of workplace bullying due to fears of being blamed, incompetent, or being viewed as a trouble maker. Other scholars have had similar results (Howerton Child & Mentes, 2010; Magnavita & Heponiemi, 2011; McKenna et al., 2003), identifying the importance of staff feeling safe to report incidents, as “fear of retaliation and cynicism concerning the outcome of processes” were possible barriers to reporting (McKenna et al., 2003, p. 96

Longo and Sherman (2007) stated that zero tolerance policies for horizontal violence were essential, and ultimately this behavior should be identified as both a performance and competency issue. Egues & Leinung (2013) identified that the violence within the nursing profession in Great Britain and Australia has resulted in the need for professional policy mandates, and they emphasized the need for other countries to also adopt and implement zero tolerance against bullying

### **Antecedents and Consequences**

The psychological antecedents and consequences of workplace aggression for hospital nurses have been examined. Demir and Rodwell (2012), completed a cross-

sectional survey with two hundred and seven nurses and midwives in a medium to large Australian hospital. Findings included that although most of the participants had not experienced aggression, 17.6-34.3% of respondents had experienced high rates of “aggression types of bullying and emotional abuse” (Demir & Rodwell, 2012, p. 380). In this study, aggression was measured using two scales, one to measure the frequency of exposure to workplace bullying, and the other to measure violence, including physical assault, threat of assault, emotional abuse, and verbal sexual harassment (Demir & Rodwell, 2012). The antecedents of bullying and emotional abuse were linked to low supervisor and coworker support and this resulted in increased psychological distress and lower organizational commitment (Demir & Rodwell, 2012).

Kohnke (1981) looked at the generational issue of violence in nursing, and compared it to the cycle of child abuse. Nurses were identified as having entitled attitudes; since they were treated badly as beginning nurses, they believe this gives them the right to become the aggressor towards the next generation of nurses (Kohnke, 1981). Similarly, Farrell (2001) found that “feeling of being abused leads to an increasing level of hostility against other nurses” (p. 27).

Rowe and Sherlock (2005) examined the relationship between stress and verbal abuse with two hundred and thirteen registered nurses and licensed registered nurses at a teaching hospital in Philadelphia, using a verbal abuse survey and scale, and they identified that “burned out nurses eat their young” (p. 242). Recommendations provided included education for more senior nurses to counter the learned abusive behavior and to provide more constructive methods of dealing with stress (Rowe & Sherlock, 2005). It was identified that because nursing instructors may be oppressed, that they then

socialized student nurses to have no voice, perpetuating the cycle of horizontal violence in nursing (Freshwater, 2000). Interestingly, Baltimore (2006) added that “many nurse educators thrive on the feeling of superiority that comes from controlling students” (p. 31).

### **Role of Managers**

Nurse leaders were ill equipped to deal with these behaviors (St-Pierre, 2012; Weinand, 2010). Dealing with these behaviors was time consuming and difficult (St-Pierre, 2012) and nurse managers could be so uncomfortable with them that at times they avoided dealing with them, which resulted in a worsening cycle of workplace violence (Weinand, 2010). Failure of nurse managers to put structures in place to support workplace collegiality, and failure to address issues when they arose were cited as concerns by nurses (Farrell, 2001). In addition, lack of support from management, both in procedures to help cope with and handle all forms of violence in the workplace, and lack of follow up were identified as contributing to the issue (Anderson, 2001; Henderson, 2010). Roberts, DeMarco and Griffin (2009) identified that workplaces could be modified by nurse managers through identification of oppressed behaviors, and through prompt intervention when they were discovered. Two tools were recommended which were available to measure lateral violence in nursing: the “Lateral Violence in Nursing Survey” and the “Nurse Workplace Behavior Scale” (Roberts et al., 2009, p. 292).

Longo & Sherman (2007) provided a list of common behaviors to watch for, including group infighting and cliques, nonverbal behaviors such as eye rolling or making faces, snide or abrupt responses, refusing to provide assistance, and sabotaging or withholding of information directed at certain individuals. Findings indicated that these

behaviors must be identified as horizontal violence to raise awareness, so that nurse leaders would begin to watch for them (Longo & Sherman, 2007). Failure to intervene with these behaviors could be very costly to the organization, “impacting recruitment, retention and patient care” (Longo & Sherman, 2007, p. 37). Creation of shared values and goals with staff which promoted teamwork, empowerment and communication was identified as vital, in order to initiate changes to the culture of nursing away from one which accepts horizontal violence and helping to stop the cycle of violence (Longo & Sherman, 2007). Although managers were not always aware of the subtle forms of discord which took place between staff members, it was found that even major incidents of aggression faced by staff were not consistently addressed (Farrell, 2001).

Spence Laschinger, Wong & Grau (2012) added to the role nurse leaders have in mitigating workplace violence. A study using a cross sectional survey design with 342 new graduate nurses (those with less than two years of practice) working in acute care in Ontario was completed (Spence et al., 2012). It was identified that in order to prevent or reduce workplace bullying, authentic leadership, cited as “a relationship-focused style of leadership”, was required, as this supported the creation of supportive work environments (Spence et al., 2012).

Hutchinson et al. (2010a) completed twenty-six qualitative interviews with nurses who had experienced workplace bullying. Findings included that the behaviors could be hidden within work processes, resulting in damage to the reputation of the victim (Hutchinson et al., 2010a). The isolation and exclusion experienced by the victims could be very subtle, and many of the bullying behaviors could appear harmless, however the

experiences, over time, eroded social support in the workplace, increased isolation and decreased self-esteem (Hutchinson, et al., 2010a; Mckenna et al., 2003).

### **Education and Mentoring**

Strong role models that demonstrate and support professional practices were deemed essential (Dumont et al., 2012; Dunham-Taylor, Lynn, Moore, McDaniel, & Walker, 2008; Sergeant & Laws-Chapman, 2012; Weinand, 2010). Strong role models/leaders are important in ensuring the development of a positive and supportive workplace culture, one where professionalism flourished, and that discouraged workplace violence (Cleary et al. 2009). Education and training around “teamwork, positive feedback, conflict management and confrontation skills” (Weinand, 2010, p. 25) and enhancement of emotional intelligence (Sergeant & Laws-Chapman, 2012) were essential for developing strong preceptors. However, some researchers cautioned that workplace norms which tolerated bullying could be reinforced and perpetuated with mentoring programs so caution was required (Hutchinson et al., 2010b). For example, the need to review mentoring and preceptoring relationships was stressed, in order to ensure they were not a vehicle for rewarding or promoting those who had been involved in bullying (Hutchinson et al., 2010b). Ensuring that those selected to act as preceptors followed up if incidents of workplace violence occurred was essential (Longo & Sherman, 2007). The inclusion of orientation sessions for new staff on dealing with workplace violence assisted in preventing negative behaviors (Longo & Sherman, 2007). Mentoring assisted in the development of a positive workplace culture by increasing productivity, improving teamwork and dynamics, and improving retention (Dunham-Taylor et al., 2008).

### **Workplace Violence in Nursing Academia**

Universities were identified as destructive workplaces, requiring a healing philosophy (Glass, 2007). Violence in nursing academia has often been explored from the perspective of incivility by students towards faculty (Clark & Kenaley, 2011; Clark & Springer, 2010; Dalpezzo & Jett, 2010; Robertson, 2012) as well as faculty towards students (Altmiller, 2012; Clark, 2008; Clark & Ahten, 2012; Clark & Springer, 2010; Clark et al., 2012; Del Prato, 2012; Kolanko et al. 2006; Lassiter, Marchiondo & Marchiondo, 2012; Mott, 2014; Luparell, 2011; Marchiondo, Marchiondo & Lasiter, 2010). Issues of violence in nursing academia gained significant attention in 2002, when 41-year-old Robert Flores, a nursing student at the University of Arizona-Tucson, allegedly distraught over failing grades, murdered three nursing faculty members before fatally shooting himself (Robertson, 2012). Mimicking the Daniel and Fabrikant cases, concerns regarding his demeanor and behavior had repeatedly been made by faculty prior to the shootings.

#### **Incivility**

Incivility was identified as a very important issue in nursing academia. Incivility resulted in increased stress for both faculty and students, interfered in teaching and learning (Clark, 2013; Clark, 2008; Clark & Carnosso, 2008), resulted in faculty leaving academia (Clark, 2013; Luparell, 2007), negatively impacted “students’ professional ethics” (Clark et al., 2012, p. 92), interest in pursuing a nursing career (Clark et al., 2012; Curtis, Bowen & Reid, 2007), and impacted future employment choices (Curtis et al., 2007). Incivility was described as a “reciprocal and relational process influenced by stress, a lack of mutual respect, poor communication, and generational or environmental

factors” (Clark et al., 2012, p. 91). It encompassed behavior ranging from “insulting remarks and verbal abuse, to violence” (Clark & Springer, 2007, p. 319). Clark (2013) emphasized that regardless of the definition used, what was most significant was the psychological and physiological effects of the experiences on the victims.

Lassiter et al. (2012) completed latent, inductive content analysis of narratives written by 152 student nurse participants asked to describe their “worst experience” of faculty behavior (p. 121). Four themes were identified to describe the experiences of incivility of 133 of their student participants: 1) “in front of someone”; 2) “talked to others about me”; 3) “made me feel stupid; and 4) “I felt belittled” (Lassiter et al., 2012, p. 121). These and other researchers have noted that faculty incivility towards students resulted in behavior problems which could escalate into desperation and violence on the part of the student (Clark & Springer, 2007; Hall, 2004; Luparell, 2004; Lassiter et al., 2012; Marchiondo et al., 2010). In addition, faculty to student incivility led to anger, frustration, depression, and decreased confidence (Mott, 2014) and resulted in decreased program satisfaction, hindered student learning, and resulted in student withdrawal from the program (Marchiondo et. al. 2010). Nursing faculty have ethical responsibilities to treat their students with respect, incivility interfered with students’ ability to learn and provide safe and competent care in the clinical setting (Lasiter et al., 2012). Yet students frequently reported that the expectations placed on them by faculty were rigid, demanding, and dehumanizing, painting nursing programs as uncaring environments (Clark & Springer, 2007; Marchiondo et al., 2010). Del Prato (2013) found similar results using a phenomenological design to explore incivility with thirteen nursing students. The students identified that faculty were demeaning, did not follow objective evaluation

methods, had rigid expectations and practiced targeting in order to weed students out of the program, which resulted in negative learning environments and negatively impacted their self-esteem (Del Prato, 2013).

### **Consequences**

Magnavita and Heponiemi (2011) conducted a retrospective survey in three Italian schools of nursing, to compare the characteristics and effects of violence in nursing students and nurses. Violence was defined as “violent acts directed toward other workers, including physical assault, the threat of assault, and verbal abuse (Magnavita & Heponiemi, 2011, p. 2030. Three hundred and forty-six nursing students (99% percent response rate) filled out a questionnaire, and these responses were compared with two hundred and seventy-five nurses (94% response rate) from a general hospital (Magnavita & Heponiemi, 2011). Students reported verbal and physical violence on the part of staff, colleagues, supervisors, teachers and doctors (Magnavita & Heponiemi, 2011). Both nurses and nursing students who experienced verbal violence in clinical settings reported “lower levels of perceived organizational justice and social support, greater levels of work-related stress, and more psychological problems than others”, and that this was more significant among the nursing students, serving to undermine their self-esteem and moral, and potentially impacting future professional skills (Magnavita & Heponiemi, 2011, p. 27). The authors ascertained that their study confirmed previous research results identifying that verbal violence could produce more severe psychological effects than physical violence, which could persist for months or years (Magnavita & Heponiemi, 2011).

Yildirim (2009) explained that victims were subjected to being “terrorized, annoyed, excluded, belittled, deprived of resources, isolated and prevented from claiming rights” (p. 504). Labels for workplace behavior which perpetuated violence included “personal attack, erosion of professional competence and reputation, and attack through roles and tasks” (Hutchinson et al, 2010a, p. 2325). As a result of this mistreatment, social relationships within and outside the institution were negatively affected, and decreased workplace satisfaction, work performance, motivation and productivity ensued (Yildirim, 2009).

### **Recommendations**

The need for addressing and preventing workplace violence, as well as for developing violence prevention programs in nursing education and healthcare organizations was identified (Magnavita & Heponiemi, 2011). Recommendations included education for faculty to assist with the development of respectful relationships, and the importance of professional behavior and role modeling to promote the professional development of future nurses (Altmiller, 2012; Clark & Kenaley, 2011; Del Prato, 2013; Hall, 2004; Luparell, 2011). Kolanko et al. (2006) stated that faculty and students both had a role to play in setting positive examples for respectful behavior. Administrators and researchers in nursing academia had to identify the problems that existed in academe and work together in order to eliminate them (Kolanko et al., 2006).

### **Horizontal Violence Between Faculty**

Very little literature can be found discussing faculty to faculty violence. Heinrich (2007) spoke to hundreds of nursing faculty over the years, and there was no one who had not heard of, or experienced collegial incivility, arguing that while there were

hypotheses that violence was causing nurse educators to resign, there was little research to support this. Horizontal violence in nursing academia was described as “joy stealing games” and “mean girl games” (Heinrich, 2007). Behaviors were described as rudeness, incivility, interpersonal conflict, bullying, relational aggression, and emotional abuse (Heinrich, 2007). These behaviors were identified as having a negative impact on the development of knowledge as well as scholarship within the profession (Heinrich, 2007).

Clark (2013) completed a national survey in the United States (U.S) of nursing faculty to faculty incivility. Response rate for this survey was 588 from forty U.S. states, and of these participants, 68% identified that faculty-to-faculty incivility was a moderate to severe problem (Clark, 2013). Experiences described were grouped into eight major themes: 1) verbal and nonverbal abuse; 2) being the recipient of rude, insulting and/or demeaning remarks, often made in front of others in meetings and in front of students; 3) being set up, undermined, and sabotaged; 4) being ignored, marginalized and degraded; 5) faculty refusing to carry their share of the workload; 6) blaming and false accusations; 7) taking credit for the work of others; and 7) distracting and disrupting meetings (Clark, 2013, p. 99-101). Clark (2013) identified that the results of this study were similar to the “joy stealing games” between nursing faculty described by Heinrich (2007).

Ozturk, Sokmen, Yilmaz, Cilingir (2008) explored mobbing to determine mobbing experiences of academic nurses and to develop a mobbing scale. Findings confirmed that academic nurses do experience mobbing and that there was evidence of mobbing at university nursing schools in Turkey (Ozturk et al., 2008). Mobbing was described by Yildirim, Yildirim & Timucin (2007) as “antagonistic behaviors with unethical communication directed systematically at one individual by one or more

individuals in the workplace” (p. 447). Yildirim et al. (2007) completed a cross sectional and descriptive study to determine the mobbing behaviors experienced by nursing school teaching staff, how this affected them and how they responded to this behavior. The teaching staff included 33 professors, 43 associate professors, 59 assistant professors, 35 instructors and 176 research assistant from eleven nursing schools in Turkey (Yildirim et al., 2007). Yildirim et al. (2007) identified that 91% of nursing school employees who participated in their study had encountered mobbing behaviors in the institution and 17% of those had been directly exposed (Yildirim et. al. 2007). The researchers identified that the study was limited to women, as nursing could only be legally performed by women in Turkey (Yildirim et. al. 2007).

Goldberg, Beitz, Wieland & Levine (2013) completed a phenomenological study of social bullying in nursing academia. For this study, social bullying was defined as “persistent, demeaning, downgrading activities incorporating vicious words and cruel acts that undermined self-esteem” (Goldberg et al., 2013, p. 191). Sixteen nurse academics were interviewed who had self-identified that they had experienced bullying in their work places (Goldberg et al. 2013). Experiences described included withholding of information, gossip, sabotaging, unrealistic workloads, lack of trust, and silencing, which resulted in humiliation, depression and alienation (Goldberg et al. 2013). The culture within the schools of nursing were identified as academic bully cultures, mistrustful, lacking teamwork and collegiality (Goldberg et al., 2013). Faculty identified leaving academia as a coping mechanism, seeking out more supportive environments (Goldberg et al., 2013; Wieland & Bietz, 2015). The authors also identified the importance of other protective mechanisms, such as building outside interests, staying “invisible” by avoiding

being at the workplace as much as possible, “lying low” until the bully moved on to another target and identifying positive social supports in as being vital for survival (Goldberg et al., 2013, p. 194).

Glass (2003) investigated the lived experience of women nurse academics in an Australian study of twenty-five participants from four university sites, including professors, associate professors, senior lecturers, lecturers, associate lecturers and casual tutors. The study revealed patterns of interpersonal behaviors which were typical of patterns of domestic violence, including intimidating behaviors, isolation, and minimizing the victim (Glass, 2003). The author identified a disease of nursing academia associated with overtime, competing priorities and workplace violence, emphasizing that universities had to seriously begin to consider the physical and emotional wellbeing of their employees (Glass, 2003). The author questioned the future of nursing in Australia if the violence was not resolved (Glass, 2003).

Peters (2014) examined the experience of novice nurse academics with faculty-to-faculty incivility, and asked them how their experiences impacted their decisions to remain in nursing academia. The author interviewed eight novice nursing faculty with less than five years of experience (Peters, 2014). These participants expressed feelings of rejection from colleagues because of experiences of being belittled, intimidated, and unsupported (Peters, 2014). Unprofessional behavior, power struggles and hostile environments within the schools of nursing were described, which resulted in a great number of nurses leaving academia to pursue employment in other healthcare environments, contributing to the current faculty shortage (Peters, 2014). The author explained that this study reinforces the saying that “nurses eat their young”, and

suggested that academia provide a place for openness and respect, where students and faculty could share knowledge and feel valued for their contributions (Peters, 2014).

### **Protective Factors**

The experience of hope, optimism and career resilience was examined in Australia in respect to nursing academia, and an emphasis was placed on nurse educators to reflect on their personal and career resilience to foster the strong internal drive required to achieve professional satisfaction in the face of adversity (Glass, 2007). Wieland & Beitz (2015) interviewed seventeen nursing faculty to explore and examine the concept of resilience to social bullying. Their findings described that some faculty rationalized the bullying that occurred and dismissed it, stating “this is academia” (p. 290). However, participants also strategized coping mechanisms, beginning with physical and mental avoidance strategies, and moving to decisions to resign (Weiland & Beitz, 2015). The same participants described experiencing retaliation from their abusers. However, they refused to allow their negative experiences to define them, seeing the decision to move on as positive and empowering (Weiland & Beitz, 2015). Heinrich (2010) recommended nurse academics evaluate their professional relationships, nurture them and mend those that were dysfunctional.

### **Concluding Remarks**

Although examining resilience and increasing awareness of coping mechanisms for victims of workplace violence is important, caution must be taken not to put full responsibility on the victims. Organizations have an obligation to address workplace violence and harassment. Unfortunately, the reporting of workplace violence puts an inordinate amount of pressure on the victim, who often lacks support and fears reprisal

(Anderson, 2011; Hutchinson et al. 2010b); and those that do report the issue often feel re-victimized (Anderson, 2011).

In addition, not all incidents of workplace violence are discernible or dramatic, as experiences can be very subtle and covert, leaving the victim to second guess the experience (Hutchinson et al., 2010a). For example, the incident may not fit neatly into the category of harassment, and victims may not feel that it is important enough to report, even though it caused distress and discomfort (Fletcher & Bryden, 2009). While the focus on interpersonal relationships and their effects on bullying behaviors have been the main focus of research in violence in nursing, authors have also mentioned the importance of also considering broader organizational contexts (Hutchinson et. al. 2006). For example, Cleary, Horsfall, Jackson and Hunt (2011) found that structural changes and the increasing complexity at the university level were resulting in an erosion of adherence to formal and informal established rules of conduct. Organizational culture influenced how faculty behaved, and impacted the likelihood of ethical behavior (Cleary et al., 2011).

### **Summary of the Literature Review**

Workplace bullying is a widespread problem which exists in most, if not all workplaces (Hutchinson et al., 2006) and the WHO has identified health sector violence as a priority worldwide (2012). A review of general literature on workplace violence, violence in academia, violence in nursing and violence in nursing academia as described in this chapter, has provided a broad view of factors influencing this phenomenon. These factors include language, individual and organizational factors, antecedents and consequences, managers, policies and education. These factors will now be presented.

## **Language**

The language used varied across workplace sectors; bullying and aggression appeared more commonly in the general workplace violence literature, while mobbing and incivility were more common within academia and nursing academia. Regardless of the terminology or categories used, workplace violence was consistently described as harmful to the targets and the organizations, with high personal (Altmiller, 2012; Clark & Ahten, 2012; Clark & Springer, 2012; Dalpezzo & Jett, 2010; Kolanko et al., 2006; Luparell, 2011, Marchiondo et al., 2010; Robertson, 2012, organizational and societal costs (Applebaum et al., 2012; Dillon, 2012; Namie, 2003).

The lack of a standard definition of workplace violence was problematic (Howerton Child & Menten, 2010). Different features have been identified as being important in the development of a definition, and included intention, visibility, frequency, consistency, power imbalance and hostility of the perpetrator. It was identified that aggression and violence were more frequently associated with more overt behaviors (Samnani & Singh, 2012).

## **Contributing Factors**

Both individual and organizational factors have been studied. The culture of a workplace was identified as being an important determinant of workplace violence, and workplaces had to accept responsibility for affecting change in the “direction of civility” (Meglich-Sespico et al., 2007, p. 40), and in the promotion of fair working conditions (Dillon, 2012). The perception of unfairness with the management of organizational policies and procedures increased the likelihood that employees would resort to physical violence (Menard et al., 2011). The inability to address inappropriate workplace

behaviors often resulted in escalation leading to physical violence in some instances (Cowan, 1994; Dillon, 2012).

Other environmental factors associated with workplace violence identified included “poor job design, rewarding and supporting bullies, employee perceptions of lack of control or autonomy over their work, and restructure supporting ng and downsizing” (Wheeler et al., 2010, p. 554). Additionally, a summary of environments fostering and supporting workplace violence includes cultures which promote competition among employees, reward systems that promote and reinforce individual accomplishments and winning over collaboration, and lack of management of bullying behavior, resulting in reinforcement of the behavior (Salin, 2003). When culture exist that tolerated or supported workplace violence, strong leadership commitment to effect change was required, and any leaders or managers unwilling to support the change had to be replaced (Dillon, 2012).

Academic institutions had to accept responsibility for fostering healthy work environments. Institutional norms and organizational cultures that supported violence, and academic cultures which allowed inappropriate behavior to persist unaddressed had to be exposed (Clark & Ahten, 2012). Supportive and collegial work environments had to be fostered and supported. Structures and processes had to be developed to support this, as well as to assist in resolution when problems existed. Legitimate policies, processes and procedures could be used in order to support and allow bullying to continue (Hutchinson, Vickers, Wilkes & Jackson, 2010).

## **Antecedents and Consequences**

Numerous scholars examined the antecedents and consequences of workplace violence. Workplace culture and managerial as well as coworker support was identified as strong influences of workplace violence (Demir & Rodwell, 2012; Hegney et al., 2010; Spence Laschinger et al., 2012; Wheeler et al., 2010). Supportive work environments were associated with increased job satisfaction and better retention (Spence Laschinger et al., 2012), whereas increased work stress and burnout (Rowe & Sherlock, 2005, Salin, 2003; Wheeler et al., 2010), unsupportive and competitive environments, and hierarchical environments resulted in increased workplace violence (McCulloch, 2010; Salin, 2003; Wheeler et al., 2010). Some scholars suggested that work environment was the greatest influence of workplace violence (Appelbaum et al., 2012).

## **Managers**

Managers and leaders were identified as having a role to play in the creation of supportive work environments, supportive work cultures and in increasing awareness of the issue of workplace violence (Ceravolo et al., 2012). Formal and informal leadership at all levels of the organization was required to role model clear, direct communication and civil behavior (Burger, Kramlich, Malitas, Page-Cutrara, Whitfield-Harris, 2014). Task oriented, autocratic and laissez-faire managerial traits were associated with increased workplace violence (Wheeler et al., 2010).

## **Policies**

Organizations could support their managers by providing them with clear direction in the form of policies and procedures for addressing workplace violence (Johnson, Boutain, Tsai & de Castro 2015). For example, zero tolerance workplace

policies and procedures were listed as important to mitigate workplace violence by some authors (Chapman et al., 2010; Dillon, 2012; Egues & Leinung, 2013; Feldman, 2001; Hornstein, 2003; Feda et al., 2010; Longo & Sherman, 2007; McCulloch, 2010; Rowe & Sherlock, 2005; Thomas & Burk, 2009; Wheeler et al., 2010). Conversely, other authors cautioned against zero tolerance policies, stating that they did not impact the level of workplace violence (Hegney et al., 2010), had the potential to increase rigid and inflexible attitudes (Middleby-Clements & Grenyer, 2007) and absolved organizations of responsibility for the problem (Hutchinson et al., 2010b). The Canadian Nurses Association (CNA) and the Canadian Federation of Nurses Unions (CFNU) (2008), in their joint position statement on workplace violence, recommend that employers develop policies and procedures that support violence-free workplaces, and include whistleblower protection for those reporting.

### **Education**

Finally, workplace education programs were cited as a way for organizations to decrease incidents of workplace violence, assist with more effective management of workplace violence, and positively influence workplace culture. Examples of workplace education programs recommended included conflict management training (Dumont et al. 2012); training employees to be empathetic (Olson et al. 2005); effective and assertive communication (Ceravolo et al., 2012; Curtis, Bowen & Reid, 2007; Olson et al. 2005; Rowe & Sherlock, 2005; Thomas & Burk, 2009), professional development (Khalil, 2009) and training which increased awareness of lateral violence (Ceravolo et al., 2012), and horizontal violence (Egues & Leinung, 2013).

**Other Recommendations**

In addition to educational programs, Egues & Leinung (2013) emphasized the need for individual self-reflection, in order to identify personal behaviors which could be perceived as bullying. Ensuring employees had the needed resources for managing aggression in the workplace, building trust for colleagues and the organization, and providing empowering work environments to mitigate against aggression were also recommended (Olson et al. 2005). In addition, addressing workplace violence had to involve societal changes, which included education for children about what constitutes violence, promotion of assertive communication and management of emotions (Dillon, 2012).

### **CHAPTER 3 - THEORETICAL FRAMEWORK**

Violence, power, knowledge, difference and resistance are the concepts underpinning the theoretical framework. The theoretical perspectives of Michel Foucault (1995) will be used to explore power. The work of Gail Mason (2002), who combined many of Foucault's insights, will serve to examine violence. Both theoretical perspectives share common language, and have similarities evident within the concepts described. For example, Mason supported Foucault's conceptualization of power as a productive process, and she built on this in her theory of violence.

Both perspectives were integrated into a theoretical framework. The framework was utilized to support a thorough examination of violence in nursing academia. An understanding of these concepts is necessary prior to the presentation of the cross concept analysis.

#### **Theoretical Perspective: Power**

Foucault identified power as that which is both oppressive and productive, owned by no one, evident throughout the world, and "permeating every layer of society, infusing both individuals and the population as a whole" (Perron, Fluet & Holmes, 2005, p. 537). He described how power has evolved over time, outlining three different forms of power which have historically been used to govern populations: sovereign, disciplinary and pastoral (Foucault, 1995). These three forms of power will now be described.

#### **Sovereign Power**

Foucault described violence as an oppressive practice, one which governed behavior as an instrument of power, which he qualified as sovereign power. He explained that sovereign power was absent, except when it was being exercised (McHoul & Grace,

1993), used only when required, as an exercise of control, in order to protect society (Foucault, 1995). In France, prior to the seventeenth century, the monarch held all power and was associated with this form of power. All crimes were seen as direct attacks against the monarchy and therefore had to be punished by the use of power. The penalty was either the threat of, or actual displays of torture and execution. Torture and executions were public, utilized by the “sovereign authority” to obtain absolute conformity of all subjects (McHoul & Grace, 1993, p. 62). The sovereign had control over the subject’s body and utilized it to demonstrate his power. In essence the sovereign was power and the nation was the location in which this power was exercised. The sovereign and his judges held the “absolute right and exclusive power” to determine the rules (Foucault, 1995, p. 35). Anyone coming under suspicion was felt to always deserve punishment as any suspicion implied guilt (p. 42). Discharge of punishment included public displays exhibiting the condemned proclaiming his guilt, and confirming the charges against him (Foucault, 1995). In this way “a successful public execution justified justice, in that it published the truth of the crime in the very body of the man to be executed” (Foucault, 1995, p. 44). This public and political ritual served to remind the public of the presence and power of the sovereign (Foucault, 1995).

### **Disciplinary Power**

In the seventeenth and eighteenth centuries, a new mechanism of power began to emerge, which Foucault called disciplinary power. Foucault (1995) argued that this type of power was not compatible with the idea of the all-powerful and controlling sovereign. The new discourse acted not so much to control people, to stop them from doing things, but it actually formulated people in certain ways (Mason, 2002). Foucault described

disciplinary power as a new mechanism of power in which time and labour could be wrested from the population (Foucault, 1995). The body was no longer a surface on which the will of the monarch was inscribed. Instead, the body became regulated “through systems that defined and normalized it, according to historically specific categories” (Mason, 2002, p. 123).

Disciplinary power resulted in individual regulation of behavior, and it was so effective that people subjected themselves to its control without conscious awareness (Foucault, 1982). Viewing power from this focus allowed it to be seen not just in a repressive way (e.g. through the use of restrictions and prohibitions), but also in a productive way (e.g. through the knowledge that it generated). Exposure to the dominant discourse of the culture or context one operated in resulted in people adopting it as their own (Mason, 2002). It was in this way that individuals became specific types of subjects (Mason, 2002). Foucault contrasted disciplinary power with the way sovereign power sought to have control over individuals in a repressive manner. Foucault used the concept of the Panopticon, an 18<sup>th</sup> century prison design, as a metaphor to describe the exercise of power and control in society (Foucault, 1995). He explained that it was because individuals felt they were always under scrutiny that they behaved in ways acceptable to society and compatible with dominant discourse (McHoul & Grace, 1993). Just as the constant surveillance of the Panopticon resulted in prisoners becoming docile subjects, so too did people become docile subjects through three techniques of disciplinary power: hierarchical observation, normalizing judgment and examination. These techniques resulted in the internalization and normalization of the regimes of truth. “Subjects were influenced to behave in certain ways, and this training was internalized, resulting in

“states of docility” (McHoul & Grace, 1993, p. 67). Individuals became unique through exposure to conditioning occurring within the “historically specific systems of knowledge through which they were rendered visible” (Mason, 2002, p. 14). It was through this visibility and the ways individuals identified themselves and others, that management and control of individuals was made possible (Foucault, 1995). This subtle form of power did not require violence to operate, it relied on each individual’s self-surveillance and conformity with commonly accepted discourses and assumptions to be effective (Holmes & Gastaldo, 2002). A detailed review of the three techniques of disciplinary power will now be provided.

**Hierarchical observation.** Hierarchical observation was the first technique of disciplinary power described by Foucault. It resulted from the constant threat of surveillance, leading individuals to monitor their own actions and behavior. “The exercise of discipline presupposes a mechanism that coerced by means of observation; an apparatus in which the techniques that made it possible to see induce effects of power, and in which, conversely, the means of coercion made those on whom they were applied clearly visible” (Foucault, 1995, p. 171). This “scrutiny” (control) could be utilized by any individual, organization or institution. No physical force was required for it be effective. Foucault (1995) described military camps as the perfect example for ensuring this form of precise observation. The physical layout of the tents, the placement of their entrances, the formation of the men, all were organized to ensure visibility at all times, and this principle of visibility was utilized extensively to control populations in the design of “working-class housing estates, hospitals, asylums, prisons, schools” (Foucault, 1995, p. 171). The organization was simple, and it permitted detailed control due to the

visibility that was afforded. However, the organization was also problematic, as it required the use of specific structural designs which ensured constant observation in order to control. The development of “the perfect disciplinary apparatus would make it possible for a single gaze to see everything constantly” (Foucault, 1995, p. 173). Hierarchical observation operated on the basis of a system which evolved to allow those in charge to monitor activities not only through direct observation, but also through complex systems which provided ubiquitous and subtle surveillance (St. Pierre & Holmes, 2008, p. 356). These systems connected and organized the mechanisms which allowed disciplinary power to be accomplished.

Thanks to the techniques of surveillance, the physics of power, the hold over the body, operated according to the laws of optics and mechanics, according to a whole play of spaces, lines, screens, beams, degrees and without recourse, in principle at least, to excess, force or violence. It was a power that seems all the less ‘corporeal’ in that it was more subtly ‘physical’ (Foucault, 1995, p. 177).

Foucault identified that hierarchical observation functioned both overtly and covertly in institutions which were typically thought of as disciplinary, for example prisons, but also in those not typically thought of as disciplinary, for example schools, universities and health care settings (Foucault, 1995).

**Normalizing judgment.** Foucault (1995) identified that at the center of all disciplinary systems there existed systems which operated to modify behavior through punishment and reward. Behavior and performance were judged either positively or negatively “on the basis of the two opposed values of good and evil” (Foucault, 1995, p. 180). Normalizing judgment functioned by identifying and creating a hierarchy of acceptable and unacceptable behaviors which informed individual subject positions. Behavior was observed, and conventional behavior was rewarded, which reinforced

compliance, encouraged desired behavior and preserved the status quo. Conversely, non-conforming behavior was punished in an effort to modify behavior, molding individuals to behave in acceptable ways. Unlike the penal system, where an action was either satisfactory or not (which resulted in a punishment), behaviors and performance were assessed on a continuum between desirable and undesirable, allowing for quantification and ranking to be assigned, with the ultimate focus being behavior modification. A range of techniques were utilized to support (train) individuals in reaching satisfactory behavior and/or enhancing behavior. These techniques focused on micro-penalties which monitored and evaluated individuals on the basis of their work ethic, time management and productivity, speech and behavior, gestures, cleanliness and sexuality (Foucault, 1995). Normalizing judgment “compared, differentiated, hierarchized, homogenized, excluded. In short, it normalized” (Foucault, 1995, p. 183). The power of normalization lay in its ability to create sameness through the prevailing societal rules and expectations (Holmes & Gastaldo, 2002). This resulted in the formation of a society that encouraged and rewarded conformity while measuring, highlighting and judging differences, creating a hierarchy “of the good and the bad subjects in relation to one another” (Anderson, 2009, p. 44). Normalizing judgment was the technique through which modern subjects continuously monitored their own behavior, constantly judging it against the dominant societal discourse, dictating what was or was not acceptable behavior, and as a result acted as a very subtle form of social control.

**Examination.** Examination was the ritual ceremony which combined hierarchical observation and normalizing judgment, and together these techniques functioned to shape individuals into certain types of subjects who conformed to accepted discourse (Foucault,

1995). It was the actual mechanism whereby individuals were observed (hierarchical observation) and performance and behavior were ranked and modified (normalizing judgment) (Foucault, 1995). Examination measured individual knowledge, ability and worth, it compared individuals with the dominant group and as a part of this process it imposed labels (e.g. competent, smart, diligent, organized, beautiful, incompetent, unattractive, useless) (Doering, 1992). Historically power was visible; it was seen in its show of force. Here, power was altered and transformed. It operated invisibly, while at the same time imposing “compulsory visibility” on its subjects (Foucault, 1995, p. 182). It was this visibility which maintained the “disciplined individual in his subjection” and the “ceremony of this objectification” was the examination (Foucault, 1995, p. 182). In this way, examination, as a ritual, generated knowledge, and brought together power as a productive concept with knowledge. Foucault (1995) insisted that we

must cease once and for all to describe the effects of power in negative terms” it ‘excludes’, it ‘represses’, it ‘censors’, it ‘abstracts’, it ‘masks’, it ‘conceals’. In fact, power produces, it produces reality, it produces domains of objects and rituals of truth. The individual and the knowledge that may be gained of him belong to this production (Foucault, 1977, p. 194).

Foucault (1995) explained that the success of disciplinary power was grounded in its action on the body. “Each individual is a case which can be ‘described, judged, measured, and compared with others’ as well as trained or corrected, classified, normalized and excluded” (Foucault, 1995, p. 191). Disciplinary power was capable of functioning because of Panopticism (McHoul & Grace, 1993), which resulted in an internalization of modern discourse, and created “a perfect society in which power seeped into even the most intimate thoughts” (Perron, Fluet & Holmes, 2005, p. 539). These techniques were utilized to train subjects to fit the accepted norms of the dominant

culture. With disciplinary power there was no requirement for the use of physical force or harm (Holmes, 2001).

### **Pastoral Power**

Foucault (1995) identified the third type of power as pastoral power, which he argued originated in early Christianity. Christianity was organized around a church and a pastor. The pastor served the people based on his religious quality, and his role would support and help to assure individual salvation in the next world (Foucault, 1982). This type of power differed from sovereign power in that the pastor not only commanded his subjects; he also had to be prepared to sacrifice himself for the salvation of the people. It was an individualizing power in that subjects were saved one at a time, and subjects were unable to decline this salvation. The pastor was seen as a leader, and through his position of knowledge and status could exert control over his subjects, manipulating them to behave in ways that were congruent with the beliefs of the church, furthering their search for salvation (Foucault, 1995). This form of power could only be exercised by knowing what was inside people's minds, and the confessional provided the method of choice for people to reveal their innermost secrets. Although the church had lost its strong hold over individuals, the state effectively administered its citizens through a "modern matrix of individualization or a new form of pastoral power" (Foucault, 1982, p. 783). Within pastoral power, domination was achieved very subtly, so that the dominated came to believe their choices were based on their own values and beliefs, and were not a reflection of the dominator's. This resulted in the belief that the dominator had the right to rule over them, as a part of the natural order of things (McHoul & Grace, 1993). In contemporary contexts, the purpose of pastoral power was no longer to assure salvation

in the next world, it evolved to one of ensuring it in this world, in the form of health, well-being, security and protection (Foucault, 1982).

The obligation to confess is now relayed through so many different points, is so deeply ingrained in us, that we no longer perceive it as the effect of a power that constrains us; on the contrary, it seems to us that truth, lodged in our most secret nature, “demands” only to surface (Foucault, 1978, p. 60).

Originally interconnected to religion, pastoral power became associated with the whole social body. It became associated with many institutions: “family, medicine, psychiatry, education and employers” (Foucault, 1982, p. 784).

Foucault (1995) identified that power is not owned, but that it is exercised, and it belongs to no one, rather it permeates society and is used in the management of individuals as well as populations. “Power is relational” (Holmes & Gastaldo, 2002, p. 559), “spatialized” and “embodied” (Munck, 2008, p. 6). It acted on individuals who in turn acted on each other, no one individual or group held power, relations were complex and multi sided (Holmes & Gastaldo, 2002) and power came from everywhere (Foucault, 1995). “The body is the spatial unit of power and the prime site of personal identity” (Munck, 2008, p. 6). Disciplinary power was fundamentally productive; through the way it influenced behaviors, and formed subjects. Mason (2002) agreed with Foucault regarding the productive aspects of power, and it was through this theorization of power that she developed her theory of violence.

### **Theoretical Perspective: Violence**

Mason (2002) provided a framework for understanding violence within the context of identity, knowledge and power. Mason (2002) examined inter-personal violence in the context of homophobia, with a particular interest in looking at how

“different identities, different bodies, and different knowledge systems interacted in the enactment, experience and effects of such violence” (p.3). A heterogenous group of more than seventy lesbian women were interviewed, focusing on their experiences and perceptions with homophobia related violence (Mason, 2002). Verbal violence, physical violence, and sexual abuse were included in the data collection, in particular how these related to the women’s sexuality. Violence was defined as “the exercise of physical force by one person(s) upon the body of another” (Mason, 2002, p. 5), and hostility as “verbal or written insults and threats” (Mason, 2002, p. 6). Mason (2002) believed that violence could and would be expressed in different ways, depending on each individual’s experiences and circumstances. Mason (2002) identified that the inclusion of the word hostility was purposeful, to ensure that all statements of verbal violence were captured. Central concepts addressed within her framework included the identification of where violence came from, where it went, what produced it, what it produced, what it did and what it did not do (Mason, 2002).

Violence was viewed as a process, and she examined what it did, how violence or even the threat of violence influenced individuals’ perceptions of themselves and the identities they attached themselves with (Mason, 2002). How violence maintained and reproduced these perceptions was examined (Mason, 2002). Mason (2002) refused to assume that there were “natural” victims of violence, explaining that her hope was to “recognize that violence had the capacity to constitute ...meaning... without necessarily determining the subjectivities through which the identity category was experienced, rejected, reinvented and generally lived in an everyday sense” (Mason, 2002, p. 99).

Mason (2002) also included gendered, racial and homophobic violence in her data collection. Violence was theorized through a Foucauldian framework of power (Mason, 2002). In order to account for all the various contexts and experiences of the women interviewed, she explained that she had to not only account for the repressive implications of violence, but she also had to examine and give a visibility to the productive implications of the violence experienced, identifying that violence “became a form of knowledge in itself” (Mason, 2002, p. 33). Mason (2002) viewed violence as a form of struggle between power and resistance and its existence was indicative of the “limitations, failings and vulnerabilities of the powers that undergird it” (p. 134). In her study, violence worked its way into shaping how the women viewed their understandings, demonstrating the capacity of violence to form them as subjects, and producing specific knowledge. A clear distinction was identified between the words used by the women to explain how violence influenced and shaped them as individuals; “an empirical distinction between what and who they became, or did not become, in violence” (Mason, 2002, p. 98). According to Mason (2002) “who” we were was an ongoing and continual process through which identity was formed, adjusted, influenced, and “what” we were was in relationship to the category of individuals or groups we were associated with, “group identities embody the divisions and classifications through which we were formulated as human subjects” (p. 108). In this way, violence was productive not only in its effects but in its construction of political identities” (Munck, 2008, p. 5) and the “social world of the community was created, normalized, and legitimized, at least in part, through violence or the threat of its use” (p. 6).

For Foucault (1995) violence was oppressive. It acted in a physical sense, acting upon the body, inflicting physical harm to victims. “Violence forced, it bent, it broke on the wheel, it destroyed, or it closed the door on all possibilities” (Foucault, 1982, p. 789). Mason (2002) agreed that violence could be oppressive. “Violence was socially constructed” (Munck, 2008, p. 13) and it constrained everyday life. While it was typically viewed as producing physical harm, the “symbolic” harm produced by violence could also be serious, impacting people, property, communities and social groups; violence therefore became anything that “conspired against the satisfaction of human needs” (Munck, 2008, p. 13). Fear of violence restricted activities; it restricted options for victims or potential victims, and resulted in “feelings of shame, guilt and worthlessness” (Mason, 2002. p. 121). Therefore, even the threat of violence could restrict and impact the way that victims acted and behaved, thus affecting the way they experienced their life (Mason, 2002). Violence shaped how victims resisted and responded to violence, and violence affected how options were conceptualized (Mason, 2002). It was not only through personal experiences of violence that violence was oppressive, the threat of violence alone could result in domination (Mason, 2002). In these respects, Foucault (1995) and Mason (2002) were in agreement.

Both Mason (2002) and Foucault (1995) identified violence as an instrument of power, however it was in the way that they identified how violence acted as an instrument of power that differed. Mason (2002) identified violence as not only oppressive, but also productive, adopting Foucault’s (1995) argument for the productive aspect of power, using it to justify her argument for the productive aspects of violence. Mason (2002) stated that if we were to assume that power could be productive, then we

must also assume that there could be productive aspects to violence. It was here that the parallels between Foucault's (1995) notion of power and Mason's (2002) notion of violence were most evident. For Foucault (1995), violence acted as an instrument of power through its oppressive behavior; through the way violence acted on the body. Although Mason (2002) agreed with Foucault (1995) that violence could be oppressive, she argued we should also view violence through Foucault's concept of productive power. According to Mason (2002), violence was an instrument of power, because it acted as a mechanism "through which we distinguish and observe other things" (p. 11). Mason (2002) explained that violence worked its way into shaping how individuals viewed their knowledge and experiences. Violence and the threat of violence both had the ability to change behavior, influencing how individuals were formed as subjects (Mason, 2002). This was equated to how Foucault articulated that "productive power was never exercised 'over' an existing person" (Mason, 2002, p. 125). When violence was examined and domination of one group over another was identified, oppressive practices were clear. Violence against the body was oppressive, in the way it acted "directly and immediately upon others" (Foucault, 1982, p. 789). Less easy to conceptualize was violence as a productive force, as an instrument of knowledge. Even as an oppressive practice, violence impacted how individuals saw themselves. Knowledge of "who" they were, and "what" type of person they were took place as a result (Mason, 2002), with resulting social and political effects (Munck, 2008). It was "the collective implication of violence" which allowed it to be understood in a productive way (Mason, 2002). Violence informed knowledge, impacted behavior, actions, dress, and reactions, and supported the development of subject positions (Mason, 2002).

### **Theoretical Perspective: Knowledge**

Foucault (1995) and Mason (2002) agree that knowledge was generated through the exercise of power. Disciplinary power, and the threat of and/or exposure to actual violence both had the ability to produce and inform knowledge. This knowledge operated as a form of lens which in turn influenced and informed acceptable practices and behavior (Mason, 2002). According to Foucault (1995) individual subjectivities and differences were identified through the process of observation (hierarchical observation) and ranking (normalizing judgment). Individuals recognized themselves and others through the examination process, determining their worthiness as a result (Foucault, 1995). Individuals ranked themselves, and in turn were ranked by others and by society (Foucault, 1995).

Mason (2002) identified that how we saw and how we knew was linked; stating that the way language and discourse informed each other and the way they intersected with materiality, influenced our knowledge and view of our reality. Experiences shaped identity, and individual knowledge of these experiences impacted how identity was formed (Mason, 2002). The groups individuals identified with and how those groups were viewed and treated by society influenced whether violent behavior was considered appropriate (Mason, 2002). Ongoing and continuing discrimination and the use of negative discourses affected how groups viewed themselves and these repetitive negative messages became viewed as holding some truth for both the individuals espousing them and for the targets (Mason, 2002). In this way, these messages influenced individual perceptions of “what” they were as well as how they recognized others to be (Mason, 2002). How violence shaped the way individuals saw and came to know things, resulted

in it operating as an “instrument of power” through the knowledge it created (Mason, 2002, p. 135). Knowledge contributed to the identification of socially acceptable targets (potential victims), potential or actual perpetrators of violence, and acceptable behaviors, impacting how identities were developed (Mason, 2002). The experiences of violence and the threat of violence shaped what individuals knew, whether or not it was personally experienced, and the experiences of any violent event was impacted by the language and discourse which surrounded it (Mason, 2002). Individuals could learn to cope with violence, they could adjust to it, “soak it up”, and look for ways to make sense of it, and all the while it shaped behavior and impacted actions (Munck, 2008, p. 11). Therefore, the “productive process of “subjectification” took place through oppressive practices such as violence” (Mason, 2002, p. 126).

Knowledge was the link between violence, as a corporeal act and experience, and the hierarchies of difference that patterned a given power relation...violence made us know things according to the ways in which it made contact with or threatened to make contact with, our own bodies and the bodies of others (Mason, 2002, p. 133).

### **Theoretical Perspective: Difference**

Mason (2002) explored potential differences in many ways, identifying four regimes of differences held by her research participants. These categories of differences were utilized to highlight the negative ways that perpetrators of violence viewed lesbian sexuality: “dirt”, “hetero-sex”, “butch” and “boy/girl” (Mason, 2002, p. 9). The relationship between violence and difference was emphasized, “violence was not the produce of ‘natural’ bodily characteristics, but rather emerged from the hierarchical differences between certain bodies” (Mason, 2002, p. 10). Each of these categories identified the myriad of ways that lesbian sexuality could be viewed as a “threat to the

social order” (Lucal, 2003, p. 515). Mason (2002) explained that it was because these women threatened the social order that they were targeted. In essence it was their differences that formed them into subjects “worthy” of violence.

“Different identities, different bodies, different knowledge systems, experiences and effects” were discussed (Mason, 2002). Insiders were recognized as those we identified and “shared values” (sameness) with; while those we did not share values with (those who were different) became outsiders (Mason, 2005). Our status as insider versus outsider shed visibility on our differences, which influenced our subject positions. This paralleled with Foucault’s (1995) hierarchical observation and normalizing judgment. Individuals were made visible through their sameness or differences, and were ranked accordingly, which resulted in the relationship of differences with subjectivities, and exposed potential intersections of vulnerability. Identification of self as different was a form of knowledge that could be produced through disciplinary power and the threat or actual experience of violence.

### **Theoretical Perspective: Resistance**

Individuals had the ability to accept judgment and modify their behavior to conform and receive rewards, or they could choose to reject judgment and resist. Discourse was influential throughout this process in that it had the power to both authorize and enable certain ways of thinking, as well as influence and resist knowledge production through the exclusion of certain ways of thinking (Foucault, 1995). Foucault (1978) used the example of the changing discourse on sex and sexuality which emerged in the beginning of the eighteenth century to highlight the influence discourse had. Sex began to be regulated through public discourse, which resulted in a new “regime of

discourses” (Foucault, 1978, p. 27). Not any less was said about it...but things were said in a different way; it was different people who said them, from different points of view, in order to obtain different results” (Foucault, 1978, p. 27). This resulted in individual self-censorship. Individuals had to figure out how to say things, what to say, when to say it, what not to say, and what was and was not allowed (Foucault, 1978). Silence, the statements one declined to make, the things that were forbidden to name, the discretion required depending on the audience, were all strategies that “underlay and permeated discourse” (Foucault, 1978, p. 27). It was society’s dominant discourses which guided us to speak, think, act and modify our behavior in these specific ways (Alex & Hammarstrom, 2008).

For Foucault (1995) power could not be owned, it was not held by any one individual; rather it permeated society in order to turn bodies into useful and productive subjects. Power could be found within all social relationships; it was evident in all moments; however, this did not mean that power was available to everyone at all times (Alex & Hammarstrom, 2008). As a result, wherever power existed, resistance could be seen (Foucault, 1995). Mason (2002) explained that violence, or the threat of violence, as an instrument of power, could result in resistance, through the way it influenced behavior and informed decisions. Decisions about how to present oneself were provided by Mason (2002) as an example. Lesbians and gays may, or may not chose to “come out of the closet” and either of these decisions were considered to be forms of resistance (Mason, 2002). In this way power could be maintained through violence, and violence could be resisted through power. “Violence manifested at the weak points of domination, where power was in jeopardy....it emerged out of a struggle between power and resistance...it

was an instrument for maintaining existing relations of domination and subjugation” (Mason, 2002, p. 129). As Foucault (1982) explained “the person must be thoroughly recognized and maintained to the very end as a person who acts and thus, resists” (p. 789). Resistance against forms of power work as catalysts which bring to light the different methods used to maintain status quo (Foucault, 1995), so too resistance against forms of violence bring to light different methods used to maintain status quo (Mason, 2002). Resistance becomes both an instrument of power and an instrument of violence.

### **Relationship between Knowledge, Power, Violence, Difference and Resistance**

The techniques of discipline which govern disciplinary power have been combined with Mason’s concept of safety maps (2001; 2002). Safety maps were described as “ever-changing, personalized, yet shared, matrix of attributes and relations that individuals employed to make their way in public and private spaces” (Mason, 2002, p. 84). These maps resulted in the training of the individuals in the accepted discourse as a form of survival against potential violence. In the same way that normalizing judgment resulted in an internalization of common discourse, shaping personal behavior management, so too were safety maps created based on differences which required monitoring and shaping. It was these differences that were identified as the reason individuals were placed at risk of violence in the first place. Mason (2001; 2002) explained that the adoption of some form of safety map within day to day activities and life became natural and second nature, “a deeply embodied practice of self-surveillance” (2001, p. 23). The type of violence individuals believed they were vulnerable to impacted the specific way that their personal safety had to be mapped out. In this way it was the forces of power, running like invisible threads throughout society, which create each

individual's subject position and the identification those differences, resulting in the development of their sense of self. Safety maps were utilized to negotiate these positions (Mason, 2002). Mason (2002) borrowed Foucault's (1995) metaphor of the Panopticon in her descriptions of how violence could inform knowledge and normalize behavior. Violence was equated as an insidious form of power, which, in very specific ways, provided the visibility that facilitated and ensured the management of populations (Mason, 2002). The way individuals' viewed their experiences were impacted by the subject positions they associated themselves with: "man or woman, heterosexual or homosexual, black or white" and these different positions were incorporated through the discourses that were available to them (Mason, 2002, p. 24). The influence of dominant discourse in shaping and informing acceptable behaviors and practices impacted how individuals saw and felt. In the same way that Foucault (1995) equated visibility with knowledge, and power to visibility, Mason (2002) linked the visibility of violence with knowledge, in the way that it informed subjects, "the practice of observation itself brings these things into being in specific terms" (p. 15). The constant surveillance and observation afforded by the Panopticon not only told individuals about their experiences, it shaped and produced how they interpreted them as well. In the same way that behavior was "normalized" through this process, individuals were shaped into certain types of individuals based on the way that violence or the threat of violence made their differences visible within the dominant discourse they were surrounded by. Violence was one means through which individuals became visible, providing a lens through which experiences of violation could be processed. If certain forms of violence were always "underpinned by differences, then they must also be grounded in the bodily specificities through which

these differences were constructed” (Mason, 2002, p. 61). The threat and actual experiences of violence became a part of each individual, and contributed to and informed how and where they were placed in society, as well as how and where they placed themselves in society. Similarly, the threat of and actual enactment of violence assisted in the identification of the perpetrators of violence, where they placed themselves in society and where they were placed in society. It was in these very specific ways that “violence became a form of knowledge in itself” (Mason, 2002, p. 33). All individuals routinely used this knowledge to identify their differences and modify their behavior, adopting some version of a safety map into their everyday life (Mason, 2002). The knowledge created and the outcome of this adaptation were influenced by the type of violence they had been exposed to (Mason, 2001).

“Discourse can be both an instrument and an effect of power, and it can also be a hindrance, a stumbling block, a point of resistance and a starting point for an opposing strategy” (Foucault, 1978, p. 101). Foucault (1982) explained that we must have “an historical awareness of our present circumstances” (p. 778), before we could move to the development of an understanding of power relations. Resistance was an integral component of any power relation, and could be viewed as emerging out of the struggle between power and violence (Foucault, 1995). If we accepted that power was everywhere, then resistance was also everywhere and Foucault (1995) suggested that we had to examine the different forms of resistance within any given context in order to understand the relationships. It was resistance against forms of power which functioned as the catalysts which brought to light the different methods used to maintain the status quo. Resistances played a vital role in exposing the disciplinary machine and it was

always successful if it allowed the machinery to be visible for inspection and potential change (Anderson, 2009, p. 48). “Vision had long been a metaphor for knowledge” (Mason, 2002, p. 29) and power and knowledge were linked in that power, as a productive force, produced knowledge. Power provided us with the lens through which subjects identified themselves. How we adopted or rejected different identities impacted how we “normalized” our behavior and the behavior of others (Mason, 2002). There were two meanings of the word ‘subject’: subject to someone else by control and dependence; and tied to his own identity by a conscience or self- knowledge. Both meanings “suggested a form of power which subjugated and made subject to” (Foucault, 1982, p. 781).

### **Integration of the Five Theoretical Concepts**

By providing a lens to view violence as a productive process, Mason (2002) developed a way to conceptualize violence that fits within Foucault’s (1995) conceptualization of disciplinary power. Integrating violence as a productive process in the formation of knowledge allowed for the possibility of power, violence, knowledge, difference and resistance to work together within an integrated conceptual framework. This has been visually depicted and the integration of these concepts into this framework will be discussed.

By connecting knowledge with power, violence, difference, and resistance a dynamic cycle is created. How each of these interact and intertwine with each other impact and shape dominant discourse and the creation of subjectivities. “Power in all moments and in all relationships, is changeable; it can be seen as dominant and repressive, also local, progressive, and capillary” (Alex & Hammarstrom, 2008, p. 170).



### 3.1 Conceptual Framework

The interconnectedness between power, violence, knowledge, difference and resistance is evident. Each has the ability to manifest itself through the other given varying circumstances. This level of interconnectedness allows for the consideration that violence and power both shape and inform knowledge, acting as productive processes. Violence, as an instrument of power, works in an oppressive manner. However, no matter how violence and power are connected, and regardless of where resistance falls in this

process, existing knowledge of acceptable and unacceptable differences can be reinforced and new knowledge of acceptable and unacceptable differences can be produced. Thus individual differences will both inform knowledge production, and will also become part of the knowledge created. Throughout this process, questioning of norms and practices can be undertaken and previously unproblematic societal norms can be identified and exposed (St-Pierre & Holmes, 2008). In turn, this knowledge can act to inform dominant discourse and subjectivities, in a cycle which overlaps, with no beginning and no end.

### **Summary of the Theoretical Framework**

Violence, power, knowledge, difference and resistance are the concepts presented in this chapter and underpinning the theoretical framework. This chapter has outlined Michel Foucault's (1995) theoretical perspective on power, and Gail Mason's (2002) theoretical perspective on violence. These shared concepts of knowledge, difference and resistance have been described and explored. A cross concept analysis was completed and the theoretical perspectives were integrated into a conceptual framework, which supported the data analysis (Chapter Five) and discussion of results (Chapter Six) of this research project in several regards. Incorporating the ways in which power, knowledge, difference and resistance influenced and informed the existence and enactment of violence within nursing academia allowed for the exposure of the dominant discourse. This discourse informed organizational expectations and the identification of acceptable and unacceptable faculty behaviors. This conceptual framework provided an opportunity to evaluate the individual and organizational influences in the creation and maintenance of the dominant discourse and resultant culture, and how faculty conformed, adopted and internalized this discourse as their own. It allowed violence to be examined through the

lens of differences. Consideration of the research participants' position within the department, such as whether they were part time or full time, in tenure or non-tenure track positions, what their research interests were, etc., shed light on the interconnectedness between the different individuals and groups within the schools of nursing. Resistance, what faculty felt comfortable to express, what they declined to say, how they behaved and how they modified their behavior in order to navigate and survive nursing academia could be considered.

We must try to determine the different ways of not saying such things, how those who can and those who cannot speak of them are distributed, which type of discourse is authorized, or which form of discretion is required in either case. There is not one but many silences, and they are an integral part of the strategies that underlie and permeate discourses (Foucault, 1978, p. 27)

There was no defined idea of where power was situated, and this allowed the organizational practices and procedures to be deconstructed, and the identification of factors which supported and mitigated against violence in the system. In this way policies and procedures, and the organizational hierarchy could be included and considered in terms of their influence and relationship with violence, power, difference and resistance within the system, and how these worked together to inform the knowledge of accepted organizational practices could be exposed.

## CHAPTER 4 - METHODOLOGICAL CONSIDERATIONS

This chapter provides a description of the study methodology. First, the research design, critical ethnography, is outlined. Second, the challenges associated with the conduction of sensitive research are identified. Third, the research settings and data collection procedures are explained, followed by description of the process utilized for data analysis. The chapter concludes with a discussion of methodological rigor and ethical considerations for this study.

### **Research Design: Critical Ethnography**

The real political task in a society such as ours is to criticize the workings of institutions that appear to be both neutral and independent, to criticize and attack them in such a manner that the political violence that has always exercised itself obscurely through them will be unmasked, so that one can fight against them (Foucault, 2006, p. 41).

Ethnography takes the researcher into the field in order to document and interpret the unique ways of life, values and beliefs of a community or culture (Hammersley & Atkinson, 2007). Critical ethnography goes beyond the aim of conventional ethnography to understand how culture and social structures may influence and/or impact peoples' actions and personal relationships, often without their conscious awareness (Georgiou & Carspecken, 2002). A thorough description of ethnography and critical ethnography will be provided below.

Ethnographic research involves the study of an entire culture sharing group. Typically, the group is large and involves many players interacting together over a prolonged period of time (Creswell, 2013). The researcher studies the group, with the goal of describing and interpreting their behaviors, patterns, values, beliefs and discourses (Cresswell, 2013). The researcher identifies an area of interest to study in

relation to the lives of those under study, with the focus on identifying “how they view the situations they face, how they regard one another, and how they see themselves” (Hammersley & Atkinson, 2007, p. 3). The researcher looks for patterns in the beliefs expressed, the social networks, the philosophies and the behaviors of the group which have developed over time (Cresswell, 2013).

Ethnography can be used as both an outcome of research, through the way in which the researcher writes about and produces the final report, as well as a process, through prolonged engagement in the field, using participant observations, interviews and artifact review (Cresswell, 2013). Theory plays an important role in ethnography, as it provides focus and structure to guide the explanation of the phenomena under study (Cresswell, 2013). In traditional ethnography, the researcher uses the participant’s voice (the emic perspective) and provides this voice verbatim in the research report (Cresswell, 2013). The researcher’s perspective (the etic perspective), is then used to develop the overall perspective and description of the culture sharing group (Cresswell, 2013). According to Wolcott (2010) there are two main questions to be answered with any ethnographic study: “What do people in this setting have to know and do to make this system work?” and “if culture, sometimes defined simply as shared knowledge, is mostly caught rather than taught, how do those being inducted into the group find their ‘way in’ so that an adequate level of sharing is achieved?” (p.74). Therefore, with ethnography, the focus is on the examination of a culture sharing group to explain and assign meaning to the behaviors, the interactions and the discourses identified (Cresswell, 2013).

There are several forms of ethnographic research. The traditional approach to ethnography, used by cultural anthropologists, is considered the realist approach. Realist

ethnographers aim to provide an objective account of the research, based on the observations and formal and informal interviews of the participants (Cresswell, 2013). Realist ethnographers claim to present the research data in an unbiased and nonjudgmental manner (Cresswell, 2013). A criticism of this approach is that it fails to acknowledge the influence and impact that the researcher's presence will have on the data collected and subsequent analysis (Hammersley & Atkinson, 2007).

Critical research, on the other hand, is meant to challenge the status quo, and address concerns about power and control (Hammersley & Atkinson, 2007). The influence of the researcher on the research design, questions, data collection and analysis are acknowledged (Hammersley & Atkinson, 2007). Social researchers are part of the natural social worlds that they study, who will by default most certainly influence data collection and analysis (Hammersley & Atkinson, 2007). Critical ethnography aims to “describe, analyze and open to scrutiny otherwise hidden agendas, power centers, and assumptions that inhibit, repress, and constrain” (Thomas, 1993, p. 2).

Critical ethnography utilizes critical theory to support the investigation of truths as they influence power and conversely to examine how power influences truths (Madison, 2012). Theory is utilized during several phases of the research process; specifically, it is utilized

to articulate and identify hidden forces and ambiguities that operate beneath appearances; to guide judgments and evaluations emanating from our discontent; to direct our attention to the critical expressions within different interpretive communities relative to their unique symbol systems, customs and codes; to demystify the ubiquity and magnitude of power; to provide insight and inspire acts of justice; and to name and analyze what is intuitively felt (Madison, 2012, p. 15).

A review of the literature (outlined in Chapter Two) provided the researcher with an opportunity to develop the research problem, also known as “foreshadowing” the problem (Hammersley & Atkinson, 2007), p. 21). It has been acknowledged that the researcher’s personal values and beliefs may impact the research (Alex & Hammarstrom, 2008). The researcher’s epistemic stance was declared (outlined in Chapter One) and the literature review (Chapter Two) provided an opportunity to focus the lines of inquiry for the study. The theoretical framework (Chapter Three) provides the focus and structure being utilized for the examination of violence in nursing academia (Cresswell, 2013).

The design of choice for this study is critical ethnography. By going beneath surface appearances, and “disrupting the *status quo*”, critical ethnography is expected to assist with identification and exposure of “taken-for-granted” assumptions, unsettling neutrality and exposing the hidden relations of power which contribute to the existence and management of violence within nursing academia (Madison, 2012, p. 5). The focus is on the unnoticed within nursing academia, where protective and/or enabling mechanisms may have developed which conceal rather than reveal the violence in the systems (Thomas, 1993). This critique will be used to deconstruct violence in nursing academia; and critical ethnography is the method of “doing” critical theory, which will be utilized (Madison, 2012).

The typical methods of ethnographic research rely on direct participant observation, open ended interviews and the analysis of mute documents. The researcher’s task is to determine the best sources of data. Although it was not known at the outset of the research project whether faculty would view the topic as an intrusive threat, it was identified that one on one interviews, in a private setting, would allow for participants to

speaking freely on the topic of violence and power. Although originally planned, participant direct observation was not undertaken for several reasons. For example, there were ethical considerations associated with receiving consent from all participants prior to the beginning of direct observation and it was deemed too difficult. In addition, because participants were given permission to withdraw from the study at any time, it was felt that any “bad” behavior captured and deemed inappropriate or unsavory by the participant may result in the participant subsequently withdrawing from the study. It was also felt that participants’ behavior may be “positively” modified to such an extent that observations may not yield any useful information. Given these, the study was guided by the principles of critical ethnography, focusing on developing a clear description of the social behaviors of nursing academia, using interviews and mute evidence to provide a diverse range of data sources.

### **Sensitive Research**

Research on sensitive topics can be threatening for both participants as well as the organizations allowing the research to take place within their walls, as it has the potential to reveal information that may be perceived as unfavorable. Sensitive research is defined in the literature as research that fits within three very broad categories: 1) as an intrusive threat, 2) the study of deviance and social control, and 3) research that is political (Lee, 1993). The focus of this research is workplace violence. This research is sensitive in that it can be categorized within all those areas: it is an intrusive threat, because it is a subject that is private, sacred and stressful; there is the potential that information revealed during this study could be “stigmatizing or incriminating” in some way; and it may reveal instances of coercion (Lee, 1993, p. 4). This results in research that is controversial, with

the potential to reveal social control (Lee, 1993). The choice of design for this study was influenced by the sensitive nature of this topic. The steps taken to address these elements will now be discussed.

### **Settings**

The study took place in central Canada, in three Anglophone schools of nursing. Although the aim of qualitative research is not to generalize study results, using three sites provided a broader view of the concepts of power, violence, knowledge, difference and resistance within nursing academia. It also provided the opportunity to assess for and analyze the influence of the broader university organizations and cultures. English was the language of choice as the researcher does not have an adequate level of French comprehension to proceed with French data. Due to the sensitivity of the research, observations were limited to the organizational settings. The researcher entered two of the settings in order to present the research study, thus providing an opportunity for observation of the setting. The third site was accessed informally on one occasion, when the researcher met with the faculty supervisor from the site. Interviews were held outside of the school of nursing, so no additional opportunities for observation took place in that setting. Each setting will now be described in no particular order.

The first setting is a school of nursing located in a mid-sized university with years of tradition, academic excellence and research. The university has several faculties, colleges and professional schools spread across numerous locations, with over 20,000 undergraduate and graduate students and over 8,000 staff and faculty. The school of nursing offers graduate and post-graduate programs, to over 500 students and supported by over forty staff and faculty. The school of nursing was located in an older building.

The building was small and the school of nursing was the only occupant. The main office had a counter in the immediate entrance area, with several couches located opposite for visitors to wait. The observation took place during the school year. Numerous students were seen entering and exiting the building, and stopping at the main office to interact with staff. A large sign in the lobby identified all faculty and staff. The meeting room was located around the corner from the main office and entrance. The corridor was narrow and space was cramped. Presentation of the research study to faculty took place in a small meeting room, with little room to maneuver around the main table. Chairs lined the outside wall. There was a lunch room located near the front entrance. The student researcher heard many individuals speaking and dishes clattering, and was informed they were having a wedding shower for a faculty member. The researcher did not tour the rest of the building, so observations were limited to the front entrance, office of the dean and the meeting room.

The second setting is a school of nursing located in a small university, engaged in research and providing a comprehensive range of programs for students. The university has several faculties and professional schools, is located in two cities, and has almost 9000 students, supported by 1000 staff and faculty. The school of nursing provides a range of programs leading to a baccalaureate in nursing, with approximately 800 students and supported by over thirty faculty and staff. The school of nursing was located in a newer building situated on a large campus with plenty of green space. The building was multi story and held other departments. The school of nursing was on the ground floor. The main office was accessed from the main corridor, and had a front counter, and a visitor waiting area. The faculty offices were located down a hallway, off of the main

corridor. No titles differentiating level of staff were observed on the office doors. Presentation of the research study to faculty was done in a meeting room found up several flights of stairs. This was a multi-purpose meeting room shared by other departments. It was a large room with a table in the center, with space for seating at the table, and with additional seating space around the room. The researcher was taken on a tour of the school of nursing, including the faculty office space, and the nursing laboratories. The tour took place during the winter term, and the building was very busy with students and activity.

The third setting is a school of nursing located in a large university with many years' academic excellence and research, located in three cities, and offering a large and diverse range of undergraduate and graduate programs, with over 80,000 students and almost 20,000 faculty and staff. The school of nursing offers undergraduate and graduate programs, to over 850 students and supported by over one hundred faculty and staff. The school of nursing was located in a large multi-story building, housing several faculties, and was located on the first three floors. The main office was located off the main entrance on the ground floor. Undergraduate staff and teaching stream faculty offices were located on the main floor, behind the main desk. Students and visitors had to go through the main entrance to access these offices. The student researcher did not travel behind the main desk area. The offices of tenure stream faculty were located on the second floor. Qualitative researchers and quantitative researchers were located in separate areas. A large photocopy room with faculty mail boxes was evident. The researcher did not present the research study, and observations were limited to one walk through when the researcher went to meet in person with the faculty supervisor, so no meeting rooms

were observed. Although this tour took place during the school year, many of the office doors were closed and few people or students were observed. The atmosphere was quiet and subdued.

### **Sampling**

Access to each of the sites was initiated through contact with the school of nursing's dean/director. At two of the sites the researcher was invited to attend a faculty team meeting to present the proposed study. These presentations were guided by a PowerPoint presentation (appendix A). The faculty was then provided an opportunity to give feedback to the dean/director about whether they supported their school of nursing's participation in the study. Once the dean/director provided permission to use the school of nursing as a study site, the researcher applied and received ethics approval from each research ethics board. At the third site, several steps were required 1) recruiting a faculty supervisor, 2) receiving ethics approval, 3) submitting a research request through the Office of the Provost, 4) obtaining permission from the nursing research committee. Permission was not obtained to present the research study to the faculty at team meetings at the third site.

Once permission for access was granted, all current faculty and professor emeritus within the three schools of nursing were invited to participate. To ensure that the research findings reflected different perspectives and experiences (Barbour, 2001; Creswell, 2013), a cross section representative of the current school of nursing workforce were recruited, including faculty holding dual teaching and research responsibilities, who were nurses, and including full professors, assistant professors, associate professors, adjunct professors, and including part time and full time faculty. Non nurse faculties were also

invited to participate. Opportunistic sampling, snowball sampling, and identifying potential participants that could provide information rich data was also utilized (Creswell, 2013). Key informants from management and human resources and those who could provide information related to research and promotion functions and processes were also invited to participate.

All participants completed a demographic questionnaire: five full professors, seven assistant professors, two associate professors, nine lecturers, and six participants from administration, including current and retired deans, administrative support staff, and representatives from human resources and the office of human rights. Twenty-eight participants (97%) were female, sixteen (55%) identified as white/Canadian/Caucasian, twelve (41%) declined to identify a cultural group and one participant (<1%) identified other. Fifteen (52%) were PhD prepared, three (10%) had post doctorate education, six (21%) were Master's prepared, and three (10%) declined to answer the question. All but five participants (83%) were registered nurses. Nineteen of the participants (79%) who worked in nursing had done so for greater than twenty years. Eleven (42%) of the participants had been employed in academia for between ten and twenty years, and six (23%) had been employed in academia for greater than twenty years. Ten participants (10%) worked for their current employer for between five and ten years, nine (31%) had worked for the current employer for between ten and twenty years, and three (10%) had worked for their current employer for greater than twenty years. Seven participants (24%) were between the ages of thirty-six to forty-five, ten participants (34%) were between the ages of forty-six and fifty-five, and nine (31%) were between the ages of fifty-six and sixty-five. The demographic data collected have been presented in Figure 4.1.

Years employed in nursing	Years employed in academia	Years employed by this university	Position held	Employment status	Gender	Cultural group	Highest level of education	Age group
>10	>10	>10	Lecturer 9	FT 20 PT 9	M 1 F 28	White/Canadian/Caucasian/etc. 16	Masters 6	25-35 2
1-5	1-5	1-5	Associate 2				PhD 15	36-45 7
5-10	5-10	5-10	Assistant 7			Other 1	PhD(c) 1	46-55 10
10-20	10-20	10-20	Full 5			Not given 12	Post doc 3	56-65 9
20+	20+	20+	Mgt/support/admin 6				Not given 5	65+ 1
N/A	N/A	N/A						
5	3							

Figure 4.1 - Socio-Demographic Data Summary Table

### Data Collection Strategies and Tools

Data collection was concurrent and included semi-structured interviews, short socio-demographic questionnaires, and examination of mute documents. Creswell (2013) identifies that ethnographic studies should be well-defined and of a single culture sharing group, with numerous artifacts, interviews, and observations collected, until the workings of the cultural group are clear (p. 157). Protocols were developed for the collection and recording of this information, and included: interview guides, short demographic questionnaires, and data collection grids (Creswell, 2013). Each data collection strategy and tool will now be discussed.

## **Interviews**

A prepared invitation (appendix B) to take part in the study was sent to all faculties at two universities, by an employee of the university having no supervisory responsibilities. At the third university the student researcher was instructed to access the public data base and contact faculties directly. Participants were asked to share the researcher's contact information with anyone they felt could contribute to the research (Creswell, 2013). Purposeful sampling was utilized on several occasions when information came to light which required further exploration regarding a specific issue (Creswell, 2013). Participants were selected on a first come first serve basis. Maximum variation sampling was the aim. However, consideration was given to individuals who came forward with unique experiences which added to the richness of the data.

An interview guide was developed to assist in providing direction for the interviews. One interview guide was developed for the faculty (appendix C) and additional supplemental questions were developed for managers and key informants (appendix D). The questions were developed in three steps, using the Spradley Model (1997) outlined in Madison (2012). The research problem, objectives and questions were reviewed several times and the student researcher asked herself what would be necessary to know in order to answer these questions. The questions in the interview guides were utilized to ensure the ideas, questions and components of the research project were captured, this required movement back and forth between question development, to research questions and back to question development. Themes were identified (experiences, perceptions, influencing factors and self-reflection) to assist with the development and grouping of the open-ended questions. For the participant interview

guide, broad and narrow descriptive questions were formulated, followed by probing questions which asked the participants to provide specific examples, in order to guide and support data collection. Experience questions were developed last, in order to capture how the participant responded and felt with each example provided. For the manager and key informants, question development also included structural questions in order to provide the researcher with contextual knowledge of the organization. The interview guides were followed closely for some interviews, whereas in other interviews they simply provided a starting point. The interview questions were designed to obtain a full account of the interviewees' perceptions of the work environment, focusing on both positive and negative aspects, faculty relationships, experiences with violence and power, factors which support or hinder workplace violence, and whether participants have ever felt their actions to be perceived as threatening.

### **Socio-demographic questionnaire**

To generate a description of the research sample, participants were asked to complete a short, self-administered demographic questionnaire (appendix E). These results have been summarized in Figure 4.1.

### **Mute evidence**

Mute evidence was collected, limited to public documents. Documents were accessed via the internet through each university website, and at one site additional documents were provided to the researcher from the school of nursing. Permission to copy this confidential document was received and all documents reviewed were scanned and stored on the password protected computer of the researcher. Documents were analyzed to identify supports which encourage and foster free speech, collaboration,

fairness and equitability. Formal documents were utilized to assist in providing a description of the broad organizational context. The documents will now be described, in no particular order, for each university.

**Mission, vision, values.** The mission, vision and values of the universities and the schools of nursing will be outlined in no particular order.

The first university had its vision and mission publicly accessible on the university website. The vision included a commitment to free inquiry and expression, a commitment to an environment which ensured inclusivity and collaboration, and ability for students, faculty and staff to thrive. Its mission statement included the promotion of a mutually respectful and engaging culture which encouraged open communication and free speech. The mission and visions were last updated in 2010. University values were not evident. The university was working on its strategic plan, and the priorities identified included academic excellence, financial stability, and strengthening enrolment and community engagement. The school of nursing had its mission and vision identified in its strategic plan published in 2014. These indicated that the school was striving for excellence in nursing education through ensuring graduates were prepared to be leaders in improving health and quality of life for marginalized groups.

The second university had its mission publicly accessible on the university website, however the student researcher was unable to locate its vision or values. The purpose and objectives were clearly articulated. The mission document was approved in 1992. The university's mission spoke to the desire to be an internationally renowned research facility with high quality educational programs. The purpose of the university articulated a commitment to the people, protection of human rights, freedom of speech,

and equal opportunity. The priorities of the university were identified, and included promotion of a culture which ensured fair and equitable treatment, respect, recognition of the diversity of the students, staff and faculty, and collegial governance. The school of nursing had its mission, vision and values posted. These indicated that, as above, the school was striving for excellence in nursing education and practice, as well as research. It identified faculty as mentors to students. Values included working collaboratively and promoting critical inquiry. No approval date was found on the document.

The third university had the mission, vision and values identified for numerous departments on its university website. One overall university mission, vision and values document was not found, however the university's department of research's mission, vision and values addressed the university community. No approval date was found on the document. The research department's document identified the importance of research and scholarship for the university, and the vision included a statement about having engaged employees. The values outlined a commitment to the university's students, staff and faculty. Statements included the importance of clear and open communication, valuing and respecting each other, fostering work life balance and celebrating each other's success. The school of nursing's mission was to advance scholarship in the discipline and the profession. No vision or values were located. No approval date was found on the document.

**Policies and procedures.** Policies and procedures related to harassment, violence, civility, freedom of speech, performance evaluation, research grants, evaluation of teaching and curriculum vitae were analyzed. These documents will now be presented.

***Harassment policies.*** All three universities had harassment policies. The first university combined discrimination and harassment in one policy. It outlined the protected grounds for discrimination, definition of harassment, sexual harassment and discrimination. It outlined a commitment to academic freedom and included within it the complaints and resolution process. The approval date for this document was 2013. The second university had a policy that included a definition of harassment, and referred employees to the human rights guide for complaints related to prohibited grounds. It provided the penalty for harassment and contact information to lodge a complaint. This document was approved in 2010. The third university had a policy that provided a definition of harassment, it did not include prohibited grounds, and it outlined expectations for behavior and the resolution process. No approval date was evident on the document.

***Violence policies.*** All three universities had posted violence policies. The first university's policy combined violence and harassment. It provided definitions identifying violence as physical, and harassment as vexatious comment or conduct. The approval date for the policy was 2014. It outlined in its procedure harassing, bullying and threatening behavior. The next university's document focused solely on actual or threatened physical violence and was approved in 2013. The final university had a policy against campus violence which recognized that violence could begin with harassing acts or disruptive behaviors, and included threats, harassment, intimidation and disruptive behaviors. This policy was approved in 2000. It also had a policy for workplace violence and harassment, which outlined definitions for each, and provided links to collective

agreements, other campus supports and contact information. This policy was posted in 2007.

***Freedom of Speech.*** One university had a freedom of speech policy, last updated in 1992. Another discussed freedom of speech within its discrimination and harassment policy. No freedom of speech policy was found for the third university, and no mention of this was found within its harassment and violence policies.

***Civility.*** Only one university had a policy which outlined civil conduct. The document referred only to interpersonal interactions. It outlined the complaint process and it provided a list of the behaviors which were deemed unacceptable, which included but were not limited to shouting, profanity, throwing objects, humiliating, demeaning, and telling inappropriate jokes. It was approved in 2009. No evidence of civility policies was found for the other two universities.

***Performance evaluation.*** One university had a policy which stated that it recognized that student evaluations were valuable, and that there were additional ways to assess teaching performance. Students were surveyed in the last two weeks of each course. Each department created their survey tool based on their program requirements. The policy stated that all faculty were encouraged to maintain teaching dossiers which included student evaluations. Faculty being considered for tenure were required to submit teaching dossiers as part of their files, they were also encouraged to submit their teaching dossiers for consideration of merit and promotion.

***Tenure.*** All three universities had tenure track faculty which included assistant professor, associate professor and full professor. Two of the universities also had dedicated teaching stream faculty. The time required to achieve tenure varied from three

to seven years. Tenure procedures began with a review at the level of the school of nursing, followed by a review by the broader university community. Faculty had the opportunity to appeal decisions made at each level. The general requirements for tenure included service, teaching and research.

One university had tenure information accessible on its webpage. Information included the relevant policies, how the tenure committee was established, appointment for the committee, a list of the required documentation for the dossier, information about external examiners, etc. A link to the policy and procedure on academic appointments was available on the site, and the document was updated in 2003.

The second university identified that research, teaching and service were utilized to evaluate faculty for tenure. This document was revised in 2014. The tenure information at this site was also found within the collective agreement.

At the third university the tenure criteria, tenure recommendation and tenure committee policies were not publicly accessible on the university website, however they were found within the collective agreement.

**Promotion.** One of the universities provided a comprehensive policy and procedure which included the criteria for promotion and assessment. It stated that candidates were expected to have good reputations in their field, be engaged in scholarship, and be effective teachers. It also stated that those who had shown excellence in either research or in teaching over many years could be promoted. Service was considered to a lesser extent. While promotion to full professor was not automatic, it stated that it was the expectation that the majority of full time employees would attain that rank. This document was dated 1980. In addition to this document, information on

the university website included information on the teaching portfolio, criteria for assessing the effectiveness of teaching, and the information to include in the teaching dossier. These criteria were last updated in 2003. An additional policy on academia was available, dated 2003. This document outlined the criteria for granting tenure, appointment policies and procedures, the probationary period, etc.

The second university had a policy which provided criteria for faculty seeking promotion, which was judged based on the salary scale they had attained. Faculty had to identify if they wished to be considered based on being highly regarded for research and satisfactory teaching, or highly regarded for teaching and satisfactory for research. It stated that the personnel committee would obtain opinions regarding the faculty member's performance from colleagues and students. The policy outlined the requirements for the dossier, which were to be submitted within a certain timeline once the hearing had started. Requirements for the dossier included items such as current curriculum vitae, samples of publications, manuscripts under consideration, grant applications, and samples of syllabi. Consideration for promotion to full professor also included evaluation by two external examiners, one of which could be named by the candidate, and the other named by the chair of the promotion committee.

At the third university no policy outlining promotion was located.

***Startup funds/programs.*** One university offered numerous internal funding options for faculty wishing to conduct research. It also provided information about external funding sources. The second university provided funding for new tenure track faculty for items such as computers and computer software, books, office supplies, etc. No policy for startup funds or programs was located for the third university.

**Curriculum vitae (CV).** One university had a policy which required faculty to submit a CV update each year and their full CV every five years. The office of research published a newsletter listing all peer reviewed faculty publications for that year. No policy for CV was found for the other two universities.

**Memorandum of Agreements/Contracts.** Each university had a different format for faculty contracts. One had a memorandum of agreement with faculty dating back to 2006, which stated that it would be revised from time to time. The tenure and promotion process were not provided in this document. The other two universities had formal collective agreements in place, which outlined the tenure and promotion process.

**Faculty Ranks.** Two of the three universities had tenure track and teaching stream full time appointments. The other university had tenure track and contract positions

### **Data Collection**

Twenty-eight face to face semi structured interviews were conducted by the researcher, including one where two participants were interviewed together. The interviews lasted between thirty and ninety minutes. One participant was interviewed over the telephone. Permission was received from all but two participants to allow audio recording. Recordings were transcribed verbatim. Notes were taken with the two interviews where permission was not received to audio record and reflective notes were completed following each interview. Any notes taken during the interview were shared with the participants prior to the interview wrap up. The extant literature provides various suggestions regarding number of interview and data points required to reach saturation. Ten to twelve interviews per site was planned. However, data saturation was the “guiding

principle” and followed in determining the number of interviews to conduct, and was achieved following approximately nine interviews per site (Mason, 2010, para 3).

### **Data Analysis**

Data analysis was conducted concurrently with data collection as the researcher was aware that as analysis progresses and ideas develop and grow, the information considered significant may change (Miles, Huberman & Saldana, 2014). This provided the opportunity to identify themes early (Creswell, 2013) and explore additional concepts and information as it arose, taking into account emerging findings (Miles et al. 2014). Analysis of participant interviews and mute documents (e.g. policies, procedures and collective agreements) was undertaken to address the study aims. Approaching the data analysis with an understanding of the dynamic relationship between power, violence, knowledge and resistance supported a deeper exploration of these concepts. Mute documents were scanned and stored on the computer. Each transcript, journal note and piece of mute evidence was analyzed in order to provide a full analysis of the cultural group (Creswell, 2013).

Data analysis was guided by the research questions, the theoretical framework (Chapter Three), and by the work of Carspecken (1996), who provided ethnographic coding procedures congruent with reconstructive analysis. Carspecken (1996) recommends five stages of critical qualitative research, which include 1) building a primary etic record, 2) researcher interpretation, etic perspective 3) dialogical (emic) data generation, 4) describing the relationship of the systems to the broader context and 5) explaining the rational systems. Although Carspecken (1996) provides this as a five step

approach, the steps are meant to be operationalized with the researcher moving back and forth between them.

Notes were completed following each interview, in order to record possible “underlying meaning” (Carspecken, 1996). Memos were written to act as “memory and to record ideas and theories that the researcher had while working with the data” (Burnard, 1991, p. 462). Transcripts were then read and re-read, to become immersed in the data, and notes were made to identify general headings within the transcripts, identified as low level coding (Carspecken, 1996). This allowed tentative patterns to emerge and highlighted areas to further explore in subsequent interviews. Transcripts were then read again and as many headings/ categories as required were noted, known as open coding (Burnard, 1991). This involved narrowing the data into tentative codes that matched interview segments (Creswell, 2013). These codes were identified based upon an analysis of the content of the responses and the meaning of the interview, particularly related to information related to violence, power, knowledge, difference and resistance. The expectation was to identify codes which related to the view of the participants (Carspecken, 1996; Burnard, 1991; Creswell, 2013). The list of headings was then reviewed and grouped together into broader higher order themes, which allowed for ranking of the themes and creation of sub themes, to reduce the number of headings which had been generated (Carspecken, 1996). This list was reviewed again to ensure all similar headings had been removed.

Once data collection was completed, and preliminary data analysis took place, the researcher requested support from the thesis supervisor and co-supervisor. They reviewed the themes and categories generated and provided comments and feedback “to check the

inference level in the codes and to question the choice of codes” (Carspecken, 1996, p. 147) and to decrease potential for researcher bias (Burnard, 1991). All data were analyzed, seeking emergent categories, and patterned regularities. Once the “themes and codes had been abstracted out” (Creswell, 2013, p. 187), the focus was then on identification of cultural themes and how the culture sharing group viewed nursing academia, with a focus on the examination of violence and power within that cultural group.

### **Methodological Rigor**

Reviewing and evaluating the methodological rigor of a study allows for the determination of its reliability and validity. Qualitative researchers discuss methods of enhancing trustworthiness in order to evaluate the quality of a study (Polit & Beck, 2012). Establishment of trustworthiness is evaluated by assessing the worthiness, strengths and limitations of the study, and includes an examination of the study’s credibility, transferability, dependability and confirmability (Guba & Lincoln, 1985). In this study, the concept of reflexivity, which requires that the researcher apply the principles of research analysis and critique to themselves and their own behavior, feelings and beliefs (Bourdieu, 2004), was also established, reflecting the poststructuralist perspective and the critical theory assumptions from which this study has been structured.

### **Credibility**

Credibility encompasses the efforts undertaken to ensure the interpretation of the research data by the researcher is accurate (Polit & Beck, 2012). Credibility can be enhanced in qualitative research through triangulation. Interviewing key informants and a cross section of faculties supported the internal integrity of this study (Watson & Girard,

2004). Data was collected from different locations, providing data source triangulation (Hammersley & Atkinson, 2007) and was collected at different points in time, providing time triangulation (Shih, 1998). Data collection, including a large sample size of diverse accounts from different participants, at different times, and from different universities has provided additional depth to the descriptions of the culture and experiences, and has allowed for greater confidence in the conclusions (Cresswell, 2013).

### **Transferability**

Qualitative researchers do not seek generalizability of their findings (Polit & Beck, 2012). However, it is useful to generate results which could prove to be helpful in other situations. In order to do so, the researcher must provide detailed enough descriptions for the inferences to be concluded in a similar setting (Polit & Beck, 2012). Thick descriptions of the research settings and study participants have been provided, including a table with participant demographic data (Figure 4.1).

### **Dependability and Confirmability**

Although the aim of qualitative research is not to generalize, the process of keeping detailed records has assisted in the provision of a strict audit trail (Jones & Lyons, 2005). Thick descriptions have been provided in order to ensure that the ‘findings are transferable between the researcher and those being studied’ (Creswell, 2013, p. 246). A thorough description of the research population and research settings has been provided, to allow for the possibility that these findings may be applied to another similar group which matched this research sample. The researcher kept a journal to record all methodological decisions, interpretations of interactions and interviews, and researcher bias.

## **Reflexivity**

Reflexivity is important during all stages of the research process. It must be undertaken and investigated in order to identify how the “social positions” of the researcher and the researched can and will influence the research process and results (Buckner, 2005). The researcher utilized reflexivity to outline her assumptions and explicate how her experiences may influence data analysis. The researcher situated herself and reflected on her past experiences, and made her position explicit. Her epistemological stance and theoretical perspectives, and the influence that past experiences have had which may shape interpretations of the phenomena have been declared. Researchers are not objective viewers; results are affected by their presence and thinking is an important aspect of reflexivity (Doyle, 2012). Researchers must have an understanding of themselves, who they are, how they think, and the ways of behavior they believe are acceptable and unacceptable (Alex & Hammarstrom, 2008).

Throughout the research process, the researcher kept a journal, which assisted in being able to provide a detailed and rich description of her thoughts and the process of analysis, ensuring awareness and self-consciousness of how prior assumptions and experiences may influence findings, conclusions and interpretations (Creswell, 2013). Notes, including critiques of the researcher’s behavior and feelings were completed throughout the research, beginning before the research began, immediately following each field interaction and interview, and following data analysis of each transcript. These notes include reflections on how her presence may have shaped the data (Hammersley & Atkinson, 2007). The researcher has contextualized her “positionality; she made it accessible, transparent, and vulnerable to judgment and evaluation" (Madison, 2012, p.

9). By acknowledging these thoughts and feelings throughout the research process and through the analysis of how these may have influenced the production of the findings, the rigor of this research was maintained and enhanced.

### **Ethical Considerations**

Ethics approval was obtained from the University of Ottawa Research Ethics Review Board (Appendix G) and as well as from the Research Ethics Review Board from the three participating schools of nursing. Protecting the participants and behaving ethically towards the participants was of primary concern. To maintain their privacy, faculty participants were interviewed outside of the school of nursing at a place acquired on most occasions by the researcher, and on several occasions at a site chosen by the participant. All key management informants chose to be interviewed in their offices. Participants were informed of the option to withdraw from the research at any time (Hammersley & Atkinson, 2007; Madison, 2012). Permission to digitally record the interview was obtained. Participants were sent a recruitment letter (appendix B) prior to the interview, allowing them to reflect on their willingness to participate, and at the start of the interview were asked to sign a consent form (appendix F) indicating they were informed of possible risks and/or benefits as well as all aspects of the study. While the interview provided an opportunity to be listened to, to reflect on practice and to voice perceptions and views, there were no anticipated direct benefits to participants. Compensation was not offered. The interview posed minimal risk to participants, and included the potential for participants to be distressed by the discussions due to their sensitive nature (Lee, 1993). Contact information for the employee assistance program (EAP) provider was given to all participants prior to the end of the session, and the program and its supports

were explained to participants. Participants were asked to disclose only information they were comfortable to disclose, and participants did decline to answer questions on several occasions.

Participants were informed that their identities and responses would be kept confidential through the use of participant pseudonyms (Hammersley & Atkinson, 2007; Lee, 1993; Madison, 2012; Thomas, 1993). No names appeared on the audio digital recordings of the interviews and participant numbers were assigned and utilized on all data. All participants' identifying information was kept secure and separate from the research data, in the office of the researcher. Paper data were secured in a locked filing cabinet in the office of the researcher. Data access was limited to the researcher, the thesis supervisor and co-supervisor. Any potentially identifying information was withheld from analysis and will not be revealed in publication. For example, some quotes and details have been withheld and in some cases quotes and study results were aggregated to protect the privacy of the participants and the participating sites. All digital copies of data will be deleted from the researcher's computer and all paper copies of data will be shredded within five years of thesis defense.

### **Summary of Methodology**

This chapter provided a description of the research design, critical ethnography, chosen for this study. The principles of critical ethnography guiding this study were presented. A description of the three schools of nursing that participated in the study, the interview guide, the demographic questionnaire and the mute evidence, including the policies and procedures in place at these sites was provided. The data collection, which included twenty-nine participant interviews, and data analysis processes were explained.

Data analysis was guided by the research questions (Chapter One), the theoretical framework (Chapter Three) and by the work of Carspecken (1996), who provides ethnographic coding procedures congruent with reconstructive analysis. Data analysis was conducted concurrently with data collection, which provided the opportunity to identify themes early, allowing for exploration of emerging findings with subsequent interviews. The chapter concluded with a description of the methodological rigor, including credibility, transferability, dependability, confirmability and reflexivity, as well as the ethical considerations which have been followed throughout this research study.

## **CHAPTER 5 - RESULTS**

In this chapter, the themes arising from the interviews will be presented and explored. The chapter will conclude with a synthesis of the research results.

### **Interview Themes**

The analysis of the twenty-nine interviews identified three main themes: 1) *Academic Apparatus*, 2) *Experiencing Academia* and 3) *Coping Mechanisms*. Additionally, eight sub-themes, and 25 categories emerged. The themes, subthemes and categories have been outlined in Figure 5. 1.

### **THEME ONE: Academic Apparatus**

Universities provide undergraduate and graduate education, and are complex, hierarchical organizations. The first theme: *Academic Apparatus*, focuses on the participants' statements related to the internal structures, processes and management within the universities and within the schools of nursing, and the external factors which support or mitigate against violence. The theme has been divided into two subthemes: *Macro* and *Micro*. The first subtheme: *Macro*, explores internal and external influences on the university community, and the influence of policies, procedures, and collective agreements. The second subtheme, *Micro*, explores the influences internal to the school of nursing, including management of faculty workload, negative behavior and productivity, hiring practices, and the influence of respect and being valued. The analysis of the subthemes, categories and subcategories will now be provided.

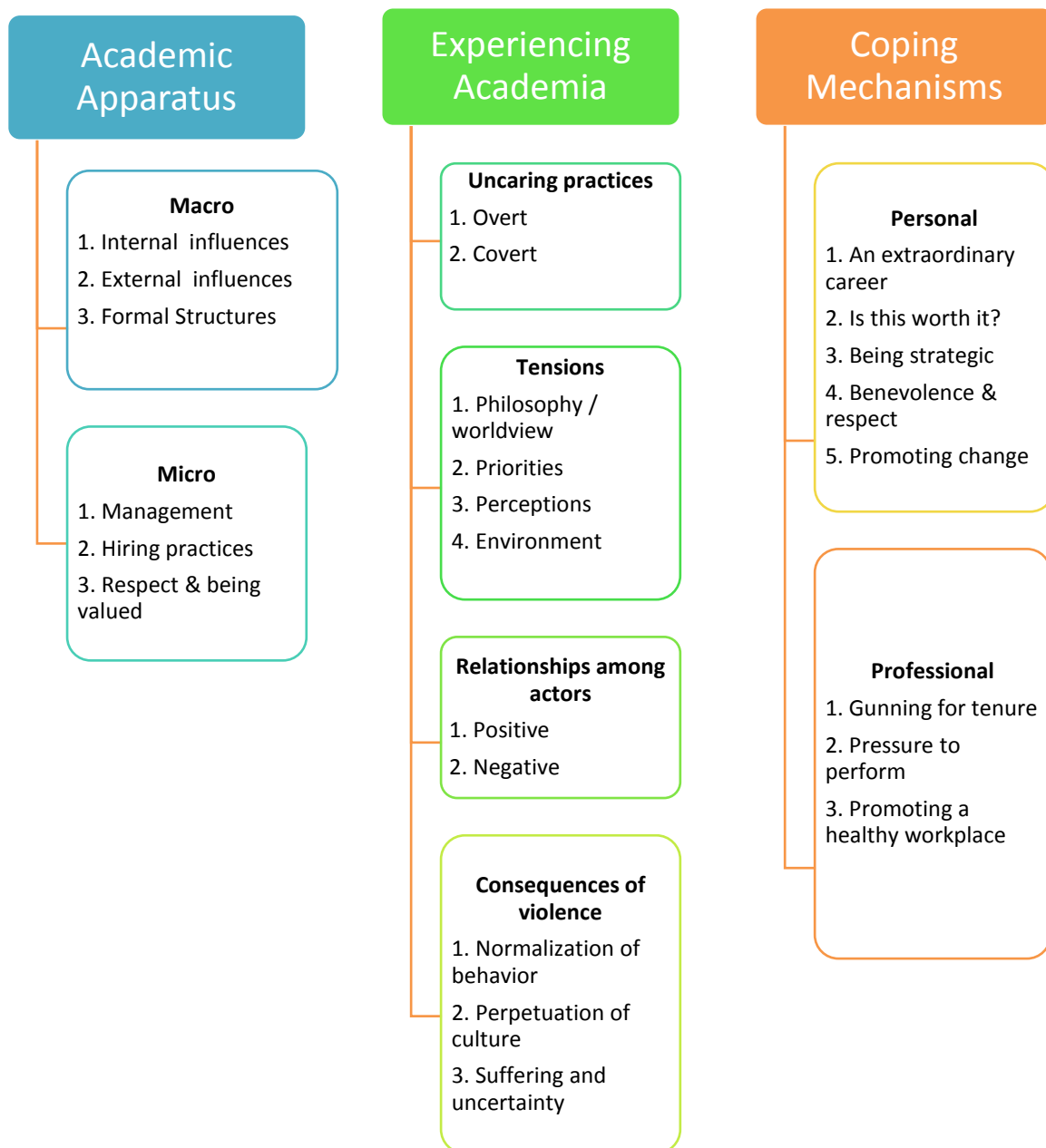


Figure 5.1 Table of Themes, Subthemes and Categories

**Sub-theme one – Macro**

Participants spoke at length about the various academic factors which impacted their day to day work life. They identified positive and negative influences within the university, and spoke about external forces affecting the university community and the schools of nursing more specifically.

**Internal Influences.**

*Service.* Full time nursing faculty, whether in tenure or lecturer streams, were expected to commit twenty percent of their time to service. Participants spoke about their competing priorities, heavy workloads, and the stress that juggling multiple responsibilities caused. This caused internal tension as any time spent on service, in committee work, took them away from their scholarship and research. Some participants felt that there was higher emphasis and greater expectations in regards to service within professional programs. They expressed that the additional workload and contributions were not necessarily noticed or appreciated. Although service was an expectation, participants expressed that there were discrepancies in the system, in terms of how faculty were being treated in regards to service. Peyton questioned what the point of working so hard was. She identified evidence of preferential treatment, identifying that other faculty who had not contributed to service to the same extent, were progressing through the ranks without hindrance. Any inequity in treatment between faculty may influence interpersonal relationships and may increase tensions within the school.

There's a high value on output at the university anyway. But it seems like there's a higher value within those professional schools of that kind of work ethic and taking on a lot and engaging in doing your research but then having 80 other things on the go as well. I don't know if that's true but it definitely causes tension, that one professor is not being recognized for the fact that they sit on three hospital boards and the next professor

doesn't do that, and yet they're moving along through the system in the same way (Peyton 253-261).

Participants perceived that experience and background had not always played a role in determining the best candidate for committee membership. Decisions at times had been made to put someone on committees to advance their career, regardless of their background or skill set. This preferential treatment, and de-valuing of others' contribution was perceived to be significant. The emphasis on titles and positions as opposed to knowledge, skill and ability was disheartening for some. Corey, a non-tenure track faculty member, had been a member of a university committee for a number of years when a decision was made to replace her with someone from the professorial level. Her background, previous research, interest in the committee and valuable contributions had not been taken into consideration in this decision.

So the message you get is that what you have to offer isn't as valuable as what the other person or it's more important for their promotion or whatever it is. But to me, if you just withdrew the title of lecturer and professor, and looked at the person's experience and interests, I think maybe a different decision would have been arrived at (Corey 61-65).

However, service is not a responsibility embraced by all. Many participants expressed that service and teaching interfered in the time they could spend on scholarship and research. When involvement in service was seen to be unequally distributed, tensions within the department may arise.

Across any university, that is the biggest bone of contention, who gets out of teaching and service in order to do research. And everyone's looking to get out of teaching so that they can do research and, not everyone but most people, most professors are looking to get out of teaching so that they can do research, that's why they're part of the academic institution (Peyton 266-271).

*Supports.* The universities had numerous departments which provided support to faculty. These included human resources and human rights and equity. Although the actual mandate of the departments varied slightly across universities, there were general responsibilities which were common to all. Safety, compliance, training and development were responsibilities which fell within the mandate of the human resources department. Human rights and equity provided a variety of functions, which included providing advice, education, and investigation when allegations of harassment and discrimination violating human rights were made.

Participants identified that dealing with workplace harassment and violence proved challenging. The issues could be complex and were not always clear at the start. The departments that were involved in the management of these issues worked closely together. The mechanisms and steps for faculty to follow in the event of a complaint were outlined in the policies and procedures, however the actual management of alleged incidents could vary. Mediation, informal investigations, formal handling of complaints, and the formal grievance procedure were all utilized in the management of workplace violence and harassment, with union involvement included as appropriate.

And sometimes complaints are not that clear when you first get them and those would come to our office to handle. And there's a variety of ways we can do that. We do either an informal investigation or a formal handling of the complaint, so there's various options that are offered...We've conducted mediations where there's been allegations of bullying and harassment cases. And then another mechanism that can be used is the formal grievance procedure. And that would be administered through us and we would work on that with the individual complainant and respondent and the respective union (Brett 46-57).

Another contribution these departments made was through educational workshops and campaigns. Respectful workplace campaigns had been utilized in recent years to

increase awareness of respectful behavior to positively influence organizational culture. Peyton explained some of the educational sessions offered, emphasizing the important role this can play in mitigating against workplace conflict.

Trying to build people's capacity...what we're saying is, at the root of much conflict, and at the root of many of the human rights issues that eventually get to our table, is interpersonal and negotiation strategies that could be employed, or that were not employed appropriately. And so what can we do at that very front end to try to give people the skills to not get themselves into situations that they don't want to be a part of (Peyton 72-80).

Employee Assistance Programs (EAP) were available at each of the universities. EAP provided a variety of programs for faculty, which included short term counselling for life crisis, personal problems and mental health issues. Services provided were confidential and counselling was available in person and over the phone. These programs also offered a variety of written resources.

*Unions/Faculty Associations.* All three universities had unions or faculty associations responsible for representing the interests of their members for issues which included salary, pension, benefits, and workplace grievance. For this discussion, the term "union" will be used interchangeably to refer to union or faculty association.

The universities had a variety of categories of staff, and involved several unions, which caused unique challenges. With different perks and benefits enjoyed by members in one bargaining unit, others could feel disadvantaged or treated unfairly, contributing to workplace tensions. Add to this the academic hierarchy, and power imbalances and conflict may result.

There's lots of organizational factors where academic institutions are unique.... some universities have up to 27 unions on campus. So you have different treatment of different people depending on which union they're part...you also have tenure that interplays with those things and power

dynamics. So you'll have contract faculty who have Ph.D.s and are fully qualified working alongside tenured Ph.D.s and faculty members. Decision making and power imbalances that come out of that can be very serious and cause workplace conflict. And I think that's fairly unique. Most employers are dealing with one, maybe two at the most unions and they don't have this element, this structural power dynamic that's built in to protect academic integrity but also can create a lot of discord (Peyton 31-43).

Although collective agreements were in place and were meant to ensure equity in treatment of the membership, length of service and position at the university along with side deals made by professors, not included in the collective agreement, contributed to participants' negative feelings.

So the difference in tenure, the difference in service, the deals that certain professors get and make with the unions that are not very well documented. So that's a big thing that I have an issue with (Peyton 297-299).

Collective agreements contributed to workplace issues through the protection afforded to tenured professors. Once tenure was achieved it became more challenging to deal with disruptive faculty behavior.

Another issue I would say that hampers dealing with some of these issues is when you have essentially job security, dealing with those problems becomes difficult in terms of remedy. Like your remedies are limited, you can escalate, and you can have discipline processes in place but in terms of being able actually to enact any serious repercussions for tenured faculty, pretty limited in what you can do (Brett 307-312).

Unions want to protect jobs and ensure new jobs are created when a need is identified. Some participants felt that the university was relying too heavily on contract workers. As a result, the union negotiated changes to the most recent collective agreement, which limited the number of years someone was allowed to work on contract. Although the union was concerned about full time tenure positions, they were inadequately representing their short term appointment faculty. Both of these groups of members were part of the same

union. The decision to limit the length of the appointment had the potential to increase tension, antagonism and competition within the school of nursing.

The structure of the short appointment...that does contribute to a potential for aggression within one union group because the limited term appointed time faculty and the tenured faculty are all in the same union group. Which is an enormous conflict of interests (Billie 754-762).

Although collective agreements provided the boundaries for management of faculty workload, participants identified there were negotiations around workload occurring outside the collective agreement. Participants identified that when faculty were on contract or were in tenure stream they were vulnerable. They were not willing to jeopardize or limit their career opportunities, therefore the potential for abuse of power was a reality. In order to continue to receive contracts, or to progress through the ranks, faculty were placed in vulnerable positions.

There certainly were significant work load issues and there was always this tacit agreement that whatever this contract says about how many hours I'm going to be doing this and this, as long as we agree that that has nothing to do with the reality of my work, then that's fine (Morgan 150-153).

***Leadership/Administration.*** The university leadership team influenced the workplace culture, the direction and the effectiveness of the organization. The priorities of the university were set from the top, directly and indirectly impacting employees at all levels. Typically, leaders were first developed at the departmental level and then rose up through the ranks, which allowed them to adopt the values and beliefs of the prevailing culture along the way. Therefore, it was noted that the overall culture of the university may be impacted very little even with changeover of formal leadership.

A lot of decisions get made in the senior level offices... the past deans that I have known have all functioned very differently. I think it is a tenor that's set from the top....and some of the past leadership has risen from the ranks. So it perpetuates the way things have always been (Corey 194-201).

Within the schools of nursing, leadership positions were term positions, varying between three and five year appointments. The titles utilized for these positions included dean, director and chair. While this structure allowed faculty the opportunity to participate in formal leadership roles, the limited term of these positions was identified as problematic for a variety of reasons. And although these positions could be renewed, turn over could be significant.

Academics are only in these roles for three years, it varies from institution to institution but you essentially have people not making decisions in the first year because they're new. And then not making decisions in the last year because they're done. So there's a lot of that that goes on and bad behavior is allowed to or permitted or does just continue and become acceptable. Until there's a breaking point (Brett 276-284).

The lack of continuity and long term commitment could enable negative performance and behavior to continue, with negative consequences for the organization, which included faculty resignation.

And the behavior gets tolerated because you've got chairs that come in and out that don't want to deal with it. And then eventually, it gets to a breaking point where somebody files a complaint and then your resolution, you can try and escalate it through discipline but your repercussions on the individual are limited because it's very hard to establish cause. And so people get moved, or they move on, or leave unfortunately (Brett 329-335).

When the term ended, many choose to take a sabbatical for a year. This allowed the new appointee time to establish authority within the department. However, eventually the faculty did return and as a result, the current leaders could be working alongside former managers within the department. Due to the influence of the former managers, it often proved difficult to foster any significant change.

They do a five-year term, you usually get an academic leave so that you can kind of leave the building for a year while your successor takes over...but when I was in this position... my first year the person who was just stepping

down went off on her academic leave, but she was still around because she was doing research. So I had still quite a bit of her. And her predecessor was still around. I actually had two ex-bosses who were still here (Ainsley 124-133,135).

In addition, excellence in scholarship, teaching and/or research did not guarantee faculty had the skills to succeed in a formal leadership position. Lack of management experience was cited as problematic. “What has happened in the nursing program, is people have been promoted for reasons without having the management experience” (Stevie 433-434).

Greater influences were felt to play a part at times in the appointment process, with strategic hiring decisions made to deal with problems within the school. Participants identified examples of when appointees with specific skills were hired to deal with concerns, which resulted in both positive and negative consequences. “She was fine with me, but she was basically hired to make it so uncomfortable for some of the staff that they would quit. And it was awful, I mean, it was awful” (Morgan 586-588).

She was masters prepared, not an academic. She was the perfect person for the position because the school was in crisis. Its processes weren't good. There was great discord. And she came in, instead of bringing scholarship and research, she brought her management experience into creating better structures and cleaning up the school. She did a massive amount of work. She took the school from what was a very bad place into a wonderful school (Ellen 894-901).

Although poor leadership and management could significantly impact all levels of the organization, there were limited supports available at the university level for faculty to develop the skills required to succeed in these positions. Faculty were left to seek outside educational opportunities. The lack of professional development and opportunities to develop as a leader may impact the effectiveness of the appointee, potentially impacting the support received by faculty and the ability to manage behavior

and performance. “The university's very benign on helping people in my position to do a better job. If you want that kind of education, you have to go outside the university” (Ainsley 887-888).

Participants identified that it was important for those in leadership positions to have support. One participant discussed the importance of finding a mentor, someone to talk to, and she emphasized how important it was to be cautious of who you choose to confide in. She identified how lonely a job academia was, and she expressed that additional challenges were present in leadership roles within academia, in particular because of being a woman in a man's world.

Universities are full of intrigue. In a place like this, it's pretty white, patriarchal male. In a way, it's easier, because at least you know what the game is. At least you know that's what you're fighting. You're fighting patriarchy. We're all fighting a glass ceiling (Ainsley 932-937).

**Culture.** Organizational culture influenced acceptance of negative behavior. The universities were competitive environments. Emphasis was placed on advancing scholarship, and systems were not set up to support teamwork. As a result, production and advancement of the department and discipline took precedence over the development of a respectful and inclusive workplace culture.

If your reputation is built on being an aggressive researcher or having a very strong engineering and medical program or something like that, those values of competitiveness and the difficulty of the university and the institution may create difficulties (Peyton 94-98).

The focus on research funding was identified as discouraging for some participants, who wished greater value was placed on other responsibilities, such as service and teaching excellence. This de-valuing of other contributions was felt to contribute to the hierarchy in academia, and promoted a “them against us” environment.

... All they care about is how many dollars did you bring in this year. And to me, it needs to be more balanced and creates a bit of that tension between those who are tenure track research faculty versus those who are non-tenure teaching faculty. And it creates automatically that leveling that people are going to use (Corey 438-448).

*Nobody understands nursing.* The schools of nursing were a small part of much larger organizations. The priorities of the organization and/or other departments could conflict with the priorities of the school of nursing. The working relationships with other departments could be challenging, and at times resulted in additional workload. Nursing as a discipline was felt to not be well understood, and this contributed to misperceptions and misunderstandings. Interference by other programs that did not have an understanding of the discipline was felt to discount the knowledge and expertise of the faculty of the school of nursing.

Because nobody understands nursing. Everybody has an opinion about nursing. Nothing annoys nurses more than being told by other departments, "Well, we don't think that the course should be like this. We think the course should be like this." Since when were you an expert in our curriculum? But everybody seems to have an opinion about nursing (Ainsley 227-230).

The distribution of funding between departments in the university was also considered inequitable, which contributed to feelings of injustice.

You do a lot on very little. The faculty of ---their budget, is ----and ours is --- --. And we have more students... So we're doing a lot on very little. If we had a lot, I think of what we could probably do. We do a lot considering what we have (Alex 876-890).

Workload assignments were considered to be inequitable between departments, allowing some faculties to have more time for scholarship and research. Although class sizes varied, they were measured equally when workload was assigned, which contributed to feelings of unfairness.

When you've got a department that, there would be nothing for them in a third year class to only have six students. And in nursing, in third year, we

have 176. And we're all on the same playing field, they're both considered to be a teaching assignment in third year (Kennedy 228-232).

**External Influences.** External influences impacted the priorities of the schools of nursing and the academic landscape for faculty. Lack of control over these external influences caused frustration and challenged coping mechanisms. Professional organizations, research funding and government priorities, policies and legislation all impacted the priorities and directions of the university, which directly or indirectly impacted the schools of nursing. Lack of clarity and understanding of these external factors resulted in frustration and misunderstandings that increased tensions. "You are caught in this position in which you cannot really handle things... that depend on factors that are not generated inside the university" (Jesse 494-498).

**Professional organizations.** The influence of several professional organizations was raised by participants. For example, the Canadian Association of Schools of Nursing (CASN) was the official accrediting agency for university nursing programs in Canada, and it identified specific standards for schools of nursing to follow, which are used in the evaluation of the effectiveness of each school of nursing. Participants identified that this limited academic freedom, and resulted in disagreements among faculty who had differing values and beliefs. Identifying the required components and most appropriate sequencing in the curriculum for the identified learning outcomes was an additional source of friction.

If you don't understand what academic freedom means and you make your own interpretation, then you just come in and do your own thing. And if you're teaching one art course that isn't connected to anything else, you can do that. But when you're teaching a program where each course builds on the other and you have a very integrated program and we have to validate that with an outside external surveyor who says, yes, we approve you or we don't, if you can't show those connections, then we're all in

trouble. And then we're all going to look for the source of our trouble (Stevie 762-770).

**Research funding.** Faculty were expected to contribute to scholarship and research. In order to be successful, financial support was required. The more money a researcher brought to the university, the higher their prestige and the greater the opportunity for promotion. Lack of funding limited career opportunities and promotion. In that climate, funding opportunities were becoming increasingly limited and difficult to obtain. Certain grants were held in higher esteem, resulting in greater prestige for the recipient. These factors, along with the increasing number of doctoral prepared nurses in academia were contributing to the increasingly competitive nature of the environment.

It's very hard to get a CIHR grant. And that's been kind of a gold standard, not written in stone but I think that's partly the issue. So the people that did leave, I think there was a bit of a, you're not getting these grants. So I actually think big changes are happening, CIHR might be unattainable. Maybe if you get the Alzheimer's Society or the Heart and Stroke, that might be good enough because it's only getting worse, there's more of us now with Ph. Ds...the competition's fierce. And there's not a lot of starter up funds. So that makes tenure even more difficult (Daryl 541-551).

The workload and expectations faculty faced were great. The pressure to perform was significant. Certain types of research were considered more valuable in advancing careers, as research methodology influenced funding opportunities.

The thing that counts is dollars, research dollars. And there are certain subject areas that garner some attention. There's less money in the pot first of all but the people who are pursuing more ethics, qualitative inquiry, just generally, it's harder to access funds (Corey 98-101).

**Government.** The Canadian constitution provided each province the responsibility for management of the universities, which were publicly funded. The universities were influenced by funding, legislation and policies at the federal and provincial level. At one

school, a decrease in government funding resulted a re-evaluation of priorities in order to be fiscally responsible. When program changes occurred, the faculty working in the school of nursing were affected. The impact of budget cuts and program changes was highlighted by Frankie.

This was in the 90s; Harris was making big cuts. If you're going to cut something, what are you going to cut? Because you're going to cut something, there's no question. So what are you staying in? It provided opportunities for very secure senior faculty to be able to say, I don't know why we're still in the undergraduate business. They weren't saying anything about individuals and bullying, but if we get out of that business it affects a lot of people's jobs. So that's another tension to be aware of and acknowledge (Frankie 322-327, 335-342).

The financial constraints and pressures for universities to balance budgets continued to increase, and Brett believed that this resulted in greater pressures, which contributed to workplace tensions.

The university as a whole has had some financial challenges. The sector as a whole has had financial challenges.... I think of a big picture in terms of things that might contribute or are going to begin to contribute more, with all the uncertainty at the government level around funding for universities, they were throwing around billions of dollars that the Liberals wanted to cut out of the budget over the next couple years and with education being one of the primary costs, we're going to see more and more financial constraint on institutions. And that's going to exacerbate the situation (Brett 69-71, 531-538).

As a result of the baccalaureate entry to practice becoming the educational requirement for registered nurses in many provinces, community colleges were no longer going to be offering their diploma registered nurse programs. If a community college wanted to stay in the business of educating registered nurses, they had to find a university to collaborate with. This forced collaboration resulted in some successful relationships, as well as some unsuccessful relationships.

That whole sense of win, lose and losers pervades the aggression between the organizations, which really ratcheted up...there was a five-year history of

increasing aggression and tension and really inappropriate behaviour. That in large part played out at the most senior levels in the program between the director at ---and the dean at -----. A lot of the aggression was between those two individuals and it was mutual (Billie 84-93).

Billie identified that nursing programs were lucrative programs to run for both universities and community colleges. However financial strain contributed to increasing aggression between the organizations.

The relative financial positions of the organizations also contributed to aggression between the programs. And this happened on both sides of the equation. Whichever organization was feeling the most financial pain was the one that wanted to ring the agreement between the two agencies to the maximum degree because in both agencies, this is a cash cow relative to other programs (Billie 288-293).

**Formal Structures.** Faculty experiences with university policies and procedures, including the promotion/tenure and merit process, as well as the collective agreement impacted faculty perceptions of violence within the university structure.

**Policies.** One participant, who had come to academia from healthcare, noted that in healthcare, legislated education and training was provided, and was surprised that in an educational organization there had been no evidence of attention to this.

Most hospitals and healthcare organizations have policies around harassment and civility and creating a culture of civil working environments. I don't know how many academic organizations have such a thing. And I tried to find one here, I couldn't find it. In the hospital environment, it's very much in your face. You know you have to go through diversity training and all those kinds of things when you're in a hospital environment. I've never seen any of that here. It's almost like it's a given or it just kind of sits below the surface (Corey 316-320, 326-327, 346-349).

Some faculty were encouraged that workplace bullying, harassment and violence was a topic that had begun to be discussed.

When I was in ----, there were no such conversations about workplace violence, about being collegial. And there seemed to be no policies, so you didn't have conversation. So just the fact that these topics might be on

people's lips, these documents may circulate as part of the departmental procedures, may be enough to change certain people's behaviours (Eli 890-896).

Unfortunately, having policies in place and educating faculty provided no guarantee that the policy would prevent workplace violence. University employees, including faculty, had to be trained on the policies. And even then, participants identified that at times, individuals were still not aware that their behaviour was inappropriate.

Often bullies don't know they're bullying...You could have a policy in place and it could be right in front of you and talked about and someone could carry on with their behaviour...people who are racist don't say they're racist...I'm not racist? And they kind of believe it (Eli 906, 908-911).

An organization could have all the required policies and procedures in place for the management of workplace violence and harassment, however if faculty did not trust management and/or the policies and processes, they would not come forward. If faculty did not believe the system was set up adequately to manage their specific needs and/or concerns, they may manage on their own, as Jesse did. "It's just the kind of support that the system offers, it seems to me very poor to handle these issues.... I don't want to be identified to a label in order to be listened to" (Jesse 151-152, 161).

Policies and procedures provided structure for management of the organization. However, when dealing with workplace issues involving people, things could become complicated. Faculty had differing values and beliefs, and they brought different life experiences with them. Identifying the origin of the conflict could prove challenging. Rudy identified that it was impossible to have a policy in place to cover all situations.

How do you deal with differences in educational philosophy or how do you manage mean spiritedness? That's the tricky part...and there wouldn't be one that would probably do the trick. So I like to have policies and procedures in place because it gives you a place to come back

to start from. But quite often they fail on the nitty-gritty and that's where it's usually coming from. So it gives you the big framework but unless people are punching it up in the hall, it doesn't deal with the kind of nuance between people that occurs. So that's the most difficult thing to try and deal with (Rudy 703-713).

Conversely, organizations with rigid structures and processes to follow were also felt to be problematic by participants. Rigid structures fostered and reinforced the hierarchical structure of academia. Being too specific about membership of committees, and not taking into account knowledge skill and ability caused hard feelings. Having outdated policies and procedures that were unclear and/or were difficult to follow caused confusion and exacerbated issues. Not streamlining processes, and not including all the stakeholders when changes were made resulted in perpetuation of the hierarchy, which left faculty feeling their contributions were unimportant. "There were a lot of rules and there were a lot of divisions...it's just another way of creating divisions.... the formal organization can be set up so people are, certain classes of people are excluded" (Frankie 547-548, 564-565).

At times, those in charge were unable to provide the rationale for decisions, and/or were not interested in hearing alternate viewpoints from faculty. In some circumstances, university policy was used as the rationale for silencing the voice of certain individuals. Unwillingness to examine policies and procedures and revise as required increased frustration and feelings of disempowerment for faculty.

You can be at a meeting where you're having a discussion and you're asking questions and you don't necessarily get an answer but you just get told, that's senate. So you just have to live with it. So there is this, I'm almost going to call it an intimidation factor, that, rather than having a discussion about how can we make this work or how do we apply it, it's just, we're just told, we just have to do it because that's a university policy (Stevie 574-581).

*Promotion/tenure process.* Promotion and tenure processes were stressful for faculty. Tenure and promotion processes were outlined in collective agreements. However, during times of organizational change the policies at times outdated and required revision. Unclear policies and procedures resulted in significant levels of stress, confusion and feelings of violation for faculty.

They know that they've got a deadline and they're supposed to submit pieces of work by a certain time, they don't have criteria to know how it's supposed to look, what it's supposed to be like. They don't have anybody they can really ask because nobody seemed to know the answer around any of that. So for them, it's really been quite stressful and "could somebody just make a decision and tell me what it is I need to do" (Taylor 376-382).

Ensuring the school of nursing policies and procedures were clear was important in order to protect faculty when they were being evaluated by the university committee. The way faculty performance was reviewed did not always provide guidance. At one university, the hiring criteria and the performance evaluation criteria were inconsistent with each other, and this resulted in confusion.

It's incredibly different to get tenure in one department versus another. The requirements are just across the board. And then the new performance review system that the deans are involved in does not reflect that tenure process. So you get the job based on a certain criteria and how well you're doing in the job is based on another set of criteria. And this is just a recipe for conflict. (Peyton 144-151)

Quantitative research was thought to be held in higher esteem than qualitative research within the schools of nursing. At one university it was identified that qualitative researchers had not been able to achieve tenure at the same rate as quantitative researchers as a result of this bias.

So the qualitative researcher is still associate professor, their applications for professor were rejected. It's ridiculous. They've been in the industry since the late 90s and they are very good qualitative researchers. They're still associates. Meanwhile every person below them has been promoted because they've got more scale to their research, they've been promoted around them, and it's quite incredible (Eli 692-698).

And participants identified that this bias was not unique to nursing academia.

It's also in other departments. A lot of the qualitative researchers in ---- sciences, really good ones, like ----, they're still associate professors, it's ridiculous. They are great quality researchers, with books and tons of publications, and they're still associate professors (Eli 692-711).

Participants identified that the pressures around promotion and tenure within the school of nursing were as a result of the broader university culture, prevalent across universities. This was a culture that prided itself on excellence and encouraged competition. This resulted in faculty who were in the process of promotion and tenure feeling vulnerable and uncertain about the tenure requirements and their prospects.

What is just because it's this university, and what's because it was nursing. A lot of people in other departments would say it's a university wide thing. And a lot of people at other universities would say the same thing. They kind of keep tenure up in the air and never quite sort of tell you what you need to do and it's always in the background. Not a direct threat but a bit of a threat. They push, push and push and they create and reproduce a culture of competition (Eli 141-148).

The competitive research intensive culture was felt to carry greater significance in the promotion process, at the expense of positive group dynamics and promotion of a culture of collaboration and respect within departments.

The one hairy carry Tasmanian devil individual, her behaviors were many times extremely inappropriate, in terms of the way she handled courses, in the way she did not collaborate with others and the way she did her own thing and never was brought to task on it. And then she got tenure. It was public knowledge and public domain amongst the whole program of her actions and her words and how many people she affected.... Someone like that to be sanctioned by the university, as a lifetime member in the faculty when the behavior, she'd always escalate. And how can you then sanction

this individual, we'll give you tenure and you can stay here forever? What are you saying about your program when this person continually brought challenge? (Stevie 487-509).

The decision to promote this individual left Stevie disillusioned with the promotion and tenure process. She questioned the priorities of the university and expressed frustration with leadership's inability to deal with the negative behaviors of this individual, and highlighted inconsistencies in treatment.

I think that was always my great disappointment, what the heck is the leadership team doing? Why is this behavior allowed to continue? Because we always bring it down to the students. If we had a student in class who was doing this, this student would be on a contract, this student would be reprimanded and if this behavior did not stop, this student would be gone. So how can we accept behaviors from faculty that we would not tolerate from our students? It doesn't make sense (Stevie 531-538).

Preparing and submitting tenure portfolios was stressful for faculty. Submitting evidence of scholarship, teaching and service excellence for review and critique left faculty open and vulnerable to criticism. It was identified as a time of great uncertainty for faculty. The tenure and promotion process was relentless. At each step of the promotion process faculty had to prove that they met the relevant criteria. And throughout the process workload demands were significant, leaving little time for scholarship, and this resulted in significant pressure and stress. "It's tedious, absolutely horribly tedious" (Jamie 1467).

***Merit process.*** The merit process was identified by participants as a factor contributing to competition among faculty. At times it resulted in hard feelings, and contributed to tensions within the school of nursing.

The competition is built in. We have an annual PTR form [progression through the ranks]. Everyone gets the same increase, but then there's a merit increase. You have to speak specifically to what you've done in

terms of teaching service, everything. Based on what you say, is your pay. It engenders competition versus cooperation (Corey 428-435).

There were no fixed, public criteria for the merit increases. Each year the productivity of the individual faculties determined the distribution of merit points. Faculty were compared against each other, and only a certain number of merit increases were allowed per year.

There's a catch fund and there's a limited amount of merit awards that can be given out each year. It's a competitive process and the department has to support your application for merit...if you didn't support one of your colleagues because you didn't feel that they were meritorious, you could see how that could create a situation (Brett 373-375, 385-387).

The process itself was not well understood. Because faculty's productivity varied year to year, the criteria which lead to an increase fluctuated. "No one really knows how they decide. No one really knows what the criteria is" (Corey 459).

There's a form where she's written something in, where she's satisfied with what we're doing, we exceed expectations, there's a checklist like that, but nothing directly that relates to, "Here's the criteria that you have to be... in order for you to get this 12.".... it's more subjective (Jane 1438-1448).

Participants highlighted perceived inconsistencies in how individuals were treated, and the perceptions of unfair treatment affected faculty relationships and increased tensions. "As soon as somebody starts favouring one person or another, it drives a wedge in the faculty" (Courtney 957-958).

### **Sub-theme Two – Micro**

Participants spoke at length about the factors within the school of nursing that influenced their day to day work life. They identified the effect the day to day management had on them, and this included the departmental hiring practices, whether or

not they felt supported by their manager, and the consequences of past departmental management decisions.

**Management.** The management of negative behavior, productivity and workload within the schools of nursing will now be provided. Deans, directors and chairs will collectively be referred to as manager in this discussion.

**Management of negative behavior.** Past experiences of faculty and staff, as well as previous departmental decisions and changes impacted how faculty responded in the workplace. When negative behaviors were allowed to continue, participants identified that they persisted and at times escalated. Early intervention was key in preventing the behaviors from becoming a part of the departmental culture. Management approach impacted decisions and direction for the school.

That kind of persistence with their opinion counting, being louder...there are times when tempers flare a little bit but it's pretty short. I wouldn't consider it to be a theme or a pattern or an ingrained kind of thing. It's usually fairly civil. And I think it breeds, that kind of persistent digging your heels in behaviour is supported by that collegial way. ...most times, the dean wants people to agree on a topic. But she wants everybody to agree. So that opens the door for that continual disagreement. So that it doesn't get finished. (Kennedy 789-798)

Participants identified that faculty behavior could escalate to the point that it negatively affected the entire school. It was difficult for this former manager to sit back and watch her former faculty be bullied. The lack of action and/or consequences to the perpetrator for the negative behavior being exhibited resulted in significant distress and caused her to choose early retirement.

I retired early. Because of a bully, she wasn't affecting me but she was so badly affecting the faculty. And I thought, I can't sit back and watch this. And when you're a former dean, it's a funny position. You have to be careful not to be seen to be interfering. And yet these people I had recruited were being hurt. And I thought, what am I going to do? So I just

decided I needed to ... After making some strategic phone calls to people who could take some action. And I thought, I need to be out of here (Frankie 74-93).

She identified that junior faculty were particularly vulnerable.

This woman was a bully. And she threatened. And I don't think she bullied senior faculty, faculty who were tenured, tenured faculty are very secure. So they were protected by who they were. It was the younger faculty who were in the tenure stream. They were more vulnerable...it was unethical...it was a difficult time for her and for the whole faculty (Frankie 157-170).

And she identified that although the senior management of the university were aware of the issues, they had neglected to act. She highlighted the importance of ensuring issues are clearly articulated in order to ensure that they are made a priority.

And it wasn't like the senior administration were not aware that things were not okay. They just needed a nudge that there was more damage being done than they probably were aware. Things were not going well at the university...they had just fired--, who was creating havoc and was ineffective. It was very clear he was on his way out. So there was so much chaos in the university, and nursing's a small faculty, and it had been, I think a valued faculty. The faculty had status at the university. But they just hadn't gotten around to this yet. And we just said, we have to do something. This can't go on; there's too much damage being done (Frankie 186-196).

This participant spoke about the huge responsibility managing faculty behavior was, when one is in a formal leadership role, and the challenges of ensuring the junior faculty were supported.

There was one faculty member when I was dean who bullied junior faculty. Not her peers, the problem was she was terribly gracious to me. But I knew, I'd have to rescue faculty members in a meeting because she would say such unbelievable things. Do you hear what you're saying? I'd intervene and kind of protect this and discount that. For faculty who were more junior status than her, she could just be unkind. Just say these unkind things (Frankie 258-267).

Morgan spoke about how important it was to be direct and firm in following up with negative faculty behavior. As with Frankie, Morgan spoke about doing things differently, highlighting the benefits of self-reflection for personal awareness and growth.

A fairly firm approach needed to be taken in order to really rectify a situation where students were not being respected. In hindsight, maybe I could have done some things differently. I always look at these situations: okay what are the perils of this? What is it that I learned or I can do differently or I can do better? (Morgan 284-290).

And it was not only junior faculty who were intimidated. In the following statement, Frankie draws attention to the fact that even seasoned faculty members, including those in formal leadership positions, were vulnerable to being threatened by the power of a bully. “And I think I was a bit intimidated by her too. I didn’t want to be the target” (258-281). The fact that those in formal leadership positions were impacted compounded the challenges with behavior management. As Ainsley pointed out, ineffectiveness and/or weakness on the part of the manager resulted at times in escalation of negative behavior. “If the faculty ever see you as being sort of weak and not... I'm not going to deal with an issue, then sort of harassment and bullying can go on” (1363-1364).

Behavior management problems were complicated by the fact that chairs in some universities were in the same bargaining unit as the faculty. Lack of understanding of roles and responsibilities had a bearing on follow up.

Chairs of the departments, the fact that they’re in the bargaining unit as their colleagues in the department often means that they don’t feel comfortable exerting authority in some of the situations. Recently I was at a chair training session and they were talking about whether or not they would have the authority if somebody in the meeting was belittling and speaking in a very aggressive way and was sort of misbehaving generally, whether they would have the authority to make them stop. And I said, anybody should make them stop, it doesn’t have to be vested in the chair...there’s this perception that the chairs can’t do anything because

they're in the same bargaining unit. So I think that allows behavior to continue and become acceptable over time (Brett 254-269).

Participants expressed that all faculty, not simply those in formal leadership positions, had a responsibility to manage negative behavior within the school. "One thing is leadership. I think you've got to have people who are keeping an eye out for. And it's not necessarily just the dean" (Frankie 635-636).

***Management of productivity.*** Participants identified the vital role the manager of the school of nursing had in providing leadership and direction, and this influenced the productivity of faculty. Courtney identified that "It's the person at the top who makes all the difference to everybody. It sets the tone. It sets the expectations" (499-500). Feeling respected and being given the autonomy to manage their own time was cited by participants as an important factor in job satisfaction, and which may result in increased productivity.

Nobody's watching what you do. You have a job to do, you get it done, nobody's asking, everybody gets it done. The sense was, everybody does what they need to do and they do it well and nobody's checking whether you're in your office, if you do it from home, whatever...essentially I was told, nobody's watching over your shoulder, as long as you get the job done and you're doing it well and that's what happens here (Bobbie 463-467, 476-478).

However, this respect was not evident in all workplaces. Alex left a previous school because of a disrespectful manager.

Before I came here, our dean was very nasty..... and controlling. And every Friday she'd walk through the halls to see who was there and if you weren't at your desk, you weren't committed to the program (Alex 19-26).

Participants voiced concerns that tenure had been used by some managers as a threat to coerce increased productivity. This approach resulted in increased anxiety within the department.

We had a particularly problematic dean... and there was this constant sort of narrative about tenure that was supposed to be helpful but wasn't helpful at all, about the march to tenure, what you need to do for tenure, constantly reminding every department. It just raises people's stress about tenure (Eli 207, 210-214).

Eli provided an example of feeling pressured to collaborate on a paper with this manager, and the negative consequences experienced due to the micromanaging and controlling behavior.

So she said to me, you need to write a paper and I'm going to write it with you. I hummed and hahhed and she said, you've got to think of your tenure, you've got to think about doing what's right. And I thought, oh dear, okay. Now I'm quite resilient, I didn't care but what I did care was she so crap at writing, she kept intervening in my drafts and I was on draft 20 and she'd, I'd write it in the day, she'd ruin it in the evening. So then again I'd write it in the day, she'd ruin it in the evening. So in the end, it was taking weeks and weeks because she was hopeless. So that added to the stress. I wouldn't have minded being kind of half threatened to write a paper, but it made it 20 times worse because it was ongoing (Eli 218-229).

*Management of workload.* When assigning workload, participants cited there were numerous factors to consider. Consistency in treatment and delegation of workload was identified by several participants as a supportive factor in their organization.

We had streamlined work load so that it was the same. So that took some of the faculty fighting out, because we went to one very clear way to count work load...And, that principal of treating the faculty the same .... they were all nursing faculty, all got treated the same way, they all got access to the same requirements for work load, the same requirements for release and we calculated all that... we created our own calculation...Faculty loved it. I'm sure they still felt overworked, but they were all being overworked equally (Billie 195-196, 199-206).

Use of an objective rating scale ensured consistency when assigning workload. Ellen explained she "tried for us to be extremely transparent about how we assign points... and then we use the same sort of sliding scale for...We're trying to be consistent" (230-231, 234-235). And several participants identified that they appreciated the respect they felt

and the collaborative nature of the dialogue they experienced during the course planning process at their school.

So we meet with the dean, each of us meet individually and we talk to her about our scholarship plans for the year. And also our teaching plans for the year. And what we have an interest in teaching....It's very much a collaborative discussion about what it is you want to do, let's take a look and see if there's an availability...then you go back and you negotiate that with her if you have any issue with your workload (Taylor 747-763).

Unfortunately, that form of dialogue was not evident at all schools, and not all the schools allowed faculty input into course assignment. Alex explained the assignment process with a previous school.

You know, I have this slot A to fill in, take that. I have slot B, this person can do it... and they would just slot you. Here, it's like: "What do you want to do next year? Where do you want your teaching to be? What would you like to do?" It's a different... (Alex 619-627).

When strengths of individual faculty were not considered when assigning workload, it impacted student experience, and resulted in negative faculty student evaluations. For this participant, it resulted in a devastating impact on her self-esteem, and exposed her vulnerability.

I've been teaching for over 15 years; I've had excellent teaching evaluations...generally I was hired here because I'm a pretty good teacher. What happened when I came to this university is, I got a course I've never taught before.... Secondly, I started a course that I hadn't taught before. For the person at the top, everything lives and dies on your student evaluations. Very small percentages fill them out, it's an online thing. So for the first time...this message is I'm really concerned about your teaching evaluations. So I thought I was a pretty shitty teacher. And I thought, well, how is that possible because I actually used to be pretty good? (Corey 595-609).

Participants identified and appreciated the significant influence their manager had in the assignment of workload and setting the overall tone of the school. However, although the manager has a very important role to play in the assignment of workload,

much of it was guided by the collective agreement. At one site, changes to the collective agreement resulted in increased workload for one category of faculty, increasing tensions. “So, when you asked about things that contributed to aggression between faculty different contracts contribute to that because they create different expectations for work load (Billie 396-398).

Compared to some other people in the school of nursing right now, people who've been hired after me, my load is wonderful. There's been people ...where their workload is much heavier than what it should be, based on the weightings that were used to determine my workload. But their... the union agreement changed in between when I was hired and when they were hired and there's a difference between the two of us (Jane 180-188).

**Hiring practices.** A key role of the senior manager within the school was ensuring the human resource requirements of the department were met. Recruitment of qualified faculty to meet those needs was essential. The hiring process was identified as rigorous and was intended to ensure that when faculty were hired, they would meet the needs of the department. At times there were clear objective measures outlined, however at other times more subjective measures were being used to evaluate potential hires. For some participants and managers, personality was more important than qualifications or research portfolio.

She won't hire anybody who's not nice. She said, "I can see a lot of people with the right education, but if they're not nice, I don't want to hire them.".... We had one person interview and she did a great interview, but she was kind of cold and kind of had an edge to her (Alex 80-84, 112-113).

While other participants identified that their school was only looking for the most elite candidates, for example Daryl stated, “they’re looking for the best. They’re looking for how much you bring in and where you publish. That’s pretty much it” (167-170). Ainsley summed up the differences between schools of nursing’s hiring philosophies in the following quote, expressing a need for a focus on kindness.

I think some schools have a metric, which is very different. Some schools are really about, "Is this person going to be a CIHR scholar? Are they going to be eligible to have a chair in nursing?" And really what they care about is their track record so far, what grants they've got and of course we want that. We want them to be academics but we are supposed to be a caring profession. And therefore, if you don't care for each other and you don't care for your colleagues, how can you, it's very difficult to then suddenly walk into a classroom and project a caring attitude towards the students (751-762).

At times, even candidates who were previously hired by the school to work as contract employees could find that they did not meet the rigorous requirements to qualify for a tenure track position once their PhD was completed.

I know that one person who was on the---teaching team, when she finished her Ph.D., she wanted to apply for tenure stream and she did. But the dean told her that there wasn't a spot for her in the tenure stream. But that she was invited to apply to be for a lecturer position. And she found that very offensive and left (Dakotah 147-152).

Some participants were provided the opportunity to give feedback about departmental human resource needs and potential hires. They were invited to the presentations, and were provided with opportunities to interact with the potential hires more informally.

And our director is always, whenever there's positions coming up, she's always asked us at faculty meetings, "What are we looking for?" And particularly in terms of research focus and maybe research methods, what are our gaps that we want to fill (Alice 405-409).

However, even when a rigorous process was followed, at times employees did not work out. When employees were short term or contract employees, the easiest solution identified was to not renew their contract. "If you have people on short term contracts, just don't hire them. If they are the kind of personality you don't want, if they're not a team player, don't hire them" (Ainsley 1357-1360). Other participants

acknowledged that the hiring process was an imperfect system, and that hiring the wrong individual could have severe consequences for the school.

Working together, building networks and relationships...it's very important to us... You don't really know when you hire them. I don't think anyway. I have not been on the appointments committee but I've certainly attended... we make an effort to attend each of the presentations. So, when somebody's hired at our university, you go... they give you a presentation, they talk about their research program...we make an effort to go because we recognize that it would only take one, one person who doesn't want to collaborate to ruin our whole world of niceness (Courtney 262-274).

The process for hiring into tenure stream was identified to be exacting, however the process for hiring into contract and teaching streams followed a much looser process. Participants identified that who you knew appeared to heavily guide the process, and they indicated that preferential treatment influenced the process. Harper identified that there was little opportunity to be involved or to provide feedback regarding new hires. “You get emails about committees meeting for new hires and things like that but you never...no real competition like for other people. Some don't seem to go through the process” (725-735). Several other participants identified that hiring decisions had been in their favor in the past. For example, Charlie stated that “they have broken rules that have been in my favour before... they didn't post it, they didn't interview, they just hired me” (1200, 1213). And Jane stated that “they really needed that position, I never went through that formal interview process (Jane, 117-118). Both statements demonstrate evidence of subjectivity and bias within the hiring process.

**Respect and being valued.** Management style, communication style, approaches and strategies supported or hindered growth within the department, and significantly influenced job satisfaction. This manager discussed strategies employed to mitigate against

harm and to influence change. She explained how important it was to clearly communicate with faculty, while at the same time looking out for the overall well-being of the department.

People left because, because of the damage that they'd done. People have opinions about everything...it's hard but you have to not allow them to be the discourse of the day. And that takes a lot of work.... you have to be preemptive... in my position, if I know I'm going to be taking a position and I'm going to be putting forward something that isn't going to be popular and isn't going to be popular with those types of people, you need to talk to them beforehand about why you're making a decision and why you're doing it and what you're doing it for (Ainsley 611-631).

She identified the importance of good listening skills, and being respectful of the potential contributions of all faculty.

I would say the people who were obstructive and people who have an opinion about everything, one, because I didn't ever keep them in the dark, I don't make any big decisions without consultation and we meet every month. So it's plenty of opportunity to consult. And most people know what the rational is. They can say, "I don't like it, but I can understand why we're doing it." Because you give people opportunities to say why they don't like it. And, sometimes, they've got really good points. And, even people who are obstructive, they've got good knowledge... and sometimes, some of the things that they have to say, if you can get past the, the negativity, there are nuggets in there that would be helpful, that would make whatever your proposal is stronger (Ainsley 728-738).

The provision of adequate support was cited as vital. While some participants spoke about how important it was as faculty to "toughen up", this participant identified the role that adequate support played in ensuring faculty success.

Helping them to become strategic in how they go after, how you build a team, how do you join a team, get into a team, how do you build your own team? And in teaching, around how you get through those first couple years of teaching when you're creating courses and meanwhile, also having to do all the research kind of thing. So it's difficult but that's different than toughening them up (Frankie 474-479).

This participant identified how valuable respect and sense of being valued was to her well-being. When that trust was not present it resulted in negative consequences.

Not just flexibility. It's trusting me. Trust me to know what's important. I'll do the right thing 100% of the time. As you take that out, you're trying to control everybody, micromanage and all that other stuff...You talk to a faculty of highly educated people. They're not going to put up with it and they're going to... it's going to end badly (Courtney 1086-1096).

Many participants spoke about the positive influence their manager had on them personally by providing opportunities for career development and growth. Alex identified “there's so many opportunities here for me. It's been amazing.... And they're so supportive.” (68-70). The following quote summed up the influence of the management/leadership role.

The dean makes a difference in the place. One person can make quite a difference and that's certainly a very important role....it makes a difference who the leader is, I know it does for me because I have left positions when I didn't fit. So that's one of the things that's important for me because I think they do set the culture (Kennedy 1156-1157, 1170-1173).

Unfortunately, not all participants experienced a positive relationship with their direct manager, identifying that the feedback had been harsh, resulting in feelings of dejection. “What am I supposed to do with this information.... So I just felt like, and it's still lingering now, I just felt like, I can't explain it. It really sucked the life out of me (Corey, 142-150). “And I was just crestfallen. And she could be pretty harsh. So I don't know if that's violence or if that was just like real like honest thing, just like, forget it” (Dakotah 423-424). At times participants expressed that the lack of support was so severe that it had resulted in a hostile work environment. “There was some tension between me and the higher administration who is also the person that's supposed to be advising me on my promotion. This feels like a hostile relationship to me” (Corey 171-173).

Several participants identified that their manager had to be in control at all times. Dakotah spoke about a manager who would ask for faculty input, but then never use it, her way was always deemed to be the most appropriate. When faculty input was

repeatedly discounted they may disengage. “There was a bit of power thing there, she would take input from everybody and then she would do what she wanted to do anyhow, because that was the right way to do it. And so we lived with that” (Dakotah 293-296).

In addition to power and control issues, this participant spoke of a manager with no leadership skills, and an inability to inspire or lead the faculty within that school.

Took out her insecurity, tried to control the junior faculty. So rather than being supportive and helping, she had this grand vision, we were going to be this. Well, nobody wanted to be that. And everybody, they weren't prepared to be that. But this was her, this is what she was going to deliver. And I think her way of delivering it was to direct these younger faculty in what they would do. But it wasn't what they were recruited to do, nor was it what they had prepared to do. The place was floundering...turned out she wasn't a leader, she couldn't get people behind her and her grand, I don't know what kind of vision she put out, this selection committee, that they bought because she had no capacity to get that realized, to get people excited about it (Frankie 208-226).

The analysis of the subthemes, categories and subcategories of Theme One: *The Academic Apparatus* is concluded. Participants' statements related to internal structures, processes and management within the university and within the school of nursing, and the external factors which supported or mitigated against violence have been exhibited and explained. Theme two: *Experiencing Academia* will now be presented.

## **THEME TWO: Experiencing Academia**

Attitudes, behaviors, philosophy, values and conduct of faculty and staff within the school of nursing influenced interpersonal relationships within the department. Theme two: *Experiencing Academia*, focuses on the people, the personal experiences of part and full time faculty, former employees and professor emeritus within the schools of nursing. This theme provides an overview of the environment participants' work in. This theme is subdivided into four subthemes: *Uncaring Practices, Tensions, Relationships*

*Among Actors*, and *Consequences of Violence*. Subtheme one: *Uncaring Practices*, focuses on specific examples of uncaring practices within the school. These are practices which have been perpetrated by faculty on faculty, and were either witnessed or personally experienced. Subtheme two: *Tensions*, outlines the interpersonal relationships and work stressors which supported interpersonal violence. Subtheme three: *Relationships Among Actors*, presents the positive and negative personal characteristics of faculty, which impacted interpersonal relationships. Subtheme four: *Consequences of Violence*, profiles the outcomes of interpersonal violence on faculty and the school. The analysis of the subthemes, categories and subcategories will now be provided.

### **Sub-Theme One – Uncaring Practices**

Participants spoke at length about their experiences with uncaring practices within their schools. The examples provided have been subdivided into two categories. The first category consists of the factors and practices which occurred out in the open; and include the competitive milieu, the stratification of faculty members, and the personal experiences of public hostility, control and exclusion. The second category identifies the factors and practices that were kept hidden from clear view, and include experiences of oppression, stigmatization, intimidation/silencing and hidden hostility. These overt and covert factors will now be presented.

**Overt.** The factors and practices which were open to view will now be presented.

**Competitive milieu.** Participants spoke at length about the competitiveness they identified was an inherent aspect of the academic milieu within their school. “It’s not what I would describe as a warm and welcoming environment. It’s a very competitive environment” (Jordan 34-35). Participants’ identified that the system was organized

around rewarding individual success. Collaboration was not supported. “You have to come up with your own ideas...you're expected to produce your own stuff. And so I think that breeds the culture of competitiveness (Alex 545-549).

Academia generally is very individual...When you think about organizations, they're rewarded for individual performance as opposed to collective team. So you're rewarded for your individual research, you get funding. And that's the primary driver. As an overall institutional culture and the way academia is designed, it's competitive. So that in itself would create the potential for harassment (Brett 402-409).

Individual production and individual reward were identified as the underlying principle and philosophy of academia. The tenure and promotion process was created based on this foundation.

The competition is built in. We have an annual PTR form. Everyone gets an increase, but then there's a merit increase. So you have to speak specifically to what you've done in terms of teaching, service, everything. And based on what you say, is your pay. So it engenders competition versus cooperation (Corey 428-435).

Adding to the competition was the fact that research grants were becoming increasingly more difficult to obtain.

It's competitive. I think they [new faculty] need to know the reality of academic life and the reality of life what you're getting, when you decide it's academia that you want. And getting tenure's brutal because of the expectations that are put on you. And you have to build that research portfolio quickly. Here you've got four years, you better have grants...increasingly tough environment to get grants. In fact, I worry now with what's happening at CIHR about how our young graduates are going to get into that ... you have to prepare them for how tough it's going to be (Frankie 462-467, 470-471).

The challenges obtaining research funding resulted in faculty becoming protective of their research interests. Participants felt this fearfulness resulted in increased secretiveness, and contributed to the competitiveness.

There's a couple of faculty members that, try as they might, they just can't collaborate with other people...I would say that in one circumstance, it's probably because of fear that they don't collaborate. "Somebody might steal my stuff." And you might not collaborate with them because you might think that they would steal your stuff because it's happened before (Courtney 575-584).

And the increased pressure for scarce resources was identified as having the potential to contribute to workplace violence.

Competition for resources in a restrained financial situation. We've had university restructuring and we've had downsizing and that can create very negative feelings towards each other or competitiveness for resources. So that would be one thing that I would say might contribute (Brett 75-80).

Daryl identified that the competition was not unique to schools of nursing or her university, it was common across Canada. She explained that the demands on faculty were increasingly challenging to manage. Successful collaboration was cited by participants as a way for faculty to cope and excel. "I've always thought that because there is a small pot of money and a lot of competition, we're meant to work collaboratively" (Corey 233-234).

And you can sort of sense competitiveness between people. I don't think there's a lot of working on each other's grants together, they're very siloed here. That's partly related to, you've got to prove yourself and it's really hard to do as a duo. I found one group, they're actually probably the only two I've ever seen work so beautifully together, where they're both doing quite well because one day, or one grant will be the PI, the other time it'll be the other one. And you rarely see that model in Canada. And yet, I think it's probably the future because I can't believe the demands we have placed on us to produce (Daryl 70-80).

Although the competitive nature of the environment was not new, it was felt to be increasing. The pressure for faculty to excel was significant. Universities were under substantial pressure to be the best. And participants explained that this culture permeated the university, filtering throughout all departments. "There are certain divisions in certain

places in the university where it is pretty competitive and there are powerful tensions. It's part of the academic culture" (Brook 443-446).

Anyone who you interview here who's worked longer than 10 years will tell you that this place has undergone a remarkable metamorphosis. Always has had the goal to be one of the top level universities. But that has just ramped up considerably. It's a very competitive environment. In terms of what you need to do to get tenure, what you need to do to get promotion...I have found it difficult to work here because of that competitive nature (Brook 10-19).

As a result, participants identified faculty were being pitted against each other, and this resulted in an environment which did not support or reward collegiality or collaboration. "The structure is such that it's kind of dog eat dog...In the end, you have to make a case for yourself as better than or more worthy" (Corey 235, 447-448). Participants explained that the competition in academia began during graduate education. the need to excel and publish was required in order to be considered for a tenure track position. The part time faculty employed by the school expressed an increased level of vulnerability as a result of the scrutiny they were under.

We're expecting a tenure track position will be added and then I would be competing with one of my close colleagues..... obviously, with the pressure that, if you don't get that, you're soon going to be out of a job. It's really not a very nice system. You have a lot of pressure...I keep thinking, "I've got to get at least a couple of publications ... in the back of your mind, you're comparing yourself...to all of the people around you... that might be competing for this position (Charlie 468-475, 495-497, 499).

However, not all participants identified that the competition in the schools was negative. One participant identified it had provided the motivation which supported the development of an impressive curriculum vitae and a very successful career.

Everyone was so competitive...You tend to buy into that. I didn't want to compete with my colleagues but I worked as hard as I could because I thought I had to keep up with everybody. And so that period of my life, although it was a bit harsh in that environment, it did pay dividends as

well because I've got this long CV...it got me full professor really early on... I would never have done those things and moved on to my current position, my current department at the current university, unless I had done all that performance (Eli 107-118).

**Critical.** Participants identified that faculty were frequently critical of each other.

This critique extended to research methodology, research results, educational background, and lack of academic experience, to name a few. At Eli's former school, a group of senior researchers were extremely critical of inexperienced researchers during public research presentations.

As soon as she said response rate, these queen bees were going, this is ridiculous, why are we even listening to this. And in a really nasty voice. I can't believe you're saying this, what does that mean, it means nothing (Eli 679-682).

This participant's educational background was critiqued and as a result, she felt she was not seen as a worthy candidate for a vacant faculty position.

I wasn't quite as good as everybody else because I hadn't done any education at ----. I didn't come at one point. I was interviewing for a position and I didn't come because I was told that. Excuse me, I think if you don't value what I'm bringing, this is not a place for me to be. It had that capacity to make you feel diminished (Frankie 563-579).

Participants frequently expressed that only experience within academia was valued. Although this participant had a very successful career in nursing, and had completed a doctoral degree, her years of professional nursing experience gained outside of the academic arena was discounted. In the following example, teaching stream appointments were identified as not being as highly valued as research stream appointments.

Because I don't have a research tenure track position, I'm looked upon differently. I have a doctoral degree, and I have many years of nursing practice and administrative experience and in my consulting world, I do a

lot of evaluative engagements with clients where I actually do evaluation work, however it's not viewed the same way (Jordan 35-39, 137-139).

**Stratification.** Participants identified that the critique of faculty's knowledge, skill, and position resulted in stratification of the different categories of faculty. In addition, faculty were categorized dependent on their educational background, chosen research methodology and employment status. This participant identified that the lack of acknowledgment of the importance and contribution of all faculty was a concern for her.

I've been an educator for many years, I've made a lot of contributions outside of academia in the bigger world of nursing and healthcare and I don't think that because I'm not a researcher at heart, I don't think those things are any less important. I've always struggled with that in being here because I think they don't really care what I do. They don't care that I chair a national task force. They don't care that I volunteer my time to do this or that ... All they care about is how many dollars did you bring in this year. To me, it needs to be more balanced and I think that creates a bit of that tension between those who are tenure track research faculty versus those who are non-tenure teaching faculty. And it creates automatically that leveling that people are going to use... And it devalues one over the other. Which I find problematic (Jordan 438-448, 451).

Participants identified that the way the structure and systems of the schools and universities were designed supported the development and existence of the hierarchy. "The way that the organization is arranged...the hierarchy is very rigid and very protected (Jesse 261-263). And this design contributed to the violence within the schools.

It's so endemic in academia..... this sense of rank. And the way that we actively marginalize people based on rank. Even the title, it's that old militaristic, we can send the foot soldiers, the sessionals out and let them get shot on the field..... because the ones with rank get to be protected. It's a very destructive model. And I think that's where the source of much of the aggression is (Billie 573-584).

Participants identified that when one group believed they were superior, and when they held greater power and prestige within the school, negative behavior towards colleagues resulted, damaging interpersonal relationships. "There's a bit of an academic rank thing

that goes on and I think there are a couple of people on faculty who tend to pull that. And it's almost passive aggressive and sometimes not so passive (Jordan 101-104). Participants identified that faculty with greater seniority, research experience and/or those holding formal leadership positions, including chairs, had a right to have a greater voice in decision making within the school of nursing. "A certain hierarchy to the system where a senior instructor or a chair could make decisions. I don't perceive that as being outside of their role though. They are able to influence decisions because it's theirs to make" (Hayden, 38-43). However, although some participants accepted that certain faculty were allowed a greater voice, it was recognized that this system resulted in perceptions that the system was structured unfairly.

I think at the senior level, people will have more ability to make decisions and they have more of the power, more of the influence for more of the say, so that could potentially lead to feelings of, I don't know if it would lead to violence though per se. I'm not sure if that's where it would go to but there could be such a perception that maybe it's not as fair or equitable as it could be (Hayden 59-72).

Participants outlined that faculty in teaching stream appointments were treated differently, and that their contributions were less important and less valued.

There's no acknowledgement that what I do has relative importance. So I've always thought of it as a bit of academic snobbery... And if you're not a researcher, by the way, you really don't ... It's that kind of...the teaching faculty are sort of the lower class.... I sit on Ph.D. committees; I don't supervise any because I don't have a program of research per se. So I'm lesser of a being because of that (Jordan 52-55, 137-139, 232-234).

They're stars in their own right in this academic arena. And then you have pretty junior faculty members .... I think that's when you get some of those status differences. It's not a person to person bullying but it's a putting down of a class of faculty... So I think you get those status differences, which creates some tensions (Frankie 289-290, 296-298, 315-316).

Participants in teaching stream positions identified they were not supported to conduct research, and this exclusion resulted in them having limited opportunities to advance their status. The research they were able to conduct was viewed as less significant. Dakotah added that the teaching stream faculty were treated like second class citizens, and identified that there was a hierarchy between the two groups (teaching vs research faculty). This hierarchy had led to longstanding conflict between the two groups at one school.

And there's a lot of conflict between the two. Or there's a real social or a hierarchy difference. And currently, we're having some struggles...it's actually been ongoing for a long time. ... if we're going to do research, it's going to be little R research as opposed to be big R. What we're being paid to do is teach. And we shouldn't be doing research, even though we are required to do some research or there's a research component to our position. It just feels like we'd like to raise our status or our visibility...it's kind of like the perception is that we are supposed to be doing the teaching and we need to just stay quiet about that. Because what the really important work of this faculty happens by the researchers (98-126).

Participants identified that there was stratification of faculty depending upon chosen research methodology. Some participants identified that the quantitative researchers believed they were superior, and that faculty who had achieved full professor and were quantitative researchers held the highest level of influence and power within the school. "There's a real group that are RCT prone that, maybe they think they're a little bit better" (Daryl 365-366).

The stratification may be driven in part by the availability of research funding. There is greater funding available for quantitative research in general. Some participants identified that funding, along with the fact that qualitative inquiry in general was less respected, had resulted in quantitative researchers achieving full professor status more

readily than qualitative researchers, Corey identified that this bias was not unique to her current school, having witnessed it at several universities.

I've been in a number of different institutions, the thing that counts is research dollars. And there are certain subject areas that garner some attention. There's less money in the pot first of all but the people who are pursuing more ethics, qualitative inquiry, just generally, it's harder to access funds. And locally, there are, in terms of people who have been promoted, those people are less likely to be promoted than those who do a sort of more quantitative kind of approach (Corey 97-103).

Eli, a qualitative researcher who had worked as an academic outside of Canada, identified that this stratification was unique, and had not been experienced prior to coming to Canada. There was a greater emphasis on evidence base and money in North America in general.

When I came to Canada, there was a general change in that suddenly, there were not many qualitative researchers, there was a real emphasis on evidence base and money, which qualitative researchers don't contribute to, to the same extent (Eli 56- 60).

Another significant difference noticed and experienced by Eli since coming to Canada was the hierarchy within the schools of nursing, which resulted in segregation of faculty and students.

But there seemed to be a very big difference in the North American nursing in that one thing still strange is a real hierarchy. The undergraduates were really never ever taught by the professors. The mass of students was taught by the professors but now the Ph.D. students, they were on their own, they didn't really mingle with the staff much. They were lower down the rankings and there were the assistant professors, the associates, the full professors and then these chairs. The chairs were the ultimate goal of any of these professors. You had to run a research centre, get out of teaching and to produce something with scale and obvious sort of physical presence. A center was the ultimate goal and they, these chairs, these queen bees we used to call them, perceived themselves as bigger and better than anyone else (Eli 148-159).

Participants identified that the stratification process was an accepted part of the process of nursing academia, evident in the way students were labeled as worthy candidates for

graduate education. Brook identified that she had participated in this process and as a result may have overlooked perfectly capable students.

There's always going to be people who through the tenure process or the promotion process are kind of sorted.... I've kind of been instrumental in encouraging some of our Masters students to go on and get a Ph.D. You can tell somebody really has that kind of intellect, that kind of drive but you've already made that decision for them, you've already gone to them and not somebody else who may not be as showy or clearly suited but may do as well as a doctoral student (Brook 124-125, 127-133).

Several participants wished that faculty would think about this process, and how it was being presented, because whether it was intentional or not, it was hurtful when ones' contributions were undervalued or dismissed.

"Yes, we really need to talk to her and get her in the PhD program." And those of us who are masters sitting there just kind of turned and said, "Why? What's wrong with what we do?" Oh no, nothing, no, no, no, nothing's wrong with what you do. So it just didn't seem like your masters was good enough in that situation. I don't believe it was intentional, but they need to think about how they come across... when they say those things (Jane 1371-1378, 1380).

One participant who has worked in both nursing and non-nursing academic settings identified that the stratification process was unique to schools of nursing.

I'd just get these people and they would integrate into my department and they'd be one of the team. And they'd have research centres or whatever but that there was never this hierarchy and the top, the ultimate goal, to perceive yourself as being a level above everybody else (Eli 162-165).

And Rudy identified that this stratification is not only unique to nursing academia but that it was unique to the actual discipline of nursing. "That sort of very strict recognition of the hierarchies that exist is part of what has happened in nursing but I don't see happening as much in the other disciplines. It's a very odd thing" (Rudy 490-492). The stratification was felt to have resulted in greater formality within schools of nursing in

general, which influenced acceptable attire for faculty. Eli believed this increased formality was a result of the increasingly corporate nature of academia.

I'll tell you another thing that's reflective of all this – the formality. You see it subtly in the dress. In a lot of nursing faculties, there is a way you should dress. The corporateness of it is even reflected in what people are wearing. And the comments that people aren't wearing good stuff, I've heard as well. A friend of mine, she'd wear jeans occasionally and I'd hear the queen bees going, you see what she is wearing. We just don't understand her. ...The clothes culture seemed to resemble what was going on between people, we're in a business environment, reflected the hierarchical business environment (Eli 762-769,771-773).

**Public hostility.** Public hostility was identified as a widespread issue. Participants provided examples of times when they had witnessed public hostility and/or were the target of public hostility, within their respective schools. The public hostility identified occurred in large part in public spaces and in meetings.

I've witnessed some very uncomfortable verbal confrontations in faculty meetings that I thought, this is totally inappropriate and somebody needs to step in. Did I step in? No. But, for fear of being thrown out of the room. I think sometimes faculty are not as diplomatic as they might be, to the point of actually being nasty (Jordan 204-210).

Some participants identified that they had tried to intervene and they had also witnessed others try to intervene when witnessing public hostility, with varying results. In this example, the perpetrator was not receptive to the feedback.

She tried to say, "You know, I think you've misunderstood what ---'s saying. She hasn't used those terms ... that's not what she's indicating. And the person wouldn't give up. She just wouldn't give up. So then I tried to say something and say, "But I think you're just misunderstanding...but the body language, her finger was out, ---was trying to defend herself, it was a very uncomfortable situation...we have had some faculty beforehand that were very harsh and a little bit stubborn and very opinionated but I never felt that way that I felt with her and I very much she just kind of attacked...there was no need to have this hostile environment (Jane 930-938, 942-946, 948).

One participant identified being witness to and experiencing the public hostility of a certain faculty member in meetings.

There's a particular faculty member...I've been on the receiving end but I've also witnessed it. And so the dynamic is in a public space, at a meeting, either with people in and outside of the faculty, this person is speaking and then someone else has something that they want to say. I watched this happen with another of the younger colleagues who had something to say and in the public forum, this person turned to them and said, I'm speaking right now and I'll get to you...it was like, when it happened to me, there were also our partners from outside and it felt like a shaming, a public shaming and a public humiliation. Where you felt like you'd been slapped. There were so many other ways that person could have dealt with this, in terms of taking me aside, saying, when I'm trying to speak and I can see that you really want to speak, it throws me off my game. But when I watched her do it to this other person, you could see a collective in-drawing of breath because it was so nasty. And of course, then the other person doesn't say anything (Corey 531-548).

And another participant spoke of the personal distress faculty experienced following a recent display of public hostility by a faculty member.

I didn't witness it and I wasn't part of that kind of thing, but I saw the fallout of that kind of behaviour. I'm asking people if they heard the interaction and they're all crying, telling me. You know that there's problems there (Kennedy 978-983.)

Experiences of hostility and aggression resulted in faculty resignations and movement to other schools. Billie identified that faculty adopted the negative behaviors and brought them with them to their new school, which resulted in difficulty developing collegial relationships with peers in the new academic environment.

That particular individual came from a university where she had been in real conflict with her colleagues and in fact did not get tenure in that university. I don't know how many of her colleagues here know that...It was almost like she had PTSD when she came, there had been so much abuse and so much aggression and she brought with her that culture of aggression (Billie 691-703).

This participant described not being well liked by certain faculty, the rationale for the hostility was unclear, and in this illustration outlines some of the nonverbal aggression, verbal comments and gossip experienced. This participant questioned whether the behavior was inherent in nursing or if it was inherent to women in general.

I just very quickly realized that there were certain ones that didn't like me. And I didn't know whether it was they didn't think I fit or I wouldn't give them enough due respect or something... But you could tell the raised eyebrows, the kind of challenging comments to anything you say. The comments that they passed to other people who are my friends that would tell. And I thought, I didn't do anything and I never did anything to them but they just had to kind of stamp their authority. In a way, there was more testosterone going around there than any other male environment I've ever been in. Here's another thing that's confusing. I often think, to what extent does the horizontal violence something to do with nursing, what does it have to do with gender? (Eli 172-184).

Participants expressed that being witness to the hostility between individuals was exhausting. It may negatively affect all members of the school, including faculty, staff, administration and students. The behavior could be very extreme, and the pervading sentiment of those witnessing the behavior was to wish that the perpetrators would just sort it out amongst themselves.

A lot of what I've seen happens in meetings. The first year I was there, my director and the next one up who I've had a lot of the tension with, it was unbelievable watching them get on each other. Like so that we'd say to each other, you girls should just take it out in the hall and work it out (Corey 548-552).

Participants identified that there were faculty within their departments who were well known as difficult individuals to work with. Power and seniority were identified as factors which influenced this behavior. The behavior exhibited by these faculty appeared expected and accepted.

I would have said that it was a power thing or a seniority kind of thing. Because it was between a faculty that had been there forever and one of the newer faculty members. And the person was absolutely just discredited in the meeting in front of everybody else. And I thought at the time, oh my goodness... it was point blank, you don't know what you're talking about. Just absolutely discredited and disparaging remarks against somebody else in the room. ...That I was quite uncomfortable with...she has a reputation (Kennedy 1088-1096, 1102-1103).

As a result of the hostility witnessed and experienced, Corey summed up the culture and environments in the following quote. "It's like an episode of the Mean Girls wherever you go" (231).

**Control.** Participants spoke about faculty members who were controlling. Control was demonstrated in various ways, and included being hypercritical of wording in documents, refusing to consider others' opinions, asking for collaboration and then making autocratic decisions, etc. The power these faculty members were allowed to hold, whether in formal leadership positions or not, impacted progress in committees.

It's very interesting to see her in meeting...most recently, the wording of one of the items, she said that the wording needed to be changed in this one paragraph. And first, she wanted it changed to reflect her wording, it should be changed. And then she ramped it up until that kind of wording is not appropriate. She thinks she's very collaborative and nice and she can be but she's very autocratic. It's interesting because the whole meeting, everyone's held hostage in this time, while she refuses to budge from this point. And if the other person isn't budging, we're not going anywhere....and so, it almost seemed like, well, how come, why did you have other people go and do this if you are going to decide? And she'll make, she'll make these decisions, like invite people to collaborate or whatever and then just make autocratic decisions...it was like her show... So you're just not getting anywhere if she's not happy with it. And even to the petty little things about wording (Dakotah 475-496, 503-504).

Participants expressed frustration at the lack of collaborative decision making. Some faculty insisted they had to have input on every issue and were rigid and unwilling to compromise. This approach slowed down progress in meetings and impacted progress.

We have a couple of faculty who are like a dog with a bone. And are quite brusque...It's almost aggressive... we've got faculty that just will absolutely not agree to compromise.... Persistent and just not letting go. It's not really aggressive in the sense that they're rude or it's just a question of digging in your heels on your opinion. And when the rest of us are ready to move on, they're still, have more to say about the same opinion that we've heard 14 different ways. And they still don't agree with the direction that we're going in and you're still going to know it and so it holds up a meeting...we land on one topic that persistently go over and over and over and can't get off of (Kennedy 784-802).

Participants identified that faculty had been known to use their leadership positions in order to control decision making.

"I have a PhD so I know better than you." "I'm telling you that the curriculum would be better this way because I have this expertise" ...I have seen an individual faculty member use her position as a chair of a committee to completely derail decision making on issues...by demanding it go back to her committee before it comes back to council and that kind of stuff. It's a very deliberate attack on her part. She has a chair of a committee in the school to derail decision making at council. She's done it repeated, it's a really entrenched strategy with her when she doesn't like where the decision is going, she plays this card (Billie 909-928).

Poor attendance at committee meetings resulted when participants felt that their contribution was not taken into account. When members did not fully participate their voices were not heard. And as a result, the purpose of a committee structure was lost. This participant identified the challenges experienced when working with a controlling individual.

My impression was people weren't going to the meetings because they were a drag because it was all about what she wanted. And so...she's a real power broker, she could really make your life difficult if she wanted to. And so I guess you'd better go to those meetings (Dakotah 643-649).

**Covert.** The factors and practices which were more hidden from view and less obvious on the surface will now be presented.

**Oppression.** Participants provided examples of instances that resulted in feelings of oppression. This participant identified that the oppressive environment was hindering originality within the department.

I felt that power was used to stop a project and also in combination with everything else, I just felt, it's not possible to do anything innovative here, and in fact, maybe that's the whole thing. It's not a place to be innovative and creative (Corey 685-688).

Additional examples cited included being asked to provide input, and then having your opinion consistently ignored.

There was a bit of a power thing there, she would take input from everybody and then she would do what she wanted to do anyhow, because that was "the right way to do it". And so we lived with that (Dakotah 293-296).

Participants identified a fine line between support/mentoring, and oppression. Junior faculty expressed that although faculty were trying to be supportive, or said they were trying to be supportive, it did not always feel that way. It did at times feel as though they were being micromanaged, and that their contributions were inadequate. When new faculty completed their graduate education within the school they were employed at, it could be difficult for their supervisors to adjust their approach, continuing to treat them as a student as opposed to as colleague.

I felt like it was the senior to junior power dynamics. Don't forget to do this and are you doing that. And when you're just zipping in and out of the coffee room or copy room, are we having a meaningful discussion about the content of this course or what is the.... what is the point of this? And then it's all over and you're left holding the bag of feelings about what just happened (Dakotah 367-374, 376-378).

It is not only junior faculty who experienced oppression, this former manager identified she had felt her input discounted since stepping back into a faculty role.

I've had my own experiences of it and it was interesting to me...I'm the [manager] who has stepped down six months before. I clearly have some ability and some capacity. And part of what was so hurtful was the complete dismissiveness of all of that (Billie 559-562).

Part time participants identified that there were less opportunities for involvement in decision making, which resulted in feelings of oppression.

Part time people don't have as much opportunity to be part...it's not an expectation that we're part of a lot of the committees or the awards or reviewing people for the tenure process. So, that might lead to maybe we don't have as much say on those decision processes (Hayden 76-80).

*Stigmatization.* Faculty felt labelled and stigmatized for a variety of reasons, including as a result of race. Dakotah felt the racism was hidden in the system. "A person who is racialized, their experience of white people is that they make it about other things (348-349). She provided two examples of faculty she had worked with who felt discriminated against as a result of their race.

She would corner us in the copy room occasionally to find out what it is we were teaching, if we were doing the right thing. And she ... she'd just be, as a young or as a, you know, relatively new staff, you could be sort of cornered...And now I have a bit of a different perspective on that but I know that my colleague who I taught that class, this first year class. She was Asian and she really struggled with how she felt she was treated by that faculty member. And I think that, like the ---, she is black and I know she, I think things are a little bit better now but for her first year, she experienced a lot of power dynamics that she felt were race, some racism towards her. (Dakotah 314-319, 321-328)

Participants identified that elitism and snobbism were inherent in university culture. Ellen identified that although this was not a huge problem in her school, it was important to always be on the lookout for it so that it could be managed.

A very, very, very rare person who brings to our school some of the, some like to use the word "snob". There is an element of that.... It resides in one and maybe part of another person, that's all... In general, we try to wipe it out.... We're extremely careful.... make everyone equal, equitable and... You have to be conscious of it every single day. The dividing can happen in

little things... sometimes it is the very, very littlest thing that causes the divide and the festering of a wound (Ellen 257-263, 265-275, 277-278).

*Intimidation/silencing.* Participants did not always feel able to express their ideas. Participants identified that faculty could feel intimidated and silenced as a result of their inexperience. Several participants identified that as a result of the stratification process they had learned their place. “What I’ve noticed as the new person is that even though it’s very friendly, I am knowing my place there and when to talk and when not to talk” (Corey, 349-351). Fear of being discounted and the vulnerability of faculty hoping for tenure silenced faculty. This participant identified that she had significantly modified her behavior as a result of this concern. She expressed that she felt that there would have been repercussions if she had openly express her views.

Because of the fear of not being hired, if I don’t fit in the persona that is expected. ...I became a very shy person. I was very vocal in my previous experience but I became a very shy person ...In the public forums, I am more careful. And I feel really afraid about expressing what I think.... I am not naïve to think that you can raise these kind of views in a faculty of nursing with immunity. (Jesse 363-364, 367-368, 377-378, 401-404)

And sometimes it is the stratification process, in conjunction with communication style and treatment which resulted in communication lines being closed.

I felt belittled because I was with the people who are the quantitative high stakes researchers. I felt like I’d had due diligence. They actually came to my office almost wagging their fingers at me about this thing and I thought, this is not a way to open up a conversation (Corey 700-704).

The sense of being intimidated and silenced resulted from past experiences with individual faculty and from the underlying culture within the school. This participant expressed being affected by both, and she identified the strategies she utilized to cope.

At some of these faculty meetings, just because of the tone, I wouldn't want to say the wrong thing? So I'd be very cautious about what I would say or not say anything.... She can be aggressive with people and, yet I get along

with her. So I may be a little bit cautious about what I say to her, how I say it to her (Alice 327-329, 620-621).

Some participants identified that there was little point in trying to contribute, and that some battles were not worth fighting, or they were not prepared to deal with the conflict. “I mean, just sort of feeling that, is there any merit in saying anything anyway because does it really matter at the end of the day?” (Jordan 278-279). “I know there'll be times I won't voice my opinion because I'll want to avoid conflict” (Jane 1276-1277).

***Hidden hostility.*** Participants provided examples of subtle undercurrents of antagonism and/or aggression, labelled the hidden hostility of academia. This participant provided an example of this in the tone of a conversation.

I get perceptions sometimes of some of the faculty that have been there a long time or are more senior and of the dynamic between sort of strong personalities and maybe not agreeing with each other. But it's not confrontational, it's more of a tone. There might be a tone in the way things are spoken or not even really a tone or maybe just the way the conversation goes; it makes you pay attention. You think, what's going on? What is it? Did you not agree? But it's not overtly set... there's just some dynamic (Bobbie 72-84, 495).

Participants identified they felt undercurrents in meetings. There was nothing specific, but something subtle that went on that made them wonder, sit up and take notice.

The biggest thing I've noticed is sometimes unspoken disagreement. ... And it's not confrontational and it's not belittling, it's not uncomfortable, it's just something where you think, okay, is there a bit of, I don't know how to describe it, just a difference of opinion... There's been offhand comments (Bobbie 104-114).

Participants identified that the very nature of the academic environment supported harshness. The inherent competition required continuous evaluation and judgement of both faculty and students. Faculty were evaluated on their teaching ability by students, faculty were judged by other faculty on their research portfolios, teaching dossiers and

service contributions in the quest for promotion, and in addition, students' work was judged by faculty. This environment resulted in resentment that had led to demonstrations of hostility. This participant wondered if it was possible to recreate the culture into one of greater caring.

I think that we've created a culture and an environment where we do pit students and faculty against each other. We're evaluating them on their work. Sometimes we're harsh, sometimes we're critical, sometimes we're constructive. And they give it right back to us. And so I'm really starting to think about what would a compassionate classroom look like? Where we recognized the humanity of each other...where we could understand what it's like to be a student trying to survive and thrive in this kind of environment (Corey 637-645).

And Ellen summed up the concealed hostility present in her school in the following quote, "You dig far enough and you find our little poisons" (837).

### **Sub-Theme Two- Tensions**

The Sub-Theme Two: *Tensions*, outlines interpersonal relationships and work stressors which may influence and encourage interpersonal violence. These tensions will now be presented.

**Philosophy/worldview.** Schools of nursing are composed of individuals with varying backgrounds, including educational preparedness, life experience, religion, cultures, values and beliefs. These philosophies or worldviews may impact behaviors and approaches, influencing interpersonal relationships. Alex identified she had a supportive student centered philosophy, which had resulted in tense work relationships with someone who had a more punitive approach to nursing education.

She was really nasty...And the student got intimidated, because she was very intimidating. She couldn't answer or something. And she said, "Well, if you were my student and I saw you coming, I would run the other way if I was your teacher" ...she said to me, "Our job isn't to be friendly with the students. And our job isn't helping out" (Alex 720, 726-729).

Participants felt that students recognized when there were divisions between faculty and this resulted in faculty being pitted against each other. The educational system has changed significantly in recent years. Teaching and learning approaches that were prevalent and may have worked in the past were no longer be accepted or tolerated, which resulted in animosity between faculty. This animosity could also be expressed when students pushed back against more restrictive and oppressive approaches. Interestingly, this participant identified an historical context of nursing education, the judgement of worthiness for the profession, and the evaluation and weeding out process that she witnessed. She identified that some faculty still have this approach.

The things that we did and said in the 90s wouldn't fly anymore. There persists in some that old, I have deemed you will need be an adequate nurse and so therefore, you're not going to pass. That still persists in some individuals and I have to say, it's not entirely generational either...it comes out in ways that certainly are interpreted by students as mean. And it is a bit mean girl actually, I have to say. And so it's not hard to imagine then that they can be that way with each other as well...It's teaching philosophies, it's personalities for sure. It's control. It's who makes the decision (Rudy 568-594).

It was identified by participants that research and education around pedagogy was not always recognized. This participant identified that as a result of different teaching and learning philosophies, faculty became wary with each other. "There is a little bit of mistrust or tension I have noticed between the faculties...I go to those central workshops related to education, research, and the research around education is not accepted at the faculty" (Corey 82-87). Differing philosophies and worldviews could be so significant that factions developed within faculties. "There was an absolutely straight split in the faculty..... between how people perceived research and what was going on and how to run life. So that was extremely difficult" (Jamie 417-420).

On committees, faculty holding various philosophies provided strength in ensuring all sides were considered prior to making decisions and program changes, however this required an environment that allowed various viewpoints to be expressed. Otherwise, differing viewpoints simply resulted in increased tensions and aggression between faculties.

I do know that there are a couple of faculty who are on the committee within the school of nursing, that looks at tenure personnel and they couldn't be more different in their philosophy around what the tenure criteria should be (Morgan 603-606).

**Priorities.** Participants expressed opinions related to what they believed were important priorities for their schools and nursing faculty. Various examples were provided.

Participants identified that achieving work-life balance was difficult to achieve, and they expressed that faculty should not have to choose between having a family and having a future in nursing academia, they felt there should be an ability to achieve both successfully. This participant identified that she was told that she should stop having children after two. She had never applied for a tenure track position as she identified early on that the expectations placed on her would prevent her from having work-life balance. She believed it was time to address the increasingly unrealistic expectations in nursing academia.

I think we have to start thinking about being good enough. We are setting standards that are so high to achieve, that is not fair for the next generation coming through that actually wants to have a family...during my Ph.D., I had two children and I was basically informed that probably should be enough, so I was quite fascinated that there's that pretty much underlying messages that to be a female academic, you really have to focus on your research. So that was actually one of the main reasons I never applied fulltime, is because I actually love to be with my kids. I love to golf, which is actually forbidden because they can't believe you'd take a whole Saturday off and I do it with my husband. So there's a part of me that you

can't have that here. And so this notion of good enough, I think, yes, you have to kill yourself the first six years to do your tenure piece and I'm not saying slack off but I think there has to be a new way to think about how we're actually good enough...you're never good enough. I think that, it's very much counterintuitive...very beginning arguments actually about being good enough and that I really think that we have to be careful about the standards we're setting. I really do. That's kind of my vision (Daryl 105-122, 315-318).

Daryl identified that unrealistic demands placed on faculty resulted in greater challenges with recruitment and retention in her school.

I think there's a huge problem with retention here at our faculty, I think everybody knows that...people are not happy and I'm not 100 percent sure why that is. I think it's this need to be number one that becomes very difficult...the pressure is, make sure you're number one in your own faculty. So I think the pressure has been very intense. I think getting into the next position is hard, like assistant to associate, they expect a lot. I think a few people left because they thought, that's just too big of a crazy hurdle (Daryl 284-288, 292-295).

Participants experienced increased demands on their time. This participant identified the benefits of self-reflection and critical thinking for the development of nursing knowledge, and the need to support and mentor the next generation of nurses. She believed the opportunities for this have decreased in recent years, which has resulted in increased tensions.

The space for critical reflection became narrower and narrower in the beginning of the 2000s because we didn't have time to think, to reflect. I don't want to go back to the classroom without having time to read the papers before I teach. And I was completely consumed in filling in forms for saying how many master theses my students had completed, how many papers they have written and this was that highest expression of violence that I lived at that time. Things that weren't relevant because we were just letting the teaching activities deteriorate to such point that we weren't producing anymore the savvy and clever people that would be our future students in the master program and we see ourselves coaching and mentoring people who don't have any substance that we could work with. We couldn't even mould them properly (Jesse 455-469).

One school appeared to place a higher priority on interpersonal relationships. Supporting the creation and development of these relationships was cited by numerous participants. As a result of this, care and attention was placed on ensuring the correct fit when hiring new faculty. Hiring “nice” people was identified as a priority, even over research portfolio and other academic experience. This participant discussed the potential consequences to the school if the wrong person was hired.

Working together, building networks and relationships.... it's very important to us. Yes, that's part of the objectives. You don't really know when you hire them...it would only take one person who doesn't want to collaborate to ruin our whole world of niceness (Courtney 262-274).

**Perceptions.** Participants identified both negative and positive view points in regards to how they perceived nursing academia. Differing viewpoints may result in tensions among faculty. Some participants identified that they felt controlled.

There's a lot of tensions, not only within this university but I think academia in general. We're not allowed to use the research word at a lecturer level. We must talk about scholarship. So I'm Ph.D. prepared, I think in a way of exploration and research and there's a lot of tensions around what we... I feel constrained, let's just say that (Corey 18-23).

Many participants perceived the environment overall as cold, unwelcoming and uncaring, and even that nurses themselves are uncaring.

One of the things that always struck me is always the irony when I describe it to other people. Nursing is supposed to be about caring. There is always this irony that the work in nursing work environment would be the most uncaring. I wondered, these are supposed to be nurses. I know it's a stereotype but they're supposed to be nurses. So what's going on? And that's one thing I could never understand, I saw worse bullying .... they didn't care. Not only can nursing environments be uncaring, they can downright amplify it (Eli 816-823, 835-836).

One participant identified that the push and pull that occurs in academia is normal. Lively debates may result in disagreements and increased interpersonal tensions, however she felt that this was part of any active academic environment.

There can be a lot of discussion. Sometimes different opinions. I find some tensions can arise. But that's all a part of the interpersonal process. If you don't have tensions in academia, then you're not really in a very lively environment (Brook 292-296).

Other participants disagreed with the negative perception towards their environment. This participant identified that although she has had past experience with uncaring nursing academic environments, her current school was an exception.

This is the first time that I found a faculty of nursing that is a welcoming and warm environment for working...because I really didn't have many positive experiences before. Faculties of nursing were always like a prison for me (Jesse 2-6).

Some participants identified that their school provided a positive work environment, and they identified recent shifts and changes in their environments for the better.

It's interesting, the schools that I know across the country sort of see the shifting from the old guard to sort of this infusion of new people and new ideas and new ways of thinking and doing. And it's not to say that all the longstanding faculty that their ideas are all wrong or staid or no longer relevant, it's just I think we're seeing a shift. And I think it's a shift for the better (Jordan 293-299).

However other participants identified that they had begun to see a deterioration in interpersonal relationships within their school.

Over the time, just a few things have happened where I don't see that cohesiveness between just what I was talking about...there seems to be a real division...our cohesiveness that we have feels a little bit more separated than what it did previously (Jane 362-365, 414).

**Environment.** The physical space that the school occupied, the space that faculty interacted in, the public spaces, such as meeting rooms, lunch/coffee rooms, as well as

the location of offices, the private office spaces and office layout influenced interpersonal relationships, and affected work satisfaction. When administration identified what faculty valued and gave attention to it, faculty felt greater respect and support. This manager outlined that her faculty were not demanding. She felt that it was the little things that made a difference.

It's about what's important to people and...trying to work out for individuals what are their artifacts? What are the things that they really value? Just even understanding that, I would say professors like their own office. They want a desk that's comfortable, chairs, they need bookcases. They want a door that shuts. They want autonomy, they want the freedom to do it. And that's really their artifacts. So if you can make sure that they've got all those, that the Wi-Fi works or the computer works...if you can do that, then they're usually fairly happy (Ainsley 1195-1200).

However, there were many limitations to the environment identified. Crowding and poor heating and cooling at one of the sites was an issue that had resulted in some concern. "The fact that we're all stuck in this horrible building... there's no space for anyone in there at all. We're out of offices, it's really hot in summer and cold in winter... the environment is really bad" (Jamie 1429, 1438-1443).

*Office space.* Office space was highly valued by participants. This new faculty member described her reaction when she was given an office of her own. Having a room of her own, privacy and personal space, and having quality furniture meant a lot to her.

When they gave me the keys to my office and the director took me up there and opened the door, I cried. There was a desk and a matching filing cabinet and a printer and a book shelf, all matching, and a window. You know, I had never in all of those years...in my clinical job, I saved the hospitals that I work for thousands and thousands and thousands of dollars because of what I do and I have never had a proper office, office with a window. I've had to scrounge my office furniture. I sat in a chair that was falling apart for 10 years. Never have I ever had any kind of anything. So just to have somebody, I mean, it sounds stupid, but it's important. You open the door and this is your office...And my name was on the door. Oh my God! I must be in a dream here (Courtney 331-342).

How office space was assigned varied between the schools. Some participants identified that faculty were segregated by groups into office space, which increased the silos between qualitative and quantitative researchers, as well as between tenured research faculty and teaching stream faculty. “We exist on different floors. So I jokingly refer to it as the upstairs/downstairs and that’s what it feels like” (Corey 45-46). Office location was identified by some participants as an indication of the status achieved within the school. “There’s of course, the big R researchers who, there’s definitely a sort of status thing around that. Even in terms of where our offices are located. So those offices are more off the beaten track (Corey 277-280).

At another school, an effort had been made to ensure that all faculty were kept together and were treated the same, regardless of educational preparedness, academic experience or appointment. The decision to treat everyone equally was identified as having contributed to greater cohesiveness among the team.

It doesn’t matter. There’s no distinguishing in terms of offices, we all have the same offices. We all have offices that are along the hallway and we have access to windows.... there’s lots of things that came together as part of us coming together here that I think eliminated any hard feelings that might have happened when we first started to come together (Taylor 571-576).

Limitations in the physical structure of the space occupied by the school impacted how office space was assigned. Participants identified that there was no perfect way of assigning office space. There were pros and cons to having everyone together, however when space was limited, some participants supported assigning offices according to research interests, as this allowed like-minded people to be close to each other.

I think that we’re all sort of within one area. Ideally, it would be nice if it were one large space for everyone would have the opportunity to mix, and learn and mingle. In terms of whether it would be better if we were sort of

mixed between the two floors, I don't necessarily think so because it's important I think for us as a group to be able to easily I can just kind of go across from my office and meet up with one of my colleagues and talk about a project or talk about a course. Whereas if we were kind of between the two floors, that would, even though we would have the mixing of the two sort of streams, it would be difficult to connect with us on our certain responsibilities (Hayden 131-140).

*Public spaces.* Limitations to public spaces were identified at all the schools, for various reasons. For some, the space limitations resulted in lack of a common area to socialize in. Spending time together informally helped with team building. This participant identified that when faculty were able to get to know each other on a more personal level, it was easier to be tolerant when someone was having a bad day. "Face to face, when you spend some time with them...you're more inclined to be forgiving...That's the whole thing about communicating this way [in person] and not by email" (Billie 992-999).

One site was going to be undergoing renovations in the near future, and faculty saw this as a potential opportunity to improve group cohesiveness.

Physical space has a lot to do with how people interact and the cohesion. I know for us, there isn't much of a space where we can actually get together and meet. And so oftentimes there might be sort of limited opportunity to kind of engage the group as a whole...there is a certain limit to how much we can actually socialize and interact, which is sort of an important part of working well in cohesion. And that might change with the upcoming renovations (Hayden 100-111).

However, as Jesse pointed out, all the renovations in the world couldn't address workload demands. When work load was so high that faculty couldn't step back long enough to engage with each other, the development of shared space would not contribute to improved relationships. "We don't have a space in which we can eat together in the lunch

time ...But we are all so overwhelmed that I don't think that we have time to eat anyway. And this is the problem" (Jesse 435-540).

*Emotional spaces.* Participants spoke at length about the need for spaces to facilitate interaction, however it was also noted that the importance of spending time together needed to be supported by faculty and administration. Faculty needed encouragement to interact, and they had to see and understand the importance of this. The need and value in fostering healthy relationships with colleagues was emphasized. As Charlie pointed out, faculty had to identify the value in supporting relationships in order to devote time for their development.

You have to make an effort...you have to actually physically go down to somebody's office to sort of initiate that. And because there's no common space to just casually meet over coffee or that kind of thing... I think that is just one of the challenges with our work environment or our work space (Charlie 219-224, 226-227).

Participants felt that this could have been facilitated had there been recognition and facilitation at the organizational level that this time was valuable.

So taking it over once a month and having a two-hour sort of tea or whatever where we all just go and have coffee or tea and chat and that kind of thing and it's... so I think there's a need for more of that kind of space (Charlie 976-978).

In addition to physical space, participants identified a need for safe spaces. An environment that valued team building and team cohesiveness was felt to be important. Providing emotional space so that faculty felt safe to mingle, to disagree, to share ideas and to be themselves. "I think the most important thing is we have to create a space for people to talk. Where it's safe" (Corey 207-209).

### **Sub-Theme Three - Relationship Among Actors**

Participants spoke at length about the positive and negative characteristics of faculty within their respective schools. In Subtheme Three: *Relationships Among Actors*, these personal characteristics will be presented. This sub-theme has been further subdivided in positive characteristics, including dedicated, hardworking, supportive, and respectful, and negative characteristics, including unsupportive, critical and disrespectful. These characteristics will now be presented.

**Positive.** Participant descriptions of their and their colleagues' positive personalities will now be presented.

***Dedicated.*** Participants consistently expressed how dedicated they and their colleagues were to students, research, service and to each other. As a result of this dedication, participants felt faculty may neglect their own personal self-care.

We have lots of flexibility in other ways, so I never question it. Although I do get pushed in the summer to make sure I take a couple weeks off. Because you sort of think, I'll just go in a day here and a day there, and you suddenly realize you're not away and you need to be away (Kennedy 36-39).

Participants identified that academia provided flexibility, which fostered positive work environments. Morgan expressed her dedication to her school in the following quote. She identified that this dedication would continue even after she retires.

Enormous flexibility for me. And, that makes this a really healthy place for me to be. To end my career in... That's sort of the trajectory that I'm on now. I have a very increasing sense of, "This is it". And, "How do you want this to look like?" And after I retire, to continue to be involved in this program. I have an enormous sense of loyalty (Morgan 103-110).

***Hard working.*** Participants identified how hard they and their colleagues worked. Having colleagues that worked hard and were interesting was one of the incentives which brought this academic back to her current work place. "That's one reason I wanted to

come back here. People work really hard; I think they have interesting ideas. There's a lot of potential" (Corey 262-267).

Demands placed on faculty were significant. This participant spoke about the challenges and demands of being a female academic. She identified that all academics have high achieving personalities to begin with, but that in addition, gender barriers persist which resulted in the need for women to work harder, with less support than men, in order to be successful.

Academics are all type A's, even if they're AAA or AAAA and some are A's, but they are all really in that range of high achievers. And women...because women's lives, they're doing a lot. I mean, how many women genuinely have a house husband who does everything? Very few. Whereas a lot of men who are my age in particular have wives that have stayed at home, brought the children up, now do the volunteer work, but they do the everyday. Whereas women academics still have to do the everyday. And they're still pushing, there are still glass ceilings in academia for women. So... necessarily, the personalities you get tend to be A to AAAA (Ainsley 310-322).

Other participants also expressed that they worked hard and they found their work enormously gratifying. For this participant, having a sense of control over her work added to this sense of fulfillment.

So I am for the most part, enormously, satisfied with the work that I do. I guess... I have a very strong sense of control over what I do and how I do it. I choose the courses that fit with my way of being. I know the content well enough that it is whatever it is and I can play with it. And so, that is enormously satisfying...it is a pleasure to be here (Morgan 80-86, 91).

***Shining Stars.*** Participants provided many examples of being supported by the faculty they worked with. "It's a pretty supportive and cohesive group. People generally are supportive and help each other, especially if there are situations or projects that people need to work with" (Hayden 16-18).

Dakotah identified participating in several different work groups. These groups had positive working relationships, and took the time to socialize together.

We have groups that work together. I'm on the ----team, there's about seven of us. And we have a really nice vibe. There's the ---- team, people who work in the ---. But we all sit and have lunch together and we have quite a nice vibe. People get along well (244-250).

Being part of a team provided faculty with a sense of belonging. Corey identified feeling supported within the group she was aligned with. She identified that having this support, in an otherwise oppressive environment, had been very beneficial.

I also have felt supported. There were a couple of people within the faculty mostly, these are people who are like minded in the professorial stream, who also feel a little bit oppressed in terms of being able to pursue their line of inquiry. They know my work, they value me, I feel that. They advise, provide advice for me about how far to push things, when to not. And just basically, they make me feel like I belong, like there's a role I can play (87-92).

Billie identified how well her work team functioned. Interestingly, she commented that the team viewed all contributions as valuable, and as a result had eliminated any hierarchy.

When I teach with the other two faculty I'm involved with in the fall, it's a completely fluid give and take...it doesn't matter. You've got a limited term, you've got a tenure track, you've got a sessional, doesn't matter. The students wouldn't have a clue which was which. It's very interactive. We're all involved in all the pieces of the course. It's very much a shared leadership model (488-492).

Participants spoke about the strong supportive influence of formal and informal leaders within their departments. Eli spoke passionately about the influence and support received from former managers during a difficult period in the school. These individuals offered support in the way that they role modelled appropriate behavior.

There are also shining stars in the whole of this. My old dean, there were other researchers, there were some senior people that didn't buy into this. They thought

some of these queen bees were just, it was just nonsense. There were ex-deans that were still emeritus professors around. Some of them absolute gold, some of them were really cool. So you did have certain senior people or ex-senior people around that ...you'd see them behave in a certain way and you think, that doesn't have to be (461-470).

Several participants spoke about how helpful it was when other faculty were willing to share documents and information. Daryl spoke about how much she appreciated being allowed to review a colleague's successful grant proposal. "I was supported; someone gave me a copy. Like actually the dean said, speak to this person, it was really nicely done. So then I just went to her and she said, sure, here it is" (531-535). Many participants spoke about the support they received when they had questions about policies and procedures within the school. Bobbie spoke at length about the support received, including assistance with challenging student situations and support received within her work teams. Open and regular communication facilitated this support.

If you have questions or concerns about process things, if you have a paper you're grading isn't that great or there is issues with plagiarism, it's easy enough to contact whoever and you're completely supported in that and how to approach it and what to go through. In general, I co-teach, both of my courses are co-taught, so we have to work together. So it has typically been for the last several years four instructors in one of my courses. This year there's now six, so that's a new dynamic which seems to be working out. So we always work together. We share the load in terms of putting together the modules, in terms of writing exam questions, everything is shared. In the other course there was again four or five instructors. We actually have weekly phone conference calls to see how things are going and if there's any issues in a month sort of thing (17-30).

Sharing of classroom resources reduced workload demands on faculty time. Participants had various experiences with this. Some indicated there was minimal sharing, whereas for Charlie, although she had heard of instances where faculty had not shared, that had not been her experience.

I have heard of people who won't share all that material and I can't imagine starting a whole new course without... I mean, if it's already been running, it certainly would have been a major challenge for me as a newer faculty. And that's never been a problem for me. Everyone's been, gives me everything and it's just really...Very supportive.... everyone always has their door open and is willing to stop what they're doing to help each other out (Charlie 233-244, 249-251).

Participants identified how beneficial informal mentorship arrangements had been for their career development. “Just retired this year. It was wonderful. We had a really good relationship. She was wonderful, she took me under her wing...very supportive” (Jane 1537-1547). And some participants identified that their school provided new faculty with a mentor, to support learning process and policies. However formal mentoring systems did not exist at all schools.

I hear in some universities people compete and there is competition and I don't think it's set up like that. I interviewed here and they talked about mentorship and everyone working together and it's collaborative and you have to be collaborative because it's small and we all work together (Alex 530-532).

Harper identified how valuable the support she received from her mentor was and still is to her.

So in the beginning, I didn't know much what to expect because I didn't know the people, I didn't know the courses, I didn't know the classes, I didn't know anything about the program...So they assigned me a faculty mentor and so I went to meet with her. And she still helps me (Harper 14-16, 22-24).

**Respectful.** Participants expressed gratitude for the respect they had received from others. Being given the autonomy to do the job at hand, having the ability to be flexible with their time, feeling as though their contribution and expertise were valued, and not being micromanaged all contributed to faculty feeling respected in their role. Courtney identified the integral role that trust had in this process.

Trust me to know what's important. I'll do the right thing 100% of the time...as you take that out, you're trying to control everybody, micromanage and all that other stuff...You talk to a faculty of highly educated people. They're not going to put up with it and they're going to...it's going to end badly...that respect and trust from the top is essential (Courtney 1087-1090, 1094-1096, 1123-1126).

Feeling respected influenced job satisfaction. Not all schools offered this level of support.

Several participants identified the difference between their current school of nursing and their former.

Because we have a lot of autonomy and freedom to do what we want to do here and there's not, if I choose to work at home, I can work at home whereas sometimes I had the feeling when I was working at --- there'd be certain people walking down the hall and sort of be looking to say, oh, so and so's not here today, where are they? (Taylor 676-681).

One school had made attempts to decrease the hierarchy. At this school all faculty input and roles were shown appreciation. Several participants spoke of the concerted effort made to equalize the different roles.

That's how we sign our names, on our email...And even amongst our faculty here in the halls, we have agreed that if we're talking about our colleagues with other students, if we're referencing somebody they need to speak to, that if they have attained their Ph.D., we refer to them as doctor so and so...when talking to a student, I'd say, you need to speak with Dr. ---- and then vice versa for the group of us who are not Ph.D. prepared, that we are all referred to as professor by her peers in front of the students. So that's just terminology that is consistently used by everybody as well (Taylor 525-535).

When faculty were respected and supported by colleagues, it created a more positive and supportive milieu, which decreased competition.

And I think we mentioned, respect is like..... for each other and no one really checking up on you and, yes, everyone being happy with your success, not being jealous, like it's the whole culture.... we're a small faculty. If one succeeds, we all succeed. You want people to do well (Alex 838-841, 847-848).

**Negative.** Participant descriptions of their colleagues' negative personalities will now be presented.

*Unsupportive.* Participants described many different examples of feeling unsupported by their colleagues. Although Corey was very willing to share her resources she recognized that not everyone was that generous.

How much do you share when you take over a course, what do you get from the person that you took it over from? I tend to hand over the whole darn thing. Do what you'd like with it.... And I've experienced that some people do that and some people don't. And it's a different way of thinking. And I feel like everyone has developed their thing from somewhere and I will continue to develop it from somewhere else. And if I hand it on to someone, they'll take it in their own direction (Corey 404-411).

Corey wondered if the hesitancy to share course materials related to faculty feelings of insecurity.

Just as we're going into the lab, she says I have this little sheet. And I said, that looks like it'd be very interesting, I wonder if I could have a copy of that. And I thought, why is this a secret? I'm the one that supposedly we're all friendly and she's supporting me, here's a really concise, comprehensive information sheet, how come that hasn't been shared with me? So I had to insist. I was allowed to go make a copy of that for myself. So it's also like at a different level, that's the same kind of thing as people with their territory, not being sure about who to let in, feeling threatened, maybe (Corey 384-392).

One participant provided an example of being unsupported and betrayed by someone they considered a friend.

People told me...they used to say to me, when I got tenure, there was one voice on your external review who was God awful, so awful that the committee had to throw away literally, reject the letters because she would say, you're a substandard teacher. And I didn't care who it was because I had tenure. Then this person was employed at our school, and I kept getting comments like, you've got to watch your back. And in the end, I just put two and two together. I wondered, why is this person telling me to watch my back? Why is this person in another department? Why are people all of a sudden, when I had tenure years ago, but they're now telling me to watch my back? Why is my old tenure committee giving me warnings? And then I thought, oh, for fuck sake, it was her. It was my

supposed friend, or the person I knew personally...giving me an awful review. So I don't know how that sits with it, I don't know if that's horizontal violence but it's certainly not good friendship...it was certainly weird (Eli 261-243).

And this participant provided an example of a faculty member whose unsupportive approach and demeanor was intimidating to others.

The same person intimidated students. Oh my God. Really intimidated. They were intimidated by her intellect. Because she'd always read everything. It was, have you read such and such? No. Well, I don't know why you think you can do what you're doing if you haven't read such and such. It was that kind of not helpful. Rather than, if you haven't read so and so yet, I suggest that maybe reading that would really be helpful to you. But no, that wasn't, it was a, or when the student presenting, early work on their dissertation, you know how tenuous that is and you think, oh, I've got to have this right, she could absolutely make them feel that they hadn't had a bright thought in the last 10 years...It was just this capacity to make other people feel stupid (Frankie 378-391, 396).

Having life events and successes celebrated was important to participants. As a result, when significant events were not acknowledged, participants felt unsupported. This participant provided a personal example, describing what she identified as inconsistent treatment in her department. Some people's life events were celebrated and others were not.

I sent an announcement to the faculty and you don't even get a card back or anything...it's very like some people that marry get faculty organized things and the faculty arranges them gifts and events and we have a dinner. And other people just come and leave or whatever happens and you never hear anything about it (Harper 624, 628-631).

**Critical.** Participants spoke about the nature of academia being critical. There are numerous opportunities for anonymous critique that allows reviewers greater freedom to be harsh. Opportunities for critique occur with manuscript submission, the hiring process, and the tenure and promotion process. This participant spoke about the exposure you were always under as an academic when submitting a manuscript, with grant

applications, and when presenting at conferences. She identified that the system does not operate on the basis of workplace support, and noted that anonymous reviewers did not hold back.

Unless you have an ego of steel, or an unshakeable conviction that your work is completely of value, you're always vulnerable...I'm talking about the entire job description of being an academic...blind reviewers don't pull punches. They don't have to be nice. So even people that you would think, would be a little kinder, because they have similar ideas, are trying to pull rank...There's the review process, when you're submitting for funding. It can be grinding...you're not always reviewed by somebody who has the same expertise as you in methods...This is a system that doesn't necessarily run on workplace support. You're competing against people who are not necessarily in your workplace...when you present at a conference, you can be vulnerable there too (Brook 75-96).

Participants expressed the vulnerability they felt when submitting a manuscript for critique to peers and for publication. In particular, the blind peer review process used by journals allowed reviewers to remain anonymous, giving them greater freedom to be hypercritical. In academia, although not anonymous, this critique may be reproduced in faculty evaluation/judgement of students' work. "Being discounted is kind of unpleasant but that goes back to the sorting process. Getting that paper back from a reviewer, with red all over. And we turn around and do that to our students too. So, what the hell" (Brook 471-477).

Participants spoke about inconsistent critical behavior. This participant provided an example which involved students. The behavior exhibited was erratic, and resulted in feelings of uneasiness for bystanders.

She could be a caring person; some students say the best faculty member they ever worked with. And some students she supervised, God, she was fabulous. And other students were devastated. So it was a chameleon kind of thing. It was very difficult when you have that (Frankie 403-406).

This participant provided an example of a time when she was critiqued by a senior faculty member while still a doctoral student, which resulted in her speechlessness.

And then she asked me how did I think that I was eligible to make that application...I was certainly eligible they gave me the money...it was a very funny statement but there was that kind of question, like who did I think I was? I went blank and that's not a good thing, but I just had no way of a comeback to that (Jamie 968-969, 977-983, 985-988).

*Disrespectful.* Participants provided a variety of examples of times when they had felt disrespect in their workplace. Jordan noted that faculty would arrive to meetings late, or not show up, and when in attendance at meetings would hold sidebar conversations.

What I was struck by when I first started chairing this committee was that people sometimes came, sometimes they didn't or they'd roll in whenever. And I am somebody who came from an environment where you had an agenda, you kept minutes, you had some form, the way that the meeting ran.... There was absolutely no sense of that. Like people would get off on tangents and I mean, trying to get everybody back to the topic at hand and they're having chats about this and that... Things that should have been accomplished in a meeting took six meetings. And I still see that (Jordan 156-168).

Other participants also spoke about disrespect related to committee work. Some participants identified the need for greater respect afforded when a committee is assigned work to do, and when they complete the work and make recommendations. At times when committees reported back to the larger committee they felt great push back on the decisions made. A lack of respect of the effort and time invested by the committee members was identified.

It's sort of like when you ask a committee to do something and then they bring it to another body. And then everybody starts to shoot it apart in so many ways that's not respectful, it doesn't...it isn't people taking the time to understand that at the committee level, they were given that job and they actually did think about it. You're allowed to disagree with them, but you need to acknowledge that they did that work (Ellen 966-972).

Other participants also felt that their knowledge and expertise had been dismissed. Billie identified she had experienced this as a result of her lack of doctoral preparedness.

Demonstrate in their language and their behaviour a disrespect for people who do not have a PhD. And I don't have a PhD. And I experienced it myself where I was essentially dismissed by one of the faculty. I went to speak to her. She was new to the program, spoke to her as a colleague, I had taught this course that she was being asked to teach and wanted to know what I might be able to do that would help her or whatever and was essentially told I couldn't teach her anything, I obviously wasn't qualified (Billie 421-427).

#### **Sub-theme Four – Consequences of Violence**

Participants spoke at length about the overall effects of the exposure to violence in their schools. Sub-Theme Four: *Consequences of Violence*, outlines the effects of faculty exposure to uncaring practices, tensions and negative relationships between actors. This sub-theme has been further subdivided into normalization of behavior, perpetuation of the culture, suffering and uncertainty. These effects will now be presented.

**Normalization of behavior.** Participants provided numerous examples of uncaring behaviors, tensions and negative relationships, and as part of their descriptions and stories, indicated that the behavior, actions, and examples were part of acceptable and normal behavior in their workplace. “So you’re never too far away from it, right? It’s the same in any work environment. It’s the pieces that jump up and grab you sometimes” (Kennedy 976-979).

Universities have been identified as hierarchical organizations. Kennedy reiterates this in her comments. Although she is clear that she does not believe this behavior was violent, she did feel the behavior was purposeful, and was utilized to demonstrate superiority.

Because there's very much an elitism in university. It's a different world and you learn how to fit in or you don't.... I certainly have felt the elitism myself ... it's just the language chosen, picking \$90 words instead of 50 cent words so that you sound smarter than everybody else and me sitting there thinking, I wonder what that word means. I have no idea what you're saying. And I think it's done on purpose, I think it's done to show how smart they are...I think it just is, I think universities are bred on elitism (981-989).

Charlie spoke about poor interpersonal relationships and gossip at her school. In her discussion she presented this as a normal part of any work environment.

There's some people that I know of that aren't fond of each other. I know they worked together, they co taught a course and it really did not go well... I'm listening to them sort of dish about the other one and the challenges that I might have in working with the other person or whatever and so I suppose there's sort of people that get along better than others, but whatever, that's just normal stuff, right? (Charlie 775-788).

Part time faculty identified not feeling valuable or as part of the team. Various examples were provided of not feeling supported, and/or not being given the information in order to be successful. In this example, the participant identified not being part of the team, and she wondered if she had a right to believe she did. She then identified that none of the treatment was intentional, it was simply the way it was.

You certainly aren't accepted, obviously, and maybe you shouldn't be, you're not a full-time faculty? But you have some of the same needs and in a way, you need more support. Because you don't know what you're doing half the time and ....so I suppose that was an issue, but that's just normal stuff.... but since I've been full time, that's not been an issue and I don't think that was never intentional, the exclusion, it was just the situation (Charlie 801-808, 817-818).

The lack of support was not limited to the part time group. This participant, a full time faculty member, identified challenges in the system, which included a poor orientation process. She identified that it was up to individual faculty to fill in the gaps themselves. There was no expectation that the system should provide greater support.

Sometimes, if you enter the faculty out of phase, you miss important things because people don't think to add you...to the faculty or new faculty orientation.... It's not personal. And you just have to go out and get these things yourself because if you just sit there... things are just going to keep going on one of the same path. You have to affect the change yourself. Right? (Courtney 697-700, 704-706).

Several participants identified the unique characteristics of nursing as a profession, attributing some of the challenges as professional ones unique to nursing. Rudy identified that conflict management was not a strength of nurses, and gossip and passive-aggressive behavior are normal and accepted behaviors.

I do find within the nursing group...a disproportionate number who are quite passive-aggressive about conflict. So they will all nod and smile at the table and then they will get up and they will stab each other to the death in the hallway, behind their colleague's backs. And it's terrible.... the willingness to sort of disagree openly and resolve things is limited. It's much easier to run around, tell everybody else what you're thinking, as opposed to saying, you think this, have I understood that correctly, I think this, this is why I think this, tell me again why you think that and how can we sort that out and come to some consensus, you and I think these things and let's sort this out. I just don't see it in large supply in nursing (Rudy 422-426, 433-438).

Courtney supported these thoughts, and speculated that it was because of nurses' insecurity that there was a predisposition for individuals to put others down in order to look better themselves. "I think the power dynamic that exists in our profession, as a group that...there is a predisposition in order to bring yourself up to a particular level where you feel comfortable to hit the people that are down" (Courtney 675-678). Courtney speculated that nursing academics may have more poorly developed social skills, and ended up in academia as there was less of a need to interact with others than there was in the general health care milieu.

And I find that quite prevalent in academia...sometimes, people end up in academia...I don't mean this in a negative way, they don't necessarily survive particularly well in the milieu of clinical practice because they don't have the

social skills to be able to deal with it. So they move into the academic environment where they are their own island, they can be their own island. It's structured to support that. And so these people are very clever....and they've recognized their own strength consciously or unconsciously. And they chose their strength. And so, for me as a novice academic, I look to those people for advice and guidance. And I find that I have to look past their delivery method....in order to get it (199-212).

**Perpetuation of culture.** Participants identified common patterns of usual and accepted behavior and practices within their schools and within academia. Although participants provided examples which pertained to culture, there existed, for the most part, an acceptance of the way things were. Many of the previous quotes demonstrated aspects of this. Participants explained that they needed to adjust, they needed to accept things, this was just the way it was, etc. Very few participants identified any need for change in the system, even when recounting what they expressed were troubling or emotional situations. This participant identified that unless nursing and nursing academics were willing to consider and work towards making changes in behavior, and influence change in the workplace, the issues would persist.

I think in our profession, when we expect things to be a particular way, we keep doing the same thing over and over again and we expect it to be different. We're being stupid. You have to do things differently in order to affect some change. And people just expect that things are going to...they just keep approaching things the same way over and over again. And then, they get mad because things don't get any better. And then they lash out at the people that they perceive are horizontal to them in order to try to make it better (Courtney 683-688).

When negative behaviors are allowed to persist, they may become ingrained into the culture.

My experiences were not a lot different than a lot of other people in that place. So usually if people are bullied, it's usually one person in particular. But there was a whole group of us that had similar experiences. So is there a certain thing, such a thing as universal horizontal violence, which happens to everybody? Or is that just a bad atmosphere, a bad culture? (Eli 9-15).

Members of cultures, including schools of nursing, will adopt the behaviors and attitudes of the majority. This participant identified that people have come and gone from the school, and new people have been brought in, yet there had been no discernable change in the environment. Newer faculty had adopted the behaviors of the older faculty, replacing the older faculty, and the culture was reproduced.

What was interesting is in those places, it's not only about certain people, it's about how the culture reproduces itself. Because what I saw was a lot of young people being employed there as assistant professors and that's the behavior that they adopted themselves. They thought this is what being a professor is about, this is how you interact with your colleagues, this is how you act with people perceived to be junior than you. And I could see a lot of people that were assistant professors my age or younger taking on the behaviors of the queen bees. And now a lot of those queen bees are retired, they've gone, but it's been replaced by another cohort and if you talk to certain researchers and people I know in that faculty, they're exactly the same. Because the younger generation became the older and that's the problem I think with workplace cultures...they adopt the dominant behavior (Eli 319-332).

Participants identified that management had a responsibility to manage behavior, and when inappropriate behaviors were allowed to persist, they continued, providing the opportunity for normalization of the behavior within the environment.

I suspect somewhere down the line someone inculcated these individuals into this behaviour...And, it doesn't take very long for it to have a lasting effect. And even a passive leader just allows people to run amuck and doesn't.... doesn't support people and set a standard for right behaviour.... I think it will be just as damaging potentially (Courtney 1106-1121).

Management may be part of the problem in other ways as well. When faculty are promoted from within, they may accept the prevailing behaviors as being normal. "I think it is a tenor that's set from the top...And some of the past leadership has risen from the ranks. So, it kind of perpetuates the way things have always been" (Jordan 197-201). In addition,

managers may be unable to address inappropriate behavior because they too are intimidated by the individuals and the negative behavior.

When I think back to those meetings, if there was a leader that would say, "That's not acceptable and..." "...you can't talk like that" or, "I value your opinion but you have to change how you express it".... then maybe that would change. But I think one of our previous leaders was actually probably intimidated herself by some of these people (Alice 825-836).

University policies and procedures, including the tenure and promotion processes and the competition built in to the funding processes and the merit system supported the existence and maintenance of the hierarchy which was evident within each of the schools.

I'm thinking of violence; I'm not necessarily thinking about specific interactions where people here have made me feel vulnerable. But I'm thinking of kind of the symbolic violence of a system that is automatically set up to sort people. I know I've been sorted and I know I have done a lot of sorting myself, over the years I've been a teacher (Brook 135-141).

In order to survive in this environment, there was a prevailing sentiment that faculty had to be strong, should not show any vulnerabilities, and as this participant expressed, must lose their softness. She identified there was a toughening up process that was accepted in nursing academia.

People elect into this setting because they have a certain way of seeing themselves and their career, they're pretty strong. And they're also pretty smart. And opinionated. And there is a process where you take a bunch of people like that, put them in, in a box and shake them. There may well be incivility. And the other thing is, when I was a doctoral student, I can remember, there was almost a toughening up process. There's this thing where, you're going to present your ideas in doctoral seminar to faculty, we were all scared to do that. Because you've got to learn how to workshop your ideas, you've got to learn to talk in front of others. And I can remember being really intimidated by that.... I can remember, there was this sense of, this is for your own good, this is what you're going to have to do in your career, you've got to learn to do this. And you've got to learn to lose your softness, you've got to toughen up. And you know, that's an interesting piece. I do think we socialize folks, and look for folks. There is a selection process. We look for people who are bulletproof (Brook 385-403).

Some participants identified that the culture and behavior problems were part of the normal and accepted culture within nursing.

It's a nursing thing, you're quite fully aware we don't always behave very well.... And, sometimes, instead marching into my office and yelling, we go around and we talk to other people and we get things going and it is our way of being sometimes.... It's not good (Ellen 787-773).

Even when problems were identified, several participants identified that fear of change had been prevalent, disruptions to normal routines were challenging, and changing behaviours and learning and adopting new behaviours was next to impossible "It's fear of change, it's sort of protecting my part of the world here ... I think some of those old habits die hard" (Jordan 268-269, 273-274).

**Suffering and Uncertainty.** Participants provided examples of situations which had resulted in them feeling anxious and vulnerable. Faculty experienced suffering as a result of their experiences. Frankie identified that she had initially chosen not to work at her current school of nursing because during her interview she had been told that she was not good enough.

I wasn't quite as good as everybody else because I hadn't done my education at ----...I didn't come at one point. I was interviewing for a position and I didn't come because I was told that...It had that capacity to make you feel diminished...And obviously, I was mad, I was strong when I was standing, I walked out and said, I'm not coming. And started to cry as soon as I hit the sidewalk. How dare they?" (Frankie 576-583).

This participant was significantly impacted by a situation which had happened, becoming tearful during the interview when recounting the story. Her self-esteem suffered as a result of an incident with her manager, which resulted in feelings of despair and violation.

I don't know how respect fits with it but that is the reason that I was brought to tears by telling you that story and in fact, every time I think of it, I do feel teary, is that it was a real blow to my sense of myself as a

teacher, as a leader. And respect is tied in there in terms of, that's a particular trait of mine that I've built up over a number of years that I've, people have valued before. I have valued. And so it just brings you right down (Corey 819-825).

Some participants felt their concerns had been discounted, and this resulted in them feeling unsupported and disrespected, which led to personal suffering. This participant experienced disrespectful treatment and subsequently was not supported by her colleagues.

Because you are respected by your colleagues but at the same time, the colleagues don't value the complaint about this kind of bullying that you are suffering because they think that this is irrelevant...That affects a lot of subjectivity of who is in this position because you have the impression that your concerns are not taken seriously (Jesse 106-108).

Participants were not always able or willing to articulate their experiences as violence. Although they described feelings of violation, they displayed varying levels of uncertainty about many interactions or situations that they provided examples of, and many times identified the environment, experience or situation as normal or to be expected. The common thread captured within this category is that uncertainty. Uncertainty about what had happened, uncertainty about what to call it, uncertainty about their feelings. "So you know, I've had some experiences with it but I can't say, I've had, I mean, I'm not even sure, I think I've been bullied" (Frankie 25-26).

Many participants were very forgiving, assuming generously that the negative behavior and resulting interaction had not been intentional. However, even though many participants assumed the behavior was unintentional, in this example the participant identified that the personality and approach of the other person was expected and that the exchange was not out of character or unusual.

I stood my ground and I knew that I was right, but it was sort of awkward and intimidating and, I could just feel my blood pressure going up from this exchange, and it's just her personality, it's just the way that she approaches you as though...I'm sure it wasn't really intentional...I'm sure it's in my head as much as anything. I don't think she came in to intimidate me or threaten me or anything like that (Charlie 983-914).

As in the preceding example, this participant identified that the other person could be harsh, so the behavior and treatment received from this person was not unusual.

I don't know if this is violence but when I first got to the faculty, we have a yearly meeting with the dean. And our former dean, I was a bit star struck by her because she's fabulous. And you talk about what you've done and what your plans are and she said, well, what are your plans, I said, I hope to apply for a Ph.D. And I'd like to do it here. And she said, well, with your M.Ed. and your background in clinical practice, you're not competitive to apply for a Ph.D. program in nursing at our faculty. And I was just crestfallen. And she could be pretty harsh. So I don't know if that's violence or if that was just like real honest thing, just like, forget it (Dakotah 415-424).

One participant wondered what the difference between horizontal violence and a toxic work environment. "What is horizontal violence, did I experience horizontal violence or not? And then beyond that, what's the difference between experiencing it personally and just a toxic work environment?" (Eli 5-7).

And participants provided examples of faculty members receiving preferential treatment. Harper questioned whether or not at some point that could or should be identified as workplace violence. "I don't know if you call it violence or anything but that's why we always made a joke about different rules...For different people...If they would be open about it" (Harper 226-229).

The analysis of the subthemes, categories and subcategories of theme two: *Experiencing Academia* is concluded. Participants' statements related to the attitudes, behaviors, philosophies, values and conduct of faculty and staff within the schools of

nursing have been presented and the interpersonal relationships within the departments explored. Theme three: *Coping Mechanisms* will now be presented.

### **THEME THREE: Coping Mechanisms**

Individuals respond differently to the day to day pressures of academia. Experiences of violence influenced how participants presented themselves and the approaches they utilized to navigate various situations. This in turn influenced how stress was managed. A variety of coping mechanisms were identified by participants to traverse the experiences and perceptions of the violence they encountered. Theme three: *Coping Mechanisms*, focuses on the people, and how they negotiated their work environments. This theme is subdivided into two subthemes: *Personal* and *Professional*. Sub-theme one *Personal*, explores the personal sacrifices and behavior changes which faculty adopted in order to survive. Sub-theme two *Professional*, presents the professional strategies faculty adopted. The analysis of the subthemes, categories and subcategories will now be provided.

#### **Sub-Theme One – Personal**

Participants provided a variety of examples of personal adjustments and sacrifices they adopted as a result of their decision to pursue a career in nursing academia. These personal adjustments included re-evaluation of expectations around quality of life and work life balance, and included personal decisions around marriage and raising families. Participants spoke about personality traits, including the benefits of having a strong self-esteem, one which was accepting of career accomplishments, decisions, personal strengths and limitations. They spoke about their personal survival choices, which included decisions to seek employment elsewhere, being strategic about the conflict they

chose to engage in, being generous and magnanimous about others' behavior and negative personality traits, shoring up their personality, and respecting others. Finally, participants spoke about the need for change within nursing academia, and the contributions they had made in initiating change. These experiences will now be portrayed.

**An extraordinary career.** Participants spoke at length about the demands of having a career in nursing academia. Personal sacrifice was required in order to devote the time and attention required to be successful as a nurse academic. Family responsibilities and personal relationships placed significant demands on time and many participants expressed that they had to choose between a career in a tenure track position versus having a family. Taking on the responsibilities of both were felt to be too great.

This is a kind of an extraordinary career where you can't have those kinds of entanglements. And... you're a woman, you're too easily embroiled in these family conflicts and I think gender plays a huge role in this, major role. And the tenure process, the promotion process is not that easy, it's a killer. And you can't have these extra demands on your time (Brook 193-198).

Participants provided examples of faculty choosing relationships over career, as well as faculty choosing their career over relationships.

Another colleague broke up with a fellow who had become seriously ill when she was dating him. And she said she agonized over it for quite a long time. And yet she had to, she had to break off the relationship. She just couldn't deal with the demands on her time that his illness would pose (Brook 187-191).

Several participants identified they had received advice from other faculty members related to their personal choices, including advice about the number of children to have.

The person that told me I had to stop having babies after two, I thought that was interesting but it was just said in a matter of fact way. And it was just, this is the way things were done here.... Like there's a part of what

she was saying, it's very difficult in this world and you can't have too many because it's going to be very hard to have a solid research career (Daryl, 416-418, 421-423).

Bobbie spoke about the significant demands on time and personal sacrifice required to conduct research. She made the choice to stop conducting research.

So life is certainly happier when you get to be at home and drive your kids back and forth to school and I work during the day three days a week and well, or every night...It depends how you work...When I decided doing research wasn't fitting my life, because to do basic science well, you need to be doing it about 20 hours a day and for me, I know how productive I was pre-kids, that I felt I wasn't accomplishing what I should be accomplishing in my bench research (446-453).

Jesse identified being on a successful career path in nursing academia, and then made the decision to choose a teaching stream position over a tenure track position, for personal reasons. She did not believe that this choice was well accepted within nursing academia.

I was such a successful single woman, very business oriented and then I stepped back and decided to leave everything. So sometimes I feel uncomfortable with my colleagues because I know that this kind of behavior is not welcome in the faculty of nursing. That people can cut you down in terms of...I'm not taken as seriously as them, the work that we do (281-288).

A lack of colleague support for nurse academics who have family responsibilities was identified. Jesse elaborated that she considered this lack of support a form of violence. "But I think that this can also be a source of violence for other women who voice this.... there is no place for any exercise of femininity in a place that is just crowded by feminine beings" (295-296, 314-315). And she identified that prior to her decision to step back and make the decision to have a family, she herself had not been supportive of women who had family responsibilities.

I remember myself having some very important discussions with colleagues of mine that would say, let's finish the meeting because I need

to pick up my kids in the school, when we were discussing how to restructure the faculty or things like that. And I thought, this is so unprofessional. And so probably I was agent of violence towards others also by preserving this kind of attitude (320-327).

Many participants also spoke about the importance of making connections with colleagues. In busy environments, it was difficult for faculty to expend time and energy on this. “We have a moment that is Friday morning that we have the tea and we would gather. The staff most of the time goes but I don’t see the professors being able to make time to join them on these occasions. I don’t have time” (Jesse 543-546). However, there were some participants who identified the benefits of making connections and nurturing relationships. They placed a high priority on this, and indicated that there was strong support for this at their school.

We have retreats every couple of months where we spend the entire day, sometimes two days.... together. And it's really good because we discuss really important issues that pertain to us as faculty.... it's time that we get to know each other. People that I don't know in the faculty, because I don't have many time to deal with them, these are the times I get to find out who they are, I get to.... learn a bit about who they are and something like that...So I think we do quite a lot as an organisation (Jamie 611-617, 619-624, 628).

When interpersonal connections were not formed, and when conflict existed, relationships deteriorated. Ellen provided an example of a colleague she felt unsafe with at times. She identified that for her the benefits of spending time together was that it helped to mitigate the violence in their relationship.

I think your way less fine until you're connected. This is what I say to some of my colleagues who maybe aren't as present as much. And I have a colleague that I find difficult to work with...And I have said to her, "You and I need to meet regularly face to face for us to be safe with each other, because we're not safe with each other. When we communicate over email, other ways, we're not sitting in a room face to face, we become unsafe....” And so I intentionally tried to make sure we actually sit down with the door closed and have quiet time together (Ellen 1006-1012, 1014-1015).

Billie was another participant who identified the benefits of spending time together and interacting with others. In a challenging situation, she identified she could understand the choice to isolate oneself, however for her this had not been a valid solution. She chose instead to nurture the relationship.

I think when you feel quite isolated, aggression sometimes becomes how you...some people chose to handle that. And it would have been easy to go there. I chose not to go there, but it would have been easy because there really wasn't a whole sense of comfort and support (104-107).

However, nurturing relationships was not identified as a priority for all participants.

I don't tend to socialize, either in the work environment or outside of work with the faculty. I have gone to events, year-end parties and those kinds of things but I don't think I'm someone who, I don't bust my bum to get there. I mean, if I go, I go (Jordan 39-43).

Overall, most participants identified that nurturing relationships was very important for improving the work environment and was an important coping mechanism. "Building healthy collaborative relationships has been hugely important" (Morgan 252-253). "Working together, building networks and relationships...it's very important to us" (Courtney 262-264).

**Self-esteem.** Participants spoke about feeling good about themselves and about the contributions that they made. They identified that having a strong sense of self and acceptance of their personal accomplishments and place in the world contributed to the development of personal resilience. This was strengthened by practicing self-reflection, which supported the development of increased self-awareness. These coping mechanisms will now be explored.

Many participants identified that their strong self-esteem had been provided strong support in the face of adversity. Having an internal locus of control, not being influenced by others or requiring the acceptance of others in order to be feel good about

themselves was crucial. Courtney identified improved self-esteem when she stopped worrying about what others thought.

... I think once you know who you are, nobody's going to...And my personal sense of self is not made up by other people.... I mean, 30% of the people are going to like you, 30% are going to hate you and 30% really don't care. And the other 10%, really, I don't know what they are, but...they flock back and forth. But you just have to accept that (223-229).

Morgan explained that although there were faculty in her school who felt unsafe, she felt secure as a result of her strong sense of self-worth. As with Courtney, this allowed her to not concern herself with what others thought.

You will absolutely talk to faculty who do not feel safe in the way that I feel safe. Some of that is there's a part of me that doesn't care. I have a Zen about what I do. I'm very secure about what I do and what I know and the work that I do. And I have enormous credibility that isn't necessarily based on the theoretical piece (253-260.)

However, not all participants identified a strong self-worth, and of those that did, many identified that it took many years for it to develop. "And that sits really well with me. But that has... that sitting well with me has accumulated over a long period of time" (Morgan, 158-160).

Taking things at face value, accepting the work environment, and interpersonal relationships, was one of the ways participants expressed successfully coping with the day to day stress of nursing academia. In such a highly competitive environment, some participants were happy and accepting when they felt they were meeting the standard. Courtney spoke about the merit system, expressing support for a colleague who had a successful year.

I'd feel bad if I got seven and I was working hard, but I...as long as I'm meeting the standard, I'm happy. And I'm not unhappy that my colleague, who did tons of research got 15 points. I'm like, "Well, good for you!" She

deserves, she works like crazy. And she publishes...she has 10 publications.... how would she not get 15 points? (1006-1013).

Some careers will be more successful than others. Acceptance of career limitations reduced the pressure and improved satisfaction for some participants. Courtney identified her personal strengths and interests and explained that she realized that she couldn't be great at everything. This resulted in her feeling less competitive, which improved collaboration and relationships with her colleagues.

You have to recognize who you are. And I am never going to be a top notch researcher.... you're never going to hear on CBC somebody talking about any research that I've done. The stuff that I do... comes right out of my clinical practice. Unless I invent something ... I recognize that. There is no way... I can be a great teacher and a great clinician, or I can be a great researcher and a great teacher, but I cannot be a great teacher, a great researcher and a great clinician. It's not possible. And I understand that. And because I understand that now, it's taken the whole need to compete right out of it for me. I'm a totally different fish than everybody else and I don't need to compete with them. So therefore it makes me an even better collaborator. Because I get more enjoyment or as much enjoyment out of everybody else's success as my own (597-609).

Corey identified being satisfied with a teaching stream appointment. "That's why the lecturer position appealed to me. I'm not interested in moving up the ranks. I want to make a contribution at a particular level.... I'm okay with knowing my place" (239-241, 278). Courtney identified that she did not have a strong need for control, which allowed her to be accepting of those in positions of leadership, supporting the decisions that were made.

When you take that perspective, life is a whole lot better. Yes, you can be boss, I don't care. It makes other people feel good too because then you're supporting the most appropriate person. You might not be the most appropriate person to be the boss (837-842).

Participants that chose to accept situations and stopped trying to change things expressed that acceptance was a strong coping mechanism. Kennedy discussed having difficulty

working with a certain individual. Eventually she accepted that things were not going to improve, and as a result, she chose to no longer work with that individual.

I've fought lots of good fights and tried to change things and make them better. And I thought, nope, that's not going to work so I just don't teach with that faculty anymore...So now we're fine.... I let it go for a bit and, and then I said that's fine, sorry, moving on. Because I wasn't going to get anywhere with it. And it wasn't doing either one of us any good (563-571, 643-644).

Having the ability to contribute, and being heard was important to participants. For this participant, as long as she could be involved in the process, and provide feedback, she was satisfied. She accepted and trusted the process at her school.

I always give my opinions. It's not always taken and it's not always the decision made. Because often, there's another decision that's either better or that other people agree with. And that's okay, I'm okay with the democratic but I'm usually at the at the table, if I'm not at the table, I'll send my info in...and I've made sure I'm on committees that are important to me, and I make sure I have a voice if it's something that's important. So I'm always heard. Other than decisions that are at a higher level that have nothing to do with me (Stevie, 317-325).

Other participants also expressed acceptance of what they could and could not influence and they identified the importance of being open-minded of others' decisions. Trust was identified as a component of this acceptance. "Well, you have to be non-judgmental because you're not there and you don't know what else was going on" (Ainsley 199-200).

I trust her. And so I, "Oh well, it must be a good reason for that." Even if it affects me, I think, "Yes, must be a good reason and that's okay. Somebody has to make the hard decisions. It's okay with me" (Courtney 897-899).

**Is this worth it?** Some participants spoke about their intention to leave their current school as a result of the toxic work environment. Corey had a negative experience with management at her workplace that continued to cause her distress. As a result, she identified that she would seek employment elsewhere.

It really sucked the life out of me. And I haven't obviously recovered. And I may not continue in this job because of that. I just felt like I'd been kicked in the gut and I also had been working so hard that I was getting unhealthy...I thought to myself, this is not worth it...We have a new [manager] right now, I'm meeting with her in a month, but I can't imagine anything anyone would say to me that would make me want to continue. (Corey 149-154).

Other participants were not able to be as flexible. Charlie identified feeling an increased level of stress because of an inability to relocate.

She's not even giving it much thought. I think she would just go and work elsewhere, that's okay with her. Whereas I'm not moving...this is where I want to be for the rest of my career... And I'm not moving my family so I think I'm feeling the strain a bit more than her (486-488, 490-491).

Participants spoke about their or their colleagues' decisions to leave one school to go work at another. Alice explained that some of the new faculty at her school had left their old school because the work environment had been toxic. "But I've heard from some of our new faculty coming from other places that they felt where they came from was more toxic than where they are now and they're happy to be... at our university" (Alice 247-250). Ellen felt the same way, and was satisfied with her decision to move on. She stated she would never consider going back. "It's nicer here. For our little violences that will... obviously come up because we are human beings, we're nurses, we're females. My colleagues here...it's so much easier. You couldn't get me back there" (1035-1044). Other participants expressed various reasons why they or their colleagues had resigned, including bullying. "I retired early. Because of a bully" (Frankie 74). And other reasons included their perception of preferential treatment. "We had somebody who left because she was so frustrated. The answer was always, no, no, no, for everything. So that's why we always made a joke about different rules for different people" (Harper 194-196). Jordan identified that she was aware of at least one colleague who resigned because of

the negative workplace culture. However, she identified that fear of change could make it very difficult to change.

It's fear of change; it's protecting my part of the world here. And who are you newcomers to tell us what should be? There's a bit of that, it's changed now, a lot of people have retired. But there was for a long time when I first came here a lot of the old guard that you didn't dare say boo. I mean, this is the way it is and get used to it.... And, unfortunately, I think some of those old habits die hard and some of the folks who have come on new, some of them have left because of that environment. I know that to be true in one case (268-275).

One participant who sought employment elsewhere, questioned why other colleagues remained in that environment.

I've thrown job offers that way, I've known headhunters, no one's taken it. I find it strange sometimes when I go back and talk to my old friends...and they complain about how bad it is still and how terrible it is. And I'm thinking, I pushed the headhunters your way, I gave you opportunities to apply for jobs that you would have had a really good chance of getting and you didn't go for it. And I know you personally, so know you're not stuck because they were close by, commutable, I know the age of your kids, I couldn't see a reason. So I do wonder sometimes when I talk to my old colleagues and they still experience it, when I'm thinking, well, why didn't you get out? Because there comes a time in my view where, if you've been given the opportunity and you don't take it, what did you expect? You know it's poisonous, you know it's never going to get any better and yet, you didn't take these golden opportunities that I tried to push your way. So why is that, why don't they want to go? Have they been beaten into some kind of submission, so they don't think they can succeed somewhere else? Are they frightened of the change because they've never worked anywhere else? Are they just thinking, it's better the people you know? I don't know (Eli 383-404).

Some participants discussed how difficult it was to extricate yourself from a toxic work environment. "It was ugly. And I think if I'd known how bad it was, I wouldn't have taken the role when it was offered....By the time I got into it and got scalded, it was hard to get out" (Billie 225-226, 230-231).

**Being strategic.** Participants identified the need to be strategic in their approach. They spoke about various ways they accomplished this, through their influence, careful

planning, picking their battles, and staying neutral. Participants identified using the influence afforded to them through their formal leadership and informal leadership positions to persuade others. Billie used the fact that she was new and did not have the historical context in order to influence change in her school. "I hadn't been part of the old system. Because I was so new, I could play that. I could plead innocence truthfully. I could also plead ignorance, which I did a lot and was also truthful" (163-167).

Jesse modified how she presented herself to her colleagues, in order to influence those relationships. She felt that if they were aware that her personal life was as satisfying as it was, that this would have a negative impact on the way she would be treated. As a result, she downplayed her happiness.

I don't talk about my relationship with my husband and if I have an opportunity, I always try to convey that sometimes it can be also problematic and it's not. I feel that if I enforce the idea of the fairy tale, gets worse, then I will capture lots or I will receive lots of aggressive ... I cannot be happy. I need to have problems in their eyes. It can create some issues for me in the group that sees me too happy and start to create some obstacles. It is [a strategy], yes. And a very conscious one.... Very conscious. Very deliberate. Maybe because I know how to deal, I know how to expect that this group phenomenon can immerge and I don't want to facilitate emergence of this (345-346,349-351).

Participants identified different ways they have strategized to effect change. Billie identified that one solution she employed was to find some common ground to bring people together.

We were able to build a common platform around that one problem. And then, from that, we'd be able to move out and build the more positive relationship.... I think you can find in any academic structure some burning issues, there's always some burning platform that you could have built that shared commitment to solving the problem on (169-170, 186-188).

Participants identified that you had to be careful who you aligned yourself with and who you trusted. Ainsley identified that some have difficulty honoring confidences. She also

identified that you cannot always be complaining to superiors, you had to be able to solve some of your own problems.

You have to be careful who you pick, because some people just can't keep their mouths shut. So you have to be very careful about who you go to for advice... And to use going up the chain very sparingly. You can't always be constantly getting the phone and saying, "Mmay mmay mmay." You have to be really quite business like about what you're going to do and... Even if you do really need some help for something, you have to be very careful who you go to (900-906).

Similarly, Stevie identified running into difficulties at her school, and as a result was more careful about who she sat beside at meetings. "So I tried to then strategically not sit beside people who would get me into trouble" (375-376). Keeping your ear to the ground, and staying aware of the current climate in the school were additional strategies employed by participants. "I'm always poking around and finding out what's going on and listening to conversations or conversations are occurring and I'm part of them" (Morgan 499-504). Ainsley summed up the environment and need for strategizing in the following quote. She identified that survival depended on understanding the priorities and challenges at hand within academia.

Academia is not cut-and-dried at all, it's very... it's a very lonely job, because you have to keep your elbows out so people don't forget you exist. But you don't want to be seen as being bitchy or troublemaker or whatever. So you have to be very gracious if you've done something and somebody wants to borrow your document, you're very gracious and you lend everything that you can and, you go to... When the people ask you to go to a meeting which you think probably somebody other than you in the school should go, no, you go and, your presence and you have to do... But it is surprising who you bump into, who can be friends, can be colleagues. Universities are full of intrigue... So in a place like this, it's pretty still white, patriarchal male. But in a way, it's easier, because at least you know what the game is. At least you know that's what you're fighting. You're fighting patriarchy. We're all fighting a glass ceiling... And you know the game. It's very difficult if you don't really know what the game is (911-927).

Participants also identified that they had to choose to let some things go in order to survive the toxic work environment. They realized that they could not always win. Fighting against the oppression was causing them psychological harm. In this quote Corey expressed frustration at the system. She identified that keeping her head down and minding her own business had become her survival strategy.

I actually have had a conversation with someone in the university and the advice was, stay low with it right now because you don't want to engender more hostility...at first I was resisting and I was like, no. And then I just thought, I can't push against this anymore. There's no way to bust out of this, it really is an oppressive work environment. I think that my colleagues do amazing work... I think everyone's really dedicated and committed to their work. But everyone keeps their heads down. Why would you keep your head up?... it's not worth it, you have to pick your battles. (176-177, 180-181, 211-215, 361-363).

Harper also kept a low profile. She stopped trying to effect change, and she identified that many of her colleagues had left because of the lack of change. "I like my job but I try to just not to be in the middle of the fight because it doesn't lead to any changes. And since I got here, you'll see in the past five years, a lot of people have left" (512-515). Kennedy summed up the prevailing sentiment of many of the participants in the following quote:

So I would say, you've got to pick your hills to die on... And I'm old enough now and mature enough now and have worked long enough in my career that sometimes, it is worth dying on that hill and sometimes it's not (575-562).

Some participants identified feeling vulnerable in their schools, and this vulnerability resulted in decisions to stay neutral and/or to keep their personal opinions to themselves.

There are really strong opposing forces.... And I didn't really want to be on either side...at some of these faculty meetings, just because of the tone, I wouldn't want to say the wrong thing? So I'd be very cautious about what I would say or not say anything (Alice 145-147, 327-329).

I find in terms of other decisions, when it comes to faculty, because I'm pre-tenure, I try not to be stuck in some conflict between people. So I just stay quiet...I just let them talk and then I say, okay, thank you for the suggestion and that is it. I don't go in that conflict because I know from my other colleague who left, that leads to nowhere (Harper 475-486).

**Benevolence and respect.** Within many of the examples participants provided, there were glimmers of forgiveness, justification, generosity and compassion towards their colleagues. Participants also identified the importance of being respected as well as the importance of respecting others. Some examples of these will now be provided.

Courtney demonstrated this benevolence strongly during her interview. She believed in the good in people, and she trusted they would not take advantage of a good situation. "I think people wrongly assume that if you give people an inch, they're going to take a mile. And they don't" (258-259). She identified that in nursing academia, much of the conflict could be avoided if people were more generous and forgiving of each other.

And the poor person that said the comment was like... she tried to explain, she tried... and to no avail. So I am almost 100% certain that the reason why there is horizontal, violence or interpersonal conflict in our profession has to do with people not recognizing who they are and trusting that other people come from a place of good (667-681).

She identified that some academics just do not have the capacity for strong interpersonal skills. She believed that it was the responsibility of those who had those strengths to teach those who do not.

Some people just don't have the skills, honestly. As I say, academia, some of them have the skills, some of them don't. And we have to teach them, those of us who do have the skills have a responsibility to teach other people how to do it and to model (775-779.)

Participants identified that it had been easier to demonstrate caring, kindness and compassion towards colleagues when they had developed a rapport with them. Daryl explained the importance of getting to know colleagues on a personal level.

Getting to know people in a different level is important for developing better working relationships. That's my philosophy. So I think you get to know each other as human beings, you give them a little more slack, you put up with it a bit more if you know them. So I think that's incredibly important for a better culture (488-492).

Without rapport or common ground, maintaining functional relationships could be challenging. Participants identified the need to look past the lack of communication skills to the words their colleagues were saying. Courtney explained that if you could forgive the delivery, you could look past it and consider whether or not there was merit to the message. When she has looked past delivery, she received valuable advice. As a result, she has also developed improved relationships.

I've seen the good in what people say. Sometimes what they say is clouded by their delivery method but often time, if you get passed the delivery method, what you find is what they're telling you has some merit and some value. Some people don't have that internal monologue that says you shouldn't say that that way..... I get some very important information. And it's relationship building when you do that. This person that I had the initial conflict with was most helpful, gave me a lot of very good guidance (190-197, 209-215).

Assuming the good in others and in their intentions was a strong self-preservation mechanism. When participants believed in the good in colleagues, they found it less upsetting when someone behaved badly. Ainsley identified the health implications when things were taken too personally.

People aren't malicious, really. People come to work to do good. They don't come to work to be horrid and do nasty things to you. But people can be very hurtful without really meaning to do it. And if you go off the deep end every time somebody's hurtful, you'll just end up having a heart attack or a stroke (271-279).

Alex had worked previously at a school where she felt micromanaged. She appreciated the increased level of respect at her new school.

Maybe just the culture, one thing I notice about the culture, nobody really notices what other people are doing. We're all so busy with our own work.

Before...other faculty would be like, "Oh, well, where you?"... those kinds of comments. But no one really looks at who's coming in or going out or... everyone just assumes everyone's just working and doing a good job. So no one's really checking up on anybody (495-505).

Respecting everyone's contribution, regardless of role or educational preparedness was discussed by several participants. For Kennedy, respecting the contribution of the program's college partners was important. "I think at the end of the day, the level of quality is the same, it's just different measuring sticks...I think the quality's as high. Just as good. It's just different...and on the ground, the students wouldn't know" (344-350).

Some participants appreciated the efforts by management at their school in allowing faculty to participate in decision making. Ainsley identified that the school closed to enable all faculty and staff to participate in the strategic planning process. "When we did our strategic plan, for example, we just shut the school completely. And we spent a whole day, we locked the building, we spent a whole day, all the staff, all the faculty" (441-443). And Ellen identified a similar process for school council. She identified the collaborative nature of the decision making process at her school.

So we actually close the school for the two hours for council. And every staff member of the school of nursing attends council, has voice at council, not vote but really it's mostly about voice and not vote. If you're deciding things on vote, usually, you're in a bit of trouble. Although, sometimes we have to vote because it has to be documented (524-530).

Participants explained that when all faculty participated, a balanced decision was made, everyone felt heard, and this resulted in less resistance of final decisions.

So it's plenty of opportunity to consult. And most people know what the rational is. They can say, "I don't like it, but I can understand why we're doing it."...Because you give people opportunities to say why they don't like it. And sometimes, they've got really good points. Even people who are obstructive, they've got good knowledge... and sometimes, some of the things that they have to say, if you can get past the negativity, there are nuggets in there that would be helpful, that would make whatever your proposal is stronger (Ainsley 709-715).

**Promoting change.** Participants identified areas which required change, areas which had seen change and areas where they had participated in effecting change. The need for change in nursing academia was identified at the personal as well as organizational level. Eli identified that the presence of conversations about workplace violence was a good sign.

Maybe a sign of the times changing, workplace violence is about being collegial. And there seemed to be no policies. So you didn't have conversations. So just the fact that these topics might be on people's lips, and these documents may be circulated as part of the departmental procedures, may be enough to change certain people's behaviors. Slightly. So, the lack of them. Back then. And the lack of the conversations. So I don't know if anything was in place with these, certain things weren't in place (877- 887).

Several participants identified a need for a change in behavior and attitude. Corey identified that there was significant potential within the school.

I think we're in the stew together and no one wants to feel squashed and yet, I feel like we all are, students and faculty. And I feel like there's potential to do it a different way. There's so much potential. You've got people that come into this program ...they really want to be here. And they're inspired and they're smart. And you've got people who are signing on for this job of teaching who also presumably really want to be there. It's a lot of hours, why would you do it if you didn't want to? (834-841).

Participants felt faculty had a responsibility in effecting change. "You have to go out and get these things yourself because if you just sit there, you just... things are just going to keep going on one of the same path. You have to affect the change yourself" (Courtney 713-715).

Courtney had worked in nursing academia within several different schools and was discouraged by the state of affairs within nursing and nursing academia in Canada. She identified that stress leave for faculty had become common place.

I feel really sad about the whole turn of events in academia in general. And nursing education in particular...I have colleagues all around Canada, a lot of them in academia. And it's getting to be a very common story. I

know people out west who have to take leaves. I know when I was at --- [university] the same thing...we have an obligation to do better, especially because we're nurses and we talk a lot about compassion in our work. And yet, we have these environments that just suck the life out of everyone. And we graduate these students crawling to the finish line (845-853).

However, some participants identified positive changes taking place within their schools and some examples of these will be presented. Not tolerating inappropriate behaviors, addressing the bad behavior, naming it as unacceptable, and ensuring open and transparent communication took place was a strategy Billie adopted when effecting positive changes within her school.

And I made the decision that one of the things that would help would be... make the communication very open and very transparent, and to name the behaviours... to be just right out there, very open, very transparent. And at the same time, to attend to all of the small things that had not been dealt with in terms of infrastructure and team building...the rot was setting in below because nobody was paying attention to the infrastructure support that the program needed (135-140).

She identified how problematic email communication could be, and made a commitment to ensure faculty were brought together for regular face to face meetings to prevent escalation of issues. She identified that it was much harder to be disrespectful in person than over email.

Let's put it out there, let's bring everybody to the table, we're not going to have any secrets... moving to a hard and fast commitment to face to face communication. The communication in this conflict had begun to be mediated completely by email. And there's good research out there about how extreme we'll all become in our email. .... I would say something to you in an email that I would never say to your face. We had that going on. And that really escalated the conflict in a significant way. So by refusing to deal with email communication and making everything face to face where we could and the odd time phone to phone but by making the effort...to have the conversations face to face began to humanize it and it got harder to be ugly (152-156, 158-163).

Another issue previously identified was the lack of management experience

of those promoted into leadership positions. Stevie noticed a job posting for a leadership position, and for the first time noted that it was asking for management experience. “The chair position’s just posted and for the first time ever, they want extensive management experience in a unionized environment. And that’s the first time in the chair’s position that’s ever been a qualification” (435-438).

Courtney identified effort at her school to foster collaborative relationships amongst the faculty. This extended to ensuring new hires were able to collaborate with faculty.

There's been a very calculated effort to bring the people together in the faculty who are going to work together, who are going to collaborate. So there's been sort of a wholesale retirement...We're small. The only way we're going to survive and be a power house is if we all pull our resources. And so therefore we can only hire people who are going to be able to do that (235-242).

### **Sub-Theme Two – Professional**

Participants provided a variety of examples of professional adjustments and alignments they had made as a result of their decision to pursue a career in nursing academia. These included whether or not to pursue a tenure track position, whether to work part time or full time, the direction of their research portfolio, who they wanted to collaborate with, and what team alliances to forge. These decisions will now be outlined.

**Gunning for Tenure.** Participants spoke about the commitment required to succeed in a tenure track position. The long hours and significant dedication required to develop a successful research portfolio was intense. Eli identified the significant work required to achieve full professor, which came about at the expense of a personal life and only transpired because at that time she had no family responsibilities.

I worked as hard as I could because I thought I had to keep up with everybody. And so that period of my life, although it was a bit harsh in that environment, it did pay dividends as well because I’ve got this long CV, it got me full professor ...I had this time to do it because I had no

other commitments. Didn't have a family or anything so I was able to work until 10:00, 11:00 at night (110-114, 119-121).

Several participants had been in tenure stream positions for years, and had not yet achieved full professor status. Although still in a tenure stream position, Brook accepted that she was unlikely to achieve full tenure. She identified that there were other aspects of life she had been missing out on, and she was no longer willing to work as hard.

I think there is a point when you hit a certain age...I don't feel young anymore, I don't feel like pushing that hard. And I just want to, there's a lot that life gives you that you can savor that perhaps I overlooked when I was gunning for tenure (651-655).

Several participants spoke about how difficult the decision to pursue tenure, or to change their focus away from tenure track had been. Non-tenure track positions were identified as being less prestigious. Teaching at the undergraduate level, and research in teaching was not as highly regarded. Corey, who had previously been an assistant professor at a different school, chose to accept a full time lecturer position with her current school. She spoke of her excitement at having the opportunity to focus on teaching and learning. Unfortunately, her experience was not as positive as what she had expected. She highlighted the hierarchy and devaluing of teaching faculty she experienced in the following quote.

An opportunity for a full time lecturer position. At my age and stage, career, I'm really interested in teaching and scholarly work related to education versus a bigger research kind of track...One of the things that drew me here was the opportunity to focus in an energized kind of way on the teaching as a lecturer position and I was concerned about the designation of lecturer versus assistant professor.... The reality has been quite different from my hopes when I entered in, and even the description of what I would be doing. There's a lot of tensions, not only within this university but in academia in general. We're not allowed to use the research word at a lecturer level. We must talk about scholarship. So I'm Ph.D. prepared, I think in a way of exploration and research and there's a

lot of tensions...I feel constrained in the role and when I started, I thought it was an opportunity (4-6, 9-23).

Dakotah identified that teaching was more important than research to her, although she acknowledged that teaching was not the priority of the university.

That was my first understanding of this, starting to see the difference between tenured track and teaching stream. And what I really wanted and what was important to me as opposed to, from a dean's perspective or research intensive university...finding where I'm comfortable, I actually want to teach in the undergraduate team (437-443).

**Pressure to perform.** Participants spoke about their decision to work part time instead of full time. The rationale identified was similar to the decision to follow tenure track versus lecturer stream positions. Participants spoke about quality of life and the sacrifices they were and were not willing to make for academia. Dakotah identified how hard the tenure track faculty must work, and stated she was not willing to work that hard.

I had never applied yet for a fulltime and I'm not really sure what I'll do ...you have that pressure on you to perform. Publications. Committees. Innovation in teaching and it seems to me, they work pretty hard. And I like working, I like what I do but...I don't want to work that hard...I want to have some balance (222-234).

Daryl identified the benefits of working part time. Being part time allowed her to avoid the competition, politics and conflict in the school. This provided her with the flexibility to work with who she chose.

I'm part time and I don't have a lot of interaction with a lot of the faculty. It's actually quite pleasant...I don't get inundated with any of the faculty dynamics because I actually just float in and out...because of that, I get along with almost everybody at our faculty...because I'm not embedded fully with the faculty, I can pick and choose who I want to be with and perhaps people don't even know they're not being asked to be a part of my research, so there's a lot of that behind the scenes (Daryl, 15-26).

For participants, choosing to be part time came at the expense of career advancement, however Daryl identified that although there was uncertainty when working from

contract to contract, the flexibility and decreased responsibilities was worth the compromise.

I hear some horror stories from some of my colleagues where there is a real push. We are supposed to be number one, the best, it's like looking at your CV, you haven't done enough, and you haven't done this. So I find those are the stories I hear about and then it scares me. Because, actually I had an opportunity to have a chair position, and I applied and then I thought, who am I kidding? My job is so unbelievable, I don't need a chair person or a tenured stream...like I said, it's not quite as warm and fuzzy as you'd like it to be (Daryl, 51-60, 62-63).

**Promoting a healthy workplace.** Participants identified enormous benefits in collaboration. Being able to decrease competition and work together towards a common goal, supporting each other along the way, was a strong coping mechanism. Who faculty aligned themselves with, the programs they became involved in and their research focus all influenced their working environment.

Everyone has to go together to get things done. So we accomplish a lot considering we're a small faculty, because everyone works so well together. There's always opportunities to be part of a branch or you're invited to come on groups that are applying for things and just because they want to support everybody (Alex 49-53).

However, as supportive teams developed, the distinction between work groups became more evident. Ainsley identified how easy it was for divisions to be created. As a manager, she identified her role in working with faculty to promote collaboration and reduce friction among faculty, in order to promote stronger interfaculty relationships.

So when you're trying to promote a friendly working environment, you're trying to promote people being able to work with, two or three people getting together and working on a particular research project, but then the next research project comes along and one of those goes and joins two others. Trying to keep it even so these two don't resent the fact that one went off to do something different over there and you wouldn't believe how often those things can sort of boil over and people can feel that people didn't pull their weight and, it's very easy to get cliques (Ainsley 301-306).

Branching out and developing relationships outside the school, and with other disciplines was a mechanism utilized by some participants to decrease the competitiveness and improve interfaculty relationships.

I think there's less competition, I think that's actually really what I found faculties are often all about. I have this huge feeling of competitiveness, especially since we're all nurses, going for the same dollars. So being in an institute that's all inter-professional, it's wonderful because I can then still be a nurse and then ask others to join me that are not nursing and then that works to create a beautiful grant. I find that I'm not in that same competitive milieu. Which means I probably get along better than with my faculty peers the most, because I'm not in the thick of it. ... I also work with other faculty... I can work with other professors [non-nursing] and I've had great support with my research from that as well. Not just within nursing (Daryl 23-41, 205-209).

Participants identified the benefits of being part of a supportive team. Teams were created according to work assignments for some participants.

I think people pretty much hang with their course groups. Just based on ease of when we're in a meeting, you sit with your course group because if we're going to be talking about curriculum revision, those are the people you need to be with (Stevie 271-275).

Other participants had greater input into the development of the teams they collaborated with. Jamie chose to work in a research team where each member had distinctive interests, and stated that this decreased competition and enhanced collaboration.

We work really well together, support each other. So within that group, it's an excellent environment because we all have totally different areas, no one is standing on anyone else's toes.... So it's not like we're competing for the same biscuit, everybody.... has an area, so it's really quite helpful (Jamie 258-261, 263-266).

For some participants, team alignment began at the undergraduate and graduate levels. They explained that faculty had significant influence on the career path chosen by their students. Jamie spoke about the support she received from her thesis supervisor. As a result, she chose the same supervisor for her master and doctorate degrees, and the

mentoring relationship continued throughout her career. “We worked together really well from that time, she was on my PhD and my masters. I made sure of that...Now she's retired but she's still a very strong mentor, really helpful” (151-156, 165-171). She also explained that funding agencies were looking for an increased variety of skill sets within research teams, and as faculty members increased their collaborative activities, their opportunities expanded.

It's become much more prevalent now because your funding agencies have requested.... that you have all these people on your team. So I'm now being pulled into many more research projects, people I haven't worked with before because of that. So that's great for me, I get to learn different topics, but also to work with others. And, so that's good (757-767).

Participants explained that they had to also consider the role they wanted to play within nursing academia. This included identifying what their area of interest was, and what impact they were hoping to accomplish, whether to be influential at the university level versus being influential in the discipline at the national and international level. For many participants, these decisions were made as a result of the need to cope with the demands of the role.

There are two ways you can go in academia. You can think, I'm going to make my reputation in the literature, the things I write...And that reputation could be international if I'm lucky. Or I can make myself a local reputation, I can run a research center or institute or whatever, get money and be the institution person. But for me, so if you do the institution thing, you research, you get really big institutional reputation but it could be at the sake of your international reputation.... there's a tension there (Eli 589-602).

The analysis of the subthemes, categories and subcategories of Theme Three: *Coping Mechanisms* is concluded. Participants identified personal and professional coping mechanisms which supports them in negotiating their work environments. The

analysis of theme one: *Academic Apparatus*, theme two: *Experiencing Academia*, and theme three: *Coping Mechanisms* will now be summarized.

### **Summary of Results**

Data was collected from three schools of nursing in Canada. Twenty-nine interviews of faculty, support staff and managers were conducted, institutional policies and procedures were reviewed, and each piece of evidence was analyzed looking for statements of violence, power, resistance and knowledge. The language used and descriptions of experiences varied. A summary of the findings will now be provided.

Academia was identified as snobbish, hierarchical, and competitive. This system was maintained by the use of various titles, and included the devaluation of non-PhD prepared faculty. Universities were recognized to be complex organizations with numerous categories of staff, supported by various unions. This resulted in broad disparities between employment contracts, compounding the differences between various levels of faculty, and fostering environments which supported interpersonal conflict. Preferential treatment was identified within the system: full-time versus part-time, male versus female, PhD prepared versus non-PhD prepared, etc. Universities had become more corporate. The production of knowledge had become a commodity, resulting in a greater focus on quantity versus quality of research, and grants had become scarcer. These factors contributed to the increased competitiveness of the environment.

Policies and procedures were in place to manage complaints of conflict and violence, however at times it was perceived that these resulted in escalation of issues because the rigid rules restricted the use of less formal resolution strategies. Managers identified that a firm approach was required with the management of disruptive and

inappropriate behaviors, and lack of management of bad behaviors at all levels of the university was viewed as problematic. The short terms of management appointments were cited as contributing to this problem, as they prevented long lasting changes from being implemented, hindering performance management.

Uncaring practices were identified, some overt and others covert, and included competition, being critical, stratification, public and hidden hostility, control, oppression, stigmatization, intimidation, and silencing. The consequences of the violence identified included normalization of behavior, perpetuation of the culture, suffering and uncertainty. Feeling disrespected and discounted was prevalent, and resulted from differences in rank, research focus and methodology, educational preparedness, teaching and research philosophies, individual perspectives, perceptions and priorities, to name a few. These faculty differences resulted in the development of tensions within the school.

The negative work culture of nursing academia resulted in faculty resignations. Faculty identified leaving previous employment at other schools and/or identified the intention to leave their current school. Whereas, other faculty identified the need to accept things the way they were, including accepting that personally and professionally, their circumstances were good enough the way they were, and finding happiness in the here and now. Participants spoke of a need to modify their behavior, and this included downplaying their personal happiness, in order to prevent negative treatment from colleagues.

Participants adopted personal and professional strategies in order to cope. Personal strategies involved choosing between quality of life and/or having a family and seeking tenure. The importance of making connections with each other and building

relationships, being generous and forgiving of others and having a positive self-esteem strengthened the ability to cope with the rigours of academia. Professional strategies included making decisions between pursuing tenure versus teaching stream, and between full and part time employment. Choices regarding research focus and team alignment influenced coping. Having a supportive and positive mentor and role model improved success. Building strong collaborative teams was identified as being essential for the future of nursing academia.

In conclusion, this chapter has presented the analysis of the twenty-nine interviews which were conducted. A discussion of these findings will follow in chapter six.

## CHAPTER 6 - DISCUSSION

This chapter provides a discussion of the results presented in the previous chapter. Knowledge, power, violence, difference and resistance were connected in the theoretical framework (chapter three) and this created a dynamic cycle which allowed violence and power to be considered as productive processes, shaping and informing knowledge. This theoretical framework was used to support the evaluation of the individual and organizational influences and expectations that shaped the dominant discourse which emerged during analysis of the research results. This knowledge, along with the knowledge found in the literature review (chapter two), has been utilized to consider and interpret these results and have been used to guide this discussion. A discussion of the limitations of this research study will then be presented. The chapter will conclude with recommendations for the application of this research to nursing practice, administration, policy, education, and research.

The discussion will be divided into four sections: *Fighting to the top and fighting to stay on top*, *Academic Snobbery*, *Mean Girls*, and *Surviving Academia*. Evidence of the transformation taking place in nursing academia will be intertwined within each theme's discussion.

### **Fighting to the Top and Fighting to Stay on Top**

Competition was evident within all three schools of nursing. As the research intensity of the university increased, the competitiveness became more evident. Faculty identified that they were aware of the challenges and sacrifices that were required in order to be successful in these environments. These challenges at times were downplayed and dismissed as an expected and normal part of any engaging environment. Foucault

identified (1995) that normalizing judgment operated through the identification of behaviors which were acceptable and unacceptable within a culture. Normalizing judgement was part of the new mechanism of power Foucault (1995) identified as disciplinary power, which emerged in the seventeenth and eighteenth centuries. Disciplinary power shaped individuals into conforming to the dominant cultural discourse without their conscious awareness, and encompasses several processes evident in academia, including the competitive environment.

Foucault (1995) identified the processes through which disciplinary power operated as hierarchical observation, normalizing judgement and examination. Hierarchical observation operates through a system which allows those in charge to monitor behavior through direct and indirect observation, and this system results in individuals' self-monitoring their own behavior. Normalizing judgement operates through the identification of behaviors which are acceptable and unacceptable within a culture, and as a result is the aspect of disciplinary power that produces the cultural norms that individuals will come to recognize as expected and acceptable features of the society they live in. Examination encompasses the actual mechanisms by which individuals are observed (hierarchical observation) and behavior is ranked and modified (normalizing judgement). Foucault (1995) identified four training techniques utilized within the disciplinary apparatus, and which are demonstrated in academia: 1) the spatial distribution of individuals, the grouping of individuals together which allows them to know their place (i.e. academic hierarchy); 2) the control of activities (i.e. tenure, promotion and merit processes); 3) segments of training progressing from student to master (i.e. graduate to post graduate education, progression through the ranks); and 4)

the tactics that are used to coordinate all the training procedures (formal practices i.e. policies and procedures, and informal practices i.e. academic culture).

Academia in general was identified as highly competitive (Arthurs et al., 1994; DalPezzo & Jett, 2010, Kraiss, 2002; Sparkes, 2007). Normalizing judgment has resulted in the acceptance of competition as a normal and everyday aspect of academia, and in a culture where competitive behavior is rewarded, reinforcing compliance and preserving the status quo. This study has demonstrated that rather than improving, the competitive nature of academia has gotten significantly worse in the past ten years. The academic culture is continuously creating and reproducing a culture of competition, and systems are set up to judge behavior and performance within this competitive culture.

The negative impact that the competitive environment has on interpersonal relationships was identified. While greater collaboration was evident in a few instances, overall the universities' policies on merit, tenure and promotion reproduced the competitive nature of the environment, and were significant organizational factors identified in the study which promoted and resulted in inappropriate and violent behavior being accepted within the environments. Hierarchical observation is the force that leads faculty to carefully monitor their own behavior and that of their peers (Foucault, 1995). However, hierarchical observation is maintained not only through individual self-monitoring, but also through complex systems which allows subtle and omnipresent surveillance (Foucault, 1995). Faculty are required to submit on a regular basis for peer review curriculum vitae, research reports, teaching dossiers, etc. The scrutiny that takes place is part of the accepted academic structure, rendering faculty visible, exposing them to ongoing monitoring and scrutiny in order to mold them into "good" faculty, deserving

of merit, promotion and tenure. Although not typically considered disciplinary, universities utilize the power of hierarchical observation both overtly and covertly as subtle forms of constant surveillance, exerting a force resulting in faculty acceptance and conformity with the prevailing competitive discourse. It is the examination process itself that influences the knowledge generation creating the prevailing discourse within the university apparatus. Examination measures, comparing individuals with the dominant group. This process allows for the constant comparison, judgment and ranking of faculty's performance, behavior and productivity, often opposing one against the other.

In addition to the presence of disciplinary power within the university is the presence of pastoral power (Foucault, 1995). Foucault (1995) described pastoral power as a power where the pastor commanded his subjects, and also had to be prepared to sacrifice for their salvation. In order to be successful, the pastor needed to know what was going on in people's minds. The confessional was the vehicle utilized to accomplish this. Foucault (1995) explained that although the church no longer held this power over subjects, it was now being administrated by the state (i.e. university). Faculty participate in the confessional when being interviewed and when completing self-evaluations for professional development.

The curriculum vitae (CV) as a central feature of academic life and an autobiographical practice becomes a call to account for the self that one is. When the panel members read the CV and the publications as performance outcomes, they are reading the self story of the person (Sparkes, 2007, p. 527).

The domination that is achieved through pastoral power is imperceptible. The strength of pastoral power lies in its ability to mold faculty into believing that their choice to conform to the competitive environment is their own, relating and linking with their own values and beliefs. This power has created a system of people that willingly accept

competition as the natural order of things within academia. It is the force of pastoral power that supports faculty in judging themselves, and rendering themselves visible to the scrutiny of the university systems willingly.

Samnani and Singh (2012), identified that organizational factors, including reward systems, will influence bullying within the workplace. Participants provided examples of disruptive individuals being promoted and achieving tenure. As long as individuals are “producing”, the system was set up to reward them. Arthurs et al. (1994) identified that there was a very high threshold of tolerance for bad behavior in academia, and it was noted that organizational tolerance and reward for bad behaviors contribute to workplace bullying (Hutchinson et al., 2010b). When disruptive individuals are promoted, it increases their informal power (Hutchinson et al. (2010b), legitimizing the negative behavior and contributing to the normalization of the behavior within the organization’s culture. It is a well-known fact that academics are rewarded according to their individual research portfolios and scholarship. Normalizing judgement encompasses techniques which focus on micro-penalties serving to monitor and evaluate individuals (Foucault, 1995). In academia, these micro-penalties evaluate faculty on the basis of their productivity. Participants expressed concern that the number of publications was the only thing that counted, describing a culture where quantity of publications was more important than the quality of publications, and where the production of new knowledge was not considered a priority or the driving force behind scholarship.

Participants identified a culture which increasingly limited free speech and the ability to disagree with prevailing discourse. Foucault (1995) stated that discourses will act to limit or to enable what can be known, said or thought, influencing truth.

Knowledge production will be influenced by the discursive rules or conditions in existence within a society (Foucault, 1995). Arthurs et al. (1994) warned of academia limiting free speech when investigating the Fabrikant scandal in 1994. At that time, the authors identified that there was a need for change in the culture and context of research for the entire Canadian community (Arthurs et al., 1994). As demonstrated in this study, the concerns expressed by Arthurs et al. (1994) still remain a concern within these schools of nursing today. Foucault (1980) stated “We are subjected to the production of truth through power and we cannot exercise power except through the production of truth” (p. 93). Unless and until faculty challenge the forces at play in academia which have formulated and maintain the current truths limiting freedom of speech and ability to disagree with the current discourse, these limitations will continue to prevail, alternative views and discourses will continue to be stifled and the prevailing discourse will continue.

The pressure to publish, secure funding for research and be successful in academia was very high (Krais, 2002; Morrissette, 2011), and promotion, tenure and merit processes were all directed towards individual accomplishments. Sparkes (2007) identified that the rules of academia had not changed, however the monitoring of scholarship had increased, and “become more evident, more in your face” (p. 524). Twale and De Luca (2008) identified that adversity and incivility are accepted in the academic arena where demonstrations of power are reasonable and warranted in order to succeed. Until these behaviors are labelled as a form of violence, and the organizational systems which allow and promote them are challenged and changed (Longo & Sherman, 2007), the competitive culture inherent in academia will persist. Universities and their schools of

nursing would benefit from inclusion of criteria in their promotion, tenure and merit systems which emphasize the importance of team building and team mentality. If successful collaboration became a priority and expectation rewarded by the university, and if collaboration and the nurturing of interpersonal relationships and development of team mentalities became widely encouraged and celebrated, the competition in academia could be reduced, resulting in decreased interpersonal adversity.

Although policies and procedures are in place within the organizations to support the management of violence, a greater emphasis is required to provide structures that will support more positive work environments, which in turn will foster the development of a culture of collaboration. All three universities had faculty, staff, and culture engagement included in their mission, vision and values. Notwithstanding this important step, it is also imperative for the senior leadership team to communicate what is acceptable and unacceptable behavior, and for the goals of the university to be clearly articulated. All three universities had clear mission statements, and all included statements indicating the importance of respect, open communication, culture, and employee engagement. Regardless, the posted mission statements were not part of the prevailing discourse in all the schools of nursing. Within the two smaller schools, discussions of collaboration, respect and inclusion were common, however within all three schools and particularly at the more research intensive university, publishing was the priority and was what was rewarded.

Foucault (1995) identified that one aspect of disciplinary power was its ability to extract ‘time and labour’ from bodies. “Discipline is not guided by the principle of non-idleness or the imperative to not waste time” (McHoul & Grace, 1993, p. 69). Control

and surveillance are ingrained in the university systems which promote productivity at all costs. The formality of the hierarchy allows faculty to know “their place in the general economy of space associated with disciplinary power” (McHoul & Grace, 1993, p. 69). In this system, the competitive environment is maintained through disciplinary systems which reward productivity, and the resultant pressure on faculty to perform is intense. It is anticipated that with an increased culture of collaboration, the inherent competitive nature of the environment may decrease, resulting in a more supportive environment. Demonstrating concern for colleagues, increasing inclusionary practices, and collaborating with research and teaching assignments all have the potential to improve the quality of knowledge production. Essential to this is the development of positive and supportive relationships (Demir & Rodwell, 2012; Heinrich, 2010; Hegney et al., 2010; Spence Laschinger et al., 2012; Wheeler et al., 2010).

Evidence of efforts towards greater collaboration and connection with faculty are evident. However, the workload of nursing faculty in tenure stream positions is significant. Participants repeatedly expressed concerns over workload, identifying increased reporting burdens, and lack of time for reflection as a result of these increasing demands. Increasing corporatization of universities, increasing demands on faculty, and rapid technological changes have all been identified as placing ever increasing demands on academics in recent years, resulting in increased levels of violation (Gill, 2009; Sparkes, 2007; Thompson et al., 2010). Significant change will not take place until the importance of relationship building becomes a priority for schools of nursing. Until faculty identify that time and effort spent in relationship building is worthwhile, competition will remain the cultural norm.

Shared goals and values promote teamwork (Longo & Sherman, 2007). At one site, the school of nursing had regular planning sessions. The school of nursing closed so that during these all staff and faculty could attend. This promoted teamwork, empowerment and communication with all members of the team (Longo & Sherman, 2007). Participants identified the benefits of working together, including increased opportunities for collaboration and relationship building with colleagues, activities which are integral for decreasing competition. The priority on cooperation and the promotion of collaboration and teamwork as shared values within the school was identified by participants as a valuable aspect of their work environment, and one which enabled a greater emphasis on collaboration.

Participants from one school identified that when interviewing for new employees, hiring “nice” people (e.g. people who had good communication skills and worked well with others) was a priority. This school makes communication and ability to work with others a hiring priority. Although on the surface this sounds like an important and desirable practice in promoting collaboration and decreasing the competition in academia, questions around how potential hires are judged as possessing these desirable qualities remain. The concern being that those who do not possess the desired personality traits will be rejected, without ever being given an opportunity to demonstrate the ability to work well within a team environment. Unfortunately, the student researcher was unable to ascertain the process used to rate applicants in the quality of “niceness”, which is extremely subjective. However, one participant did identify that nursing academia is a very small circle and a few discreet phone calls could elicit valuable information in making this determination.

### **Academic Snobbery**

Academia has been identified as being hierarchical, with a formal class structure (Cowan, 1994). Similar to the competitive nature of the environment, as the research intensity of the school of nursing increased, the formal class structure within the school became more evident. Senior positions provide greater freedom and control, allowing for greater autonomy (Krais, 2002), and those in junior positions were ill equipped to challenge the authority of faculty in senior positions, as they depend on the recommendations of those faculty to ensure they continued to move through the promotion process (Krais, 2002). At the larger, more research intense university, a group of faculty were nicknamed the “Queen Bees”. These academics were described as thinking and acting as though they were superior to others, and as demonstrating a lack of respect for others’ work. The work of faculty who had not yet achieved tenure, or of those who had not completed a doctoral degree were dismissed. At both of the other two schools, similar experiences were described of tenured faculty dismissing those more junior to them, of faculty in tenure stream discounting the contribution of those in teaching stream, and of doctoral prepared faculty discounting those not. Such treatments resulted in faculty in teaching stream positions, as well as non-tenured faculty feeling disregarded. This elitism which is evident in this study, and which is a greater issue within academia, emphasizes the hierarchical nature of the environment. McKay et al. (2008) found that faculty who were newly hired and non-tenured were at higher risk of being bullied, highlighting the vulnerability of these group of employees.

Most workplaces have visible hierarchies which identify formal leaders and clear chains of command. While there is also a clear chain of command in academia, the

formal power of the director/dean position was not always clear. In one school of nursing, some participants were unable to identify that the person holding the dean/director position had authority over them. This lack of clarity within the structure was identified as problematic. As well, the structure allows for movement of faculty into and out of these management positions resulting in a hindered ability to manage negative behaviors within the environment (Cowan, 1994). In addition, the structure of academia also affords significant positional power to those not in positions of formal authority. This contributes to the confusion and the abuse of informal authority. This study described how elitism resulted in some employees developing feelings of shame, humiliation and violation. Similar to this study, authors recognized that the adversity and incivility which result from elitist attitudes are not only disregarded, they are tolerated and in fact are widely accepted within academia (Twale & De Luca, 2008). The system rewards productivity and disregards negative behaviors as long as faculty follow the culturally established rules (Krais, 2002).

The elitism found in this study related to tenure and scale. Senior faculty holding positional authority had significant influence over the prevailing discourse within the schools. In this study, participants identified that quantitative research grants were more prevalent, and those conducting quantitative research were able to attain tenure at increased rates and within shorter periods of time than qualitative researchers. This phenomenon was not limited to the school of nursing, but rather was a university wide occurrence. Participants expressed concerns for new academics, stating that the environment was making it more difficult to be successful. For example, researchers had to be successful, and this may result in faculty altering their research interests and

methodology away from qualitative research in order to succeed. This has contributed to quantitative researchers having greater power. At the same time, many participants expressed concerns that the production of knowledge was no longer the priority of the universities, and that being open minded or expressing opinions which were outside of the dominant discourse carried risks, stating they would not survive if they demonstrated any resistance to the dominant discourse. One of the primary effects of disciplinary power lies in its ability to highlight differences, which results in attention being drawn to anyone who acts outside of the dominant discourse (Foucault, 1995). “Those upon whom disciplinary power is exercised tend to be more strongly individualized” (Foucault, 1995, p. 193). Kiem & McDermott (2010), identified that faculty holding viewpoints which differ from the majority could become targets because even in an environment that identifies itself as being open to questioning and advocating for intellectual freedom, divergent opinions are not viewed as valuable contributions to the development of professional knowledge, but instead are perceived as being quite threatening to the status quo. Fletcher & Bryden, (2009) had similar findings, identifying evidence of coercion and favoritism, both of which have been demonstrated in this study.

Doering (1992) identified that the power and influence of hierarchical observation has resulted in a system of control in nursing which limits individual autonomy, resulting in a gap in knowledge development and production. She identified that the need to conform to rules had become the primary objective in nursing. These findings parallel and are echoed by participants of the current study regarding nursing academia. Participants expressed the need to conform to the rules in order to be successful. If

systems of control are evident and widely accepted in nursing academia, it is no wonder that issues of control limiting autonomy are evident in practice.

Participants spoke about keeping their heads down, and not rocking the boat. The power of those in more senior positions to thwart the progress of newer faculty was described. Although some participants expressed that the system was set up in such a way as to protect newer faculty, the current study demonstrated that the system is in fact set up to reward a culture of competition and productivity where conformity was the only option for faculty wishing to progress through the ranks. The consequence of the overriding threat of being ostracized is illuminated through Foucault's (1997) concept of sovereign power. Foucault described sovereign power as a power that governed behavior on the basis of violence, an oppressive practice which operated through an exercise of control (Foucault, 1995). Prior to the seventeenth century, the monarch held all power, and any forms of resistance or crimes were seen as attacks against the monarch which required punishment (Foucault, 1995). Punishment was enacted through the threat of, or actual display of violence on the body of the accused (Foucault, 1995). As a result, sovereign power results in conformity and acceptance of the common discourse for fear of negative consequences. Sovereign power will be enacted as a result of fear of the danger posed to existing power relationships by any acts of non-conformity and individual differences and this fear will be directed "disproportionately towards those who are seen to challenge the established order of things" (Mason, 2005, p. 590). As a result, faculty mold their behavior and in some instances are silenced because of the fear of being excluded, of not being accepted, or of not being deemed worthy to progress through the ranks. Twale & DeLuca (2008) provide a description of academic culture:

if you leave me alone to do my agenda, I will leave you to do yours. If I can be anonymous, I will tell you exactly what I think and feel, but if I must be identified, my stance will be neutral lest I or my work be the target of the next inquiry (Twale & De Luca 2008 p. 102).

These words highlight the significance of sovereign power in the creation of a culture which tout's freedom of speech, yet demands conformity of discourse from its members.

The process of promotion and tenure places individuals at high risk for critique and exclusion, resulting in non-tenured and junior faculty being very vulnerable. Faculty must develop their research portfolios and teaching dossiers; and each time these are submitted to their peers for review, they are opening themselves up to critique. Similar to Fletcher & Bryden's (2009) findings, participants in this study reported being discounted by someone in a more senior position. Thus, faculty are forced to conform to survive, a practice which Mason (2002) described as the development of a "safety map". Knowledge of individual differences is generated through the forces of normalizing judgment (Foucault, 1995) and through the threat or actual experience of harm, which will influence and shape identity formation (Mason, 2002). Mason (2002) provided a way to understand violence or the threat of violence as a productive force in the way it influenced how individuals perceived themselves, informing knowledge of self as different, influencing behavior and performance. Mason (2002) explained that the development of a safety map becomes natural and second nature. Like the forces of normalizing judgment, safety maps result in faculty being trained to accept and internalize the common discourse. As a result, the views of the elitist few are perpetuated. Faculty are gradually inculcated into this system, so that by the time they achieve tenure and are in senior positions, they too have adopted the accepted dogma. This socialization

process was described in the nursing literature on workplace violence by Randle (2003), who argued that in time, the oppressed become the oppressors.

Participants described this process as beginning during post graduate education where a sorting process is initiated to identify those “worthy” of academia. Some participants expressed feelings of violation, and even despair when their professional or educational backgrounds were deemed unworthy by their peers. This unworthiness may be the result of the prestige (or lack of prestige) of the university from which they received their graduate or post graduate education, or who their doctoral or post-doctoral advisers were. One participant, a part time faculty within the school, identified that she was not admitted to the school’s doctoral program because the school she obtained her master’s degree from was not good enough. As a result, she was forced to go study elsewhere. Other examples of unworthiness were provided by participants and included years of service in nursing outside of academia not regarded as meaningful, contributions to knowledge generation by those not doctoral prepared not recognized, and faculty in non-tenure streams discounted. The dominant discourse in the academic environment highlighted and made these participants’ differences visible and noteworthy (Mason, 2002). Disciplinary power operates through the distribution of bodies in certain ways (Foucault, 1995). Participants in this study described being sorted and receiving critical feedback that rendered them speechless, feeling disregarded and as though their contributions or research did not count. These feelings have previously been reported in the literature almost a decade ago (Glass, 2003; Gill, 2009; Sparkes, 2007).

Once deemed worthy, the “chosen” candidates are trained to “*toughen up*” in order to navigate academia. Although some participants also described very supportive

relationships, and senior academics that were very positive role models and mentors, the prevailing discourse has resulted in the acceptance of a system which requires its members to be “*bullet proof*” in order to succeed within a culture that requires ongoing scrutiny and critique. This compliance and obedience to the rules was previously identified in the literature as indicative of the highly structured model of nursing and health care organizations (Farrell, 2001). Until such time that the contribution of all members of the community is embraced, the culture of elitism will continue to prevail.

Efforts towards transformation of the elitist culture were evident at one of the schools of nursing. For example, faculty at the school were all treated equally, their offices located in the same location, and all identified using the same title. While this way of functioning may appear to ensure that all faculty are treated respectfully, it requires further scrutiny to delve into the fairness of having all roles equalized. Participants supported and expressed agreement with this change, stating that it demonstrated respect towards all faculty, regardless of the category. However, not revealed by participants, but worthy of note, is the de-valuing of expertise and experience taking place by treating everyone the same. In a workplace truly demonstrating respect for all members of the team, the experiences, expertise and accomplishments of all its members should be acknowledged and celebrated. Those who have achieved higher status through hard work, furthering of education, and being successful researchers and academics deserve to be acknowledged. There should be an advantage to all the time and effort required to be a successful academic. It is for these reasons, that while meant to demonstrate respect, these efforts in fact are devaluing expertise, and this political correctness is identified as a

form of institutional violence that must be fought against. Respect for all members of the team is vital and devaluing of expertise will not accomplish this goal.

### **Mean Girls**

Although there is limited literature available discussing faculty to faculty violence, the information found links strongly with the findings in this study. Participants spoke of overt and covert behaviors resulting in strong feelings of violation. The withholding of information, intimidation, gossip, controlling behavior, silencing, hidden hostility, unspoken, preferential treatment of some faculty, and the sorting process were a few of the experiences faculty identified. Clark (2013) extensively researched the concept of incivility in nursing academia. Her findings corroborate many of the examples provided in this study, including having demeaning remarks made in front of others in meetings, being the recipient of rude remarks, experiences of faculty refusing to carry their share of the workload, having people take credit for work produced by others, and disruptive and distracting behavior negatively impacting meetings (Clarke, 2013). For her part, Glass (2003), in her investigation of the experiences of nursing academics, identified behaviors which also were described in this study such as intimidation, isolation and belittling

Overt and covert behaviors, including verbal violence such as incivility, lateral and horizontal violence, and bullying have been described. Magnavita & Heponiemi (2011) identified that verbal violence may result in severe psychological effects that could persist for months or even years. Participants questioned their experiences, and although they expressed feelings of violation, participants were frequently unsure or unable to name their experiences as violence. This associates with previous research that

has identified that bullies can be so skilled and manipulative in various situations, that it may not be identified as bullying by the victims (Anderson, 2011; Randle, 2003). And to add to this, Hutchinson et al. (2010a) identified that some incidents of workplace violence can be subtle and covert, leading to victims second guessing their experiences. The incidents described by participants in this study did result in some participants questioning themselves, and being critical of their feelings and their responses. Many of the behaviors and treatments described in this study include conduct and actions which were commonly accepted within the environment. The productive forces of disciplinary power, through the influence of normalizing judgment (Foucault, 1995) have informed knowledge of the behaviors which are acceptable and unacceptable within nursing academia, and this at times has resulted in the victims minimizing the impact the experiences had on them. As a result, the negative and violent behavior has become a non issue, invisible within the culture (Hutchinson et. al, 2006; Milton, 2009; Stevens, 2002).

All three schools of nursing had policies and procedures addressing harassment and workplace violence, however only one site had a policy outlining civil conduct. These harassment and violence policies outlined behaviors defining violence as physical and harassment to include vexatious comment or conduct. Hornstein (2003) explained that incivility in the workplace drew attention to the need for clear policies and procedures to safeguard fairness and impartiality for all employees. The harassment and violence policies in place did not address fairness and impartiality, nor did they address the “softer” forms of violence demonstrated in this study. However, as outlined by Hegney et al. (2010) the presence or absence of a policy on workplace violence may have little impact on decreasing violence, as the influence of workplace culture had a much

more significant impact. In addition, as identified by Hutchinson et al. (2010) the use of zero tolerance policies decreased organizational accountability by implying that violence occurs only at the individual level.

Heinrich (2007) previously described the types of experiences identified in this study as “joy stealing games” and “mean girl games”. On the surface, these names appear to capture and aptly identify some of the feelings which have resulted from these experiences. However, by referring to these experiences as “games”, the seriousness of these interactions is minimized and the resultant harm is diminished. Game is defined in the Merriam Webster (2016) dictionary as “a playful activity” (para 1), “an activity engaged in for diversion or amusement” (para 2), implying something fun and light. The suggestion that faculty who are victims of violence can and should simply pick themselves up and get on with things following a mean “game” is preposterous. The findings in this study point to a much different reality, that which strongly connects with the statement “mean girls”. The behaviors, whether considered incivility, bullying, or any of the other labels found in the psychological violence literature, are still clearly and unmistakably mean. In this study, faculty were significantly and negatively impacted by these behaviors. For example, participants identified work related stress and having their self-esteem undermined, resulting in lack of confidence, difficulty concentrating, anger, depression, decreased workplace satisfaction and motivation, all of which are significant and leave long lasting psychological consequences which are all identified in previous research on violence (Magnavita & Heponiemi, 2011; Wilson et al., 2011).

Other terminology found in the literature to describe the experiences of violence in nursing academia includes bullying and mobbing. Golderg et al. (2013) described the

culture within the schools of nursing they studied as academic bully cultures, describing experiences such as: gossip, sabotaging, unrealistic workloads, lack of trust and silencing. These experiences are very similar to those of participants in the current study and to the experiences which were previously described by Clark (2013) as incivility. As stated earlier in this thesis, there is no universally accepted definition of workplace violence. As a result, terminology can be confusing, and terms are being used interchangeably, making it easy for faculty to question their experiences.

Wieland & Beitz (2015) explained that the bullying evident in nursing academia is often rationalized and dismissed. The toughening up process that has been presented as a part of the culture of nursing academia, and the findings in this study support this description of nursing academia as being an academic bully culture. Peters (2014) explained that while nursing academia should be a place for openness, where faculty and students are able to share knowledge and feel they are making a valuable contribution to the discipline, the reality is a hostile environment resulting in faculty leaving academia to pursue other employment. The current study saw participants' express concerns regarding the lack of new knowledge being generated. However, as opposed to the findings of Peters (2014) and Heinrich (2010), faculty in this study did not report plans to leave academia, but rather reported that they had left previous educational institutions or that they planned to seek employment at different educational institutions. One participant reported that she retired early because of a bully. These signs of resistance against the status quo over time may allow the system to be made visible for inspection (Anderson, 2009).

Furthermore, participants mentioned feeling completely diminished by the critique received from blind reviewers following a manuscript submission. The blind review process, often perceived as imperative to the scientific process, provides anonymity for reviewers who can then be hypercritical. Gill (2009) questioned this process, wondering “what is going on when such hostile and dismissive judgments are made by one’s peers?” (p. 238). She wondered if this harshness comes about as a result of the reviewers’ own experiences of being treated with condescension and disdain, describing it as one of the many “hidden injuries of neo-liberal academia” (Gill, 2009, p.228). Similarly, this harshness was also described by participants as part of feedback given to students. Participants reported that faculty could be rigid, demanding and dismissive when dealing with students, findings which were echoed by several scholars (Clark & Springer, 2007; Marchiondo et al., 2010). Numerous scholars have recommended that faculty receive education to support them in developing respectful relationships (Altmiller, 2012; Clark & Kenaley, 2011; Del Prato, 2013; Hall, 2004; Luparell, 2011). Hypercritical and harsh critique serves only to diminish the recipient. Conversely, when respect is present and feedback delivered constructively, they can contribute to the growth and development of recipients.

### **Surviving Academia**

Academia is a very demanding profession. Significant time and effort is required in order to be successful, and as a result participants spoke at length about the many sacrifices required to do well. Academics were described in this study as being dedicated, hardworking and type A personalities driven to succeed, and commonly working very long hours in order to attain this success. As a result, academia was described as a unique

profession, one that is unable to support and sustain complicated personal lives. It has been previously noted in the literature that female academics are considerably less likely to have children than are male academics (Gill, 2009). Participants in this study reported being given advice about limiting the number of children they have, and not continuing in relationships which were too demanding on their time.

It has been noted in the literature that academia is an area where few women are in senior leadership positions, and where women are less likely to be tenured (Morrisette, 2011). Hearn (2003) identified that men still dominate in management, and that there were organizational factors which resulted in the cultural and gender based exclusionary practices evident in academia. The challenges placed on female academics were described in this study, with participants being aware of the increased pressure and demands placed on them as a result of their gender. Academia was described by one participant as an “*extraordinary*” career that did not allow for those types of personal “*entanglements*”. Another participant identified that as a woman, you could become too easily distracted by family and personal issues and concerns, and these potentially would negatively impact the time available for academic pursuits. These statements point to the pervasive belief that academia is a special career path that requires one’s absolute and complete devotion.

The significant personal sacrifice required in order to be a successful academic was demonstrated in this research. Building a research portfolio, achieving tenure, being granted a research chair, etc. all require significant drive and effort. Unfortunately, the efforts of part time, and non-tenured faculty was not always respected, and with a higher value placed on one class of faculty, feelings of mistrust, disrespect and violation have

resulted. DalPezzo and Jett (2010) found that faculty to faculty violence can occur anytime there is real or perceived imbalance of power, identifying that when one group of individuals has greater prestige, power or status, feelings of inferiority within the other group can be perpetuated, a finding in this study. Positive contribution by all categories of faculty is required to run a successful school of nursing, and faculty should all be treated with respect and have their contribution recognized. Schools of nursing must promote inclusion and equality for all employees, ensuring that all are provided with opportunities for personal and professional growth (Hornstein, 2003).

The strength and influence of disciplinary power are evident in the shaping of an academic culture which requires significant personal sacrifice as a pre-requisite for success. Disciplinary power, through hierarchical observation and normalizing judgment, has resulted in the formation of self-controlled faculty who conform to the sacrifices required to be a successful academic. Participants in this study reported that they had made the choice to limit the number of children they had, or in some instances to not have children altogether. They also extricated themselves from complicated relationships due to the demands on their time that academia required. All of these decisions were made consciously and of their own free will, as a result of the values and beliefs in the importance and significance they placed on their work. Disciplinary power in this system is invisible, pervasive, its operation undetected and indiscernible to faculty as they have adopted these values and beliefs as their own, allowing it to become the dominant discourse within academia.

In this study, as the research intensity of the university increased, the adoption of these values and beliefs became more explicit. Participants identified an inability to

sustain a career in academia if one had too many outside responsibilities, and they were forced to choose between family and academia, part time versus full time, tenure versus non-tenure stream etc. Participants who resisted the prevailing discourse and who chose to work part time, picking family over career, identified that they were not taken as seriously by their colleagues. One participant confessed the frustration she used to feel when colleagues identified having to leave a meeting early to go tend to family responsibilities. She has since made the decision to have children and to work part time, but remembers clearly the derision she felt in the past for those individuals when she was still on a career trajectory to attain tenure, and as result she explained that nursing academia was not the place for displays of femininity.

Participants described the need for self-censorship. Violence can happen anywhere there is real or perceived unequal balance of recognition (DalPezzo & Jett, 2010) and faculty with different viewpoints may threaten the dominant discourse (Kiem & McDermott, 2010). Sovereign power is utilized to keep individuals in line (Foucault, 1997), and violence or the threat of violence will result in knowledge generation that leads individuals to modify their behavior to navigate their environment (Mason, 2002). One participant explained she made the decision to have a family and work part time. However, she was careful to modify her behavior to ensure that she never appeared “*too happy*”. The threat of sanctions this participant feared if she demonstrated expressions of satisfaction with her life choices resulted in adoption of a “safety map” and modification of her behavior (Mason, 2002). The forces of disciplinary power have created the culturally acceptable and unacceptable behaviors that influence this social control within the environment (Foucault, 1995). “The need to hide what we ‘do’ will be shaped, in part,

by the uneven implications of being visible as a specific type of person" (Mason, 2001, p. 26). This participant had resisted the status quo by choosing to work part time and have a family, and she felt that if she displayed her happiness for something not work related, something which made her recognizable as "different", negative consequences could result (Mason, 2002). "When humans are rendered recognizable as certain types of individuals we assume responsibility for modifying and constraining our behavior and our sense of self so as to conform to normalized expectations and conventions" (Mason, 2002, p. 20). This individual was shaped into a certain being as a result of the way her differences made her visible within the dominant discourse she was surrounded by.

Participants identified the need to keep their heads down, which was previously identified in the literature as a coping mechanism (Goldberg et al., 2013). The need to be viewed as an insider sharing the dominant values, and the need to monitor behaviors such as when to speak up and when to remain silent was discussed. Although there were some examples of resistance in the form of faculty leaving to work at other universities, the majority chose to remain in an abusive work environment. Glass (2003) identified discovering patterns of interpersonal behaviors likened to domestic violence. The acceptance of an environment which requires one to hide and sanction words and behaviors in order to survive connects strongly with Glass' findings. Faculty may choose to accept the discourse and modify their behavior to conform and be rewarded, or they may choose to reject and resist the discourse. Both of these very different responses to the same issue are examples of survival techniques. However, by accepting the prevailing discourse, and choosing to work part time, to have a family, to stop seeking tenure,

faculty are contributing to the maintenance of the discourse supporting nursing academia as this extraordinary career which does not allow for personal entanglements.

The need for relationship building with colleagues was identified. Participants' expressed that individuals think twice before hurting someone they care about, and when they are hurt by someone they care about they are much more forgiving. Relationship building may contribute to softening and diminishing feelings of violation, reducing or eliminating the resultant perception of violence. Participants recommended that their schools of nursing create environments that supported positive interpersonal relationships and respectful workplaces for all members of the community. Evidence of the importance of this was demonstrated throughout this study. Support from managers, senior faculty and colleagues was identified as being vital for participants in surviving and thriving in academia.

Work life balance must become a priority in nursing academia. Glass (2003) identified what she termed was a disease of nursing academia associated with overtime and competing priorities. The significant workload concerns identified are not unique to nursing academia. Several scholars have expressed similar concerns related to these issues in academia in general (Gill, 2009; Hearn, 2003; Sparkes, 2007). Workload must be addressed at the organizational level, and the physical and emotional wellbeing of employees must become a priority (Glass, 2003). Systems which support collaboration and maintenance of quality of life must be identified and developed. Nurse academics must be able to take time away and have relationships outside of academia and still be able to fulfill the requirements for tenure and achieve success.

### **Limitations of the Study**

Research is vulnerable to bias, and methodological rigor is essential in maintaining the integrity of research. While data were collected from different sources, there may still have been faculty members who could have contributed to this research but who choose not to participate for fear of reprisals. There may also have been a self-selection bias for the nursing schools who participated in the study, as well as for the individual participants.

The study was conducted at three schools of nursing. Eight schools of nursing in total were contacted for permission to conduct research. Several schools were contacted numerous times via email and voice mail and no responses were ever received from the directors or deans. Other schools denoted initial interest in taking part in the study. However, after checking with faculty, they stated that they had no interest in participating in such a study. A few schools stated that faculty were already involved in other studies and they did not want to overburden them. Gatekeepers will have a vested interest in what is discovered, and will want to be seen in a favorable light (Hammersly & Atkinson, 2007). Those directors/deans who did not participate may have had concerns about being viewed in an unfavorable manner. Had other schools participated, they may have provided a different perspective. As well, the individual participants at each site who chose to participate may have had greater experiences with workplace violence, or had greater concerns with the culture of their school of nursing. Conversely, faculty who were achieving success within the current system, who had not experienced workplace violence or who did not perceive issues or challenges may have chosen not to participate.

Although one could argue that twenty-nine participants is an adequate number to provide a cross section of perspectives, and to achieve data saturation (Mason, 2010), those who chose to participate may have brought forward a different perspective than those who chose not to participate. The participants in this study were predominantly female (96.6%), and either identified as being of Caucasian/Canadian descent (55%) or declined to provide a cultural group they identified with (41%). Had there been a greater number of male or cross cultural or visible minority participants, a different perspective may have been brought to light. It is also recognized that interview data are subject to personal prejudice, and memories and meanings of events will fluctuate over time, influencing the experiences presented.

This study was designed using the principles of critical ethnography. However, direct observation was not included due to concerns surrounding the consent process where ensuring that informed consent was provided by all individuals potentially taking part in direct observations was considered to be unrealistic. Yet, we are aware that a different perspective may have been attained if direct observation of behaviors had been completed. Conversely, it was hypothesized that participants may have sanctioned their behaviors when aware that they were being observed, resulting in limited value being added by this method.

### **Future Directions**

The findings of this research are relevant for current and future nurse academics, and numerous directions for the future of nursing practice, administration, policy, education, and research have been identified. These will now be presented.

## **Implications for Practice**

Academia in general, not just nursing academia, has been identified as a very competitive and elitist environment. “We must actively critique the kinds of discourses that facilitate and maintain violence” (Mason, 2002, p. 62). Academics experience violence in their interactions with each other, and through the spoken and unspoken rules and regulations in existence, and this requires change.

The need for change in the environment to one of greater inclusivity has been identified. It is important for the system to continue to celebrate and acknowledge the contribution of senior academics who have earned tenure through hard work and sacrifice. However, it is also important to recognize the contributions of part time and non-tenured faculty as significant contributors to the successful functioning of the schools.

As competition for research grants has increased, the need for successful collaboration has become more and more imperative for faculty success. Relationship building is important and may help to shift academic norms away from competition towards cooperation. Unfortunately, workload demands leave little time for team building activities which would support the development of greater alliances. Addressing unrealistic workloads and addressing the rigid, unrealistic demands for students and faculty are recommended. Reasonable workloads and promotion of workplace balance may support relationship building, improved communication and respect.

Data collected by the Canadian Nurses Association and the Canadian Association of Schools of Nursing (2012) has highlighted a looming faculty shortage. There is a recognized need for the recruitment of nursing faculty in Canada. Promotion of a culture

which embraces diversity and promotes supportive environments, one in which scholarship is collaborative, students are involved, and successes are celebrated collectively may assist in this regard. Embracing different approaches to teaching and research may support creation of environments which accept individual preferences and differences in philosophy. These changes may assist in fostering the kind of energetic and positive work environments that are required for the promotion of excellence in teaching and scholarship (Heinrich, 2007, p. 38). Respectful behavior ought to be an expectation, and unacceptable behaviors should not be tolerated.

### **Implications for Administration**

Workplace violence is very complex. A major barrier identified hindering the management of workplace violence is the lack of a common understanding and universally accepted definition of what workplace violence entails (Howertone Child & Menten, 2010; Taylor & Rew, 2010). The acceptance of workplace violence in organizations and institutions is informed and reflective of greater societal discourses around violence, and influencing workplace culture (Meglich-Sespico et al., 2007; Westwood, 2003). When people are continually exposed to unwanted behaviors and minor aggressions, for example incivility and rudeness, these behaviors become normalized within the workplace. Olson, Nelson & Parayitam (2006) have found that minor abuses are much more harmful to organizations than is regularly acknowledged. There is a need for organizations to acknowledge and address the organizational violence perpetuated by the systems, policies and procedures, as well as the subtler forms of discord between employees which result in violation. It is time to acknowledge the influence of organizational and workplace culture on workplace violence, acknowledge

the psychological harm occurring, and name the experiences as violence. Until organizations begin to take the harm that incivility, demeaning, humiliating and other vexatious behaviors cause, and until they begin to acknowledge and take the violation that is occurring seriously, employees will continue to second guess their experiences, and blame themselves for being too sensitive.

The lack of continuity in management has been identified as problematic and as contributing to the perpetuation of negative behavior. Changes to the management structure in academia allowing for greater continuity are required. The frequent movement of faculty into and out of formal leadership positions negatively impacts behavior management. The lack of commitment to the role on the part of faculty, as well as the lack of commitment by universities to the leadership development of those in management positions has contributed to this. An additional contributor is the fact that faculty members can be their colleague's "boss" for a few years, however once their mandate is over, another of their colleagues will become their boss. As a result, they may not intervene with a colleague for fear of reprisals in case that colleague takes over. It is time to review and revise this structure. To the student researcher's knowledge, there is no other organization which allows this floating in and out of individuals into formal leadership positions. The knowledge, skill and expertise required to be effective in those roles is not acknowledged in academia. Being a successful academic does not mean the individual has the requisite skills and abilities to be a successful manager. In other organizations, individuals seeking management positions are required to make a firmer commitment to the role. Management is a difficult role to assume, and without a long term commitment to it, it is difficult to effect long lasting changes to the culture.

“Installing and sustaining effective, competent leadership” is essential (Clark, 2013, p. 101).

Managers require greater support and education, including how to manage difficult behavior, how policies and procedures can be misused by individuals, and how to identify the signs and influence of negative forms of individual informal power. When the need for behavior management exists, managers require support for its follow up. Organizations have a responsibility to ensure employees understand the reporting process, and the need for protecting victims from retaliation when they report concerns is recommended (McKenna et al., 2003). Victims who come forward require protection from being blamed, being viewed as incompetent and/or being viewed as trouble makers (Hutchinson, et al., 2010a). Use of clearer language to describe incidents is required. As long as myriad different descriptors are utilized, couching psychological violence in softer terminology, the seriousness and effects of the incidents will continue to be minimized.

### **Implications for Policy**

The necessity for psychological violence to be recognized as harmful has been exposed. There is a need for disruptive behavior to be taken seriously and to be managed accordingly, ensuring accountability. Clear and transparent processes for reporting are essential (Clark & Ahten, 2012). The implementation of civility policies is recommended to outline behaviors that will and will not be tolerated. It is essential that these be clearly outlined to ensure clarity for all. Policies to deal with disruptive/violent behaviors are recommended and these negative behaviors require timely follow up. Those exhibiting disruptive/violent behaviors should not be rewarded through the promotion process.

Implementation of clear and progressive discipline policies are required in order to manage repetitive negative behaviors, supporting faculty dismissal in extreme cases. Universities have a responsibility for the management of violence. Workplace violence is very complex, involving workplace culture, workload and other mitigating factors. Viewpoints that regard incidents of workplace violence as isolated and/or restricted to individual concerns are flawed.

Since faculty may resign when faced with workplace violence, exit interviews may be a valuable means of garnering information about individual faculty and departments. It is recommended that exit interviews be implemented to identify reasons for leaving and areas which may require attention.

### **Implications for Education**

This study has identified that knowledge development in nursing is important and requires greater attention. Currently, differing viewpoints are restricted. In order for differing viewpoints to be shared and celebrated, and for this discourse to flourish, safe environments are required. As long as quantity is the measure of success, the pervasive production driven culture of academia will persist, limiting the development of new knowledge.

Few victims report incidents of violence (Baker & Boland, 2011). In many instances victims will second guess the incidents, will blame themselves, or will fear reporting incidents. Also identified in the literature is the belief that the incident was not serious enough to report (Baker & Boland, 2011).

Violence in nursing education has a negative impact on faculty, students and ultimately the profession. Faculty require education to support them in developing

respectful relationships (Altmiller, 2012; Clark & Kenaley, 2011; Del Prato, 2013; Hall, 2004; Luparell, 2011). Anger management, conflict resolution, teamwork, relationship building and civility programs should be part of nursing education programs, and all faculty should be required to attend. Farrell (2001) described the process of disempowerment which takes place with new nursing graduates as them going from “tall poppies to squashed weeds” (p. 26). This study revealed that the environments in schools of nursing was disempowering for students, taking the wind out of their sails, and resulting in them crawling to the finish line (graduation). By setting the example for positive, productive relationships, schools of nursing can be a part of breaking the cycle of violence which plagues nursing. Education of faculty and nursing students about workplace violence is the first step. Promotion of a culture that is open to acknowledgement of the challenges and resultant harms of workplace violence in the profession, and creating opportunities for discussions and expressions of concerns will promote and support this.

### **Implications for Research**

There is very little literature on violence in nursing academia, and to the student researcher’s knowledge, this is the first study in Canada examining violence in nursing academia. Further research is required examining the influence of academic culture on workplace violence in academia and nursing academia in Canada. This study has identified that psychological violence is evident and in many respects has become normalized within nursing academia. Further research is required to identify the implications and consequences of this on recruitment and resignations.

The organizational factors influencing workplace violence identified in this study require confirmation, in particular the influence of the academic management structure in the management of workplace violence. The different descriptors used for psychological violence require a more detailed review in order to determine the influence of terminology on experiences of violence, willingness to report and the follow up conducted. Johnson et. al. (2015) identified that the use of euphemisms allowed nurse managers to minimize incidents, resulting in lack of follow up. An exploration of how workplace violence is addressed by deans/directors and whether or not current organizational policies provide necessary structure for the management of workplace violence in academia is recommended.

Participatory action research in schools of nursing is recommended in order to involve faculty in the creation of healthier and more inclusive workplace environments. Examination of factors which promote successful collaboration models may provide support to schools of nursing interested in moving away from the current competitive model.

## CHAPTER 7 – CONCLUSION

What are the statements made by violence? Unearthing these statements allowed for the identification of the influences which enabled the enactment of violence in nursing academia. While often based on official hierarchies, the power dynamics involved in relationships with nursing may also be based on deeper and less immediately visible social structures. Looking at violence in relation with other factors such as position within the department, part time/full time, full/assistant/associate professor, and tenure process, has led to a deeper understanding of the relationships between individuals and groups.

Exploring the circumstances resulting in someone being considered outside the dominant discourse, as well as the relationship between violence and the construction of these differences exposed factors which enabled the enactment of violence in academia. This study examined how power and resistance worked in conjunction with violence to inform the dominant discourse. Power was diffuse and invisible, and operated in academia in complex networks (Foucault, 1982). With no preconceived notion of where power was situated, organizational practices and procedures were deconstructed. Power and violence were found to be used to keep faculty in line, and policies and procedures, as well as organizational hierarchy were found to influence the relationship between violence, power, knowledge, difference and resistance, and they in turn influenced accepted organizational practices.

It has been previously suggested that violence has become normalized in nursing, and the current study found that violence had become normalized within nursing academia. An increased understanding of violence, why violence existed, and the factors

that enabled and perpetuated it has been provided. Academia is a competitive environment that promotes adversity, and elitist attitudes and behaviors were common and resulted in faculty to faculty violence. “We must actively critique the kinds of discourses that facilitate and maintain violence” (Mason, 2002, p. 62). If we accept that behavior within cultures, including organizations and professions, is governed by rules and norms, then it is vital that the use of violence and power in negotiating and enforcing these rules be considered. Violence must be recognized as a form of behavior that informs knowledge and makes a statement about those it “objectifies” (Mason, 2002, p. 43).

Examining the culture of nursing academia in relation to power, violence, knowledge, difference and resistance utilizing Foucault and Mason assisted in identifying the impact these factors had, and assisted in exposing the prevailing common discourse. Discourse allowed and restricted knowledge production, by allowing only certain ways of thinking and excluding others. Power and violence worked together to shape knowledge and influenced the development of acceptable group norms and behaviors.

A critical examination of power and violence within university organization practices, and in relationship with the culture of nursing and nursing academia allowed for the identification of methods to enable a culture shift to a healthier and more supportive environment for faculty and students. Using the theoretical framework to examine power and violence provided for greater understanding of the impact and relevance of violence and power within nursing academia, and deeper understanding of the forces of knowledge, difference and resistance which influenced them.

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## Appendix A - Recruitment PowerPoint Presentation



**An Exploration of Violence in Nursing Academia**

**Researcher:**  
Renee Berquist RN, PhD candidate


**Thesis Supervisors:**

Dave Holmes, RN, PhD  
Full Professor, School of Nursing, University of Ottawa

Isabelle St.-Pierre, RN, PhD  
Assistant Professor, School of Nursing, Université du Québec en Outaouais

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## Problem Statement

- Workplace violence has become an area of increasing concern worldwide (World Health Organization (WHO), 2012).
- There have been issues of psychological violence documented in nursing; it has been suggested that violent behavior may be accepted within the profession (Hinchison, Vickers, Jackson, Wilkes, 2006).
- There have been issues of incivility reported between students and faculty and between faculty and faculty (Ahmiller 2012; Clark & Alzen, 2012; Clark & Springer, 2010; DalPezzo & Jett, 2010; Kolanko et al. 2006; Luparell 2011; Marchiondo, Marchiondo & Lasker, 2010).
- Academia is a competitive environment which may promote adversity (DalPezzo & Jett, 2012; Kraib, 2002).
- Faculty with viewpoints that do not conform to the majority (not specific to nursing) may become targets (Kraib, 2002).
- Canadian study identified that newly hired and untenured faculty (not specific to nursing), are of at the highest risk of experiencing workplace violence (McKay, Arnold, Fritzi, Thomas, 2008).

## Literature Review

Nurse academics face pressure “whether to get on the tenure track, be research active, or be sole-teaching contract” (Glass, 2007, p. 114).

Faculty to faculty, faculty to student and student to faculty incivility exist in nursing academia (Clark & Ahten, 2012; Clark & Springer, 2010).

Faculty and students have a role to play in setting positive examples for respectful behaviour (Clark & Springer, 2010).

Administrators and researchers in nursing education need to identify the problems that exist in academe and work together to eliminate them (Kolanko et al 2006).

## Impact on Faculty

### Personal costs:

- Stress, absenteeism, burnout, resignations, suicide, job dissatisfaction, physical and psychological stress, insomnia, anxiety, depression, poor morale (Keim & McDermott, 2010; McKay et al., 2008).
- Social relationships within and outside institution are negatively affected (Yildirim, 2009).

### Organizational costs:

- Decreased workplace satisfaction, work performance, motivation, productivity, toxic work environments (McKay et al. 2008; Yıldirim, 2009).
- Negative impact on the development of knowledge and scholarship in nursing academia (Kolanko et al., 2006).

## Summary of Literature Review

- Violence from peers, students and administrators has been reported nursing faculty (Clark & Ahten, 2012; Clark & Springer, 2010; DalPezzo & Jett, 2010).
- Labels for workplace behaviours that perpetuate violence include “personal attack, erosion of professional competence and reputation, and attack through roles and tasks” (Hutchinson, Vickers, Wilkes & Jackson, 2010).
- Violence in nursing has been documented using a variety of descriptors:
  - bullying, incivility, lateral and horizontal violence, harassment, assault, mobbing, rudeness, interpersonal conflict, relational aggression, emotional abuse (Heinrich, 2006; Kolanko et. al. 2006; Matt, 2012; Namie, 2003; Vessey et. al., 2011; Yikdirim, 2009).

## Summary of the Problem

Psychological and societal consequences of violence in academia has been demonstrated to be harmful, and this has resulted in negative consequences for nursing as a profession (Glass, 2003; Hutchinson et al. 2006).

Adequate and supportive policies and procedures can assist in creating and supporting healthy work and educational environments (Clark & Ahten, 2012).

Gap in literature identifies the need for research in order to increase awareness and understanding of violence in nursing academia.

## Purpose of Study

To explore and understand the cultural aspects of violence in nursing academia from a faculty perspective.

## Research Questions

1. What are the experiences of violence in nursing academia from a faculty perspective?
2. Which aspects of academic organizational factors, culture, structures and/or systems affect violence in nursing academia?
3. What are the roles of power structures within nursing academia regarding the perpetration or eradication of violence?
4. What factors contribute to the existence of violence in nursing academia (intentional or otherwise, individual or systemic i.e. gender, race, tenure process, etc.)?

## Theoretical Perspective

- Gail Mason's theory of violence (2002)
- Michel Foucault's theory of power (1977/1982)

## Methodological Considerations

### Research Design

Critical Ethnography (Madison, 2012; influenced by Thomas, 1993)

### Research Paradigm

Critical Theory (Guba & Lincoln, 1998)

## Methodological Considerations

### Setting

School of Nursing at three separate universities

### Sampling

**All nursing faculty holding teaching and/or research responsibilities are invited to participate.**

**Maximum variation sampling** i.e. full professor, associate professor, full time, part time, etc.

Key informants will be invited to participate, such as individuals from human resources and management (faculty director, faculty dean, etc.)

## Methodological Considerations

### Data Collection

Data will be collected using

- Interviews with faculty and key informants
  
- Mute documents (job descriptions, organizational mission, vision, values, codes of conduct, policy on workplace violence prevention and management, meeting minutes, tenure process and policies, etc.)

## Ethical Considerations

- Voluntary participation;
- Right to withdraw at any time;
- Confidentiality of information;
- Signed informed consent;
- Project reviewed by Research Ethics Boards (U of Ottawa and Ethics Boards of each organizations)

Questions?

Comments?

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## **Appendix B - Invitation Letter and Recruitment Script**

### **Uncaring Nurses: An Exploration of Violence in Nursing Academia**

#### **Principal Investigator**

Renee Berquist, RN, MN, PhD candidate  
School of Nursing, University of Ottawa

#### **Thesis Supervisors**

Dave Holmes, RN, PhD  
Professor, School of Nursing, University of Ottawa

Isabelle St-Pierre, RN, PhD  
Professor, School of Nursing, Université du Québec en Outaouais

#### **Introduction**

You are being invited to participate in a study which will contribute to the partial fulfillment of the requirements for a degree of Doctor of Philosophy. Workplace violence has become an area of increasing concern worldwide, and issues of psychological violence have been documented in nursing. In order to address this issue in nursing, a better understanding of the culture of nursing academia is required. Issues of incivility are reported between students and faculty and between faculty and faculty. The purpose of this study is to broaden the understanding of violence within nursing academia. In particular nursing faculty to faculty violence is being explored.

#### **Study Objectives**

More specifically the study will serve to answer the following questions:

1. What are the experiences of violence in nursing academia from a faculty perspective?
2. Which aspects of academic organizational factors, culture, structures and/or systems affect violence in nursing academia?
3. What are the roles of power structures within nursing academia regarding the perpetration or eradication of violence?

4. What factors contribute to the existence of violence in nursing academia (i.e. gender, race, tenure process, etc.)?

### **Implications of your Participation in this Study**

Your participation in this study will consist of completion of a short socio demographic questionnaire and one individual semi structured interview that is expected to take one hour, but no longer than one and a half hours, unless mutually agreed upon by the researcher and participant. This interview will be scheduled for a date and time that are convenient for you. This interview will take place on site at place convenient for you, off site at private place procured by the researcher.

Your participation in this study is voluntary. If you agree to participate, you are free to withdraw from the study at any time without penalty of any kind. You may also decline to answer a particular question or questions, and/or request that the digital recorder be turned off at any point during the interview.

### **Risks and Benefits**

There are some risks associated with participation in this study. Some of the questions may cause you some psychological discomfort as you will be sharing personal reflections and insights. Every effort will be made to respect these personal reflections in the writing and reporting of the research. This project has the potential for negative social repercussions, such as having people talking about one another and/or being singled out. Any potentially identifying information will not be revealed in publication, including the name of the University, and study results will be aggregated. You will receive no direct benefits from your participation in this research. The data collected from this study may contribute to the understanding of violence in nursing academia, and contribute to the development of prevention and supportive strategies targeted to the specific themes that will emerge from the study findings.

### **Confidentiality and Anonymity**

All the information you provide will remain strictly confidential. All appropriate measures will be taken during the study to ensure that the confidentiality of the data collected about you is maintained. Only an identification number will appear on the interview transcript; your name will not appear in any report. Only the researcher will have access to the list of names and identification numbers. Under no circumstances will your personal results be sent to your employer or to other employees. All the information will be kept locked away in the office of the researcher. In the event that study results are published, measures will be taken to make it impossible to identify any individual. Study results will be aggregated, all potentially identifying information will be removed, and the university site will not be identified.

### **Conservation of Data**

All participants identifying information will be kept secured and kept separate from the research data. The audio recordings and transcripts will be kept in a secure manner on a password protected computer. Hard copies of the transcripts will be kept in a locked filing cabinet in the office of the researcher. A copy of the data will also be kept in a locked filing cabinet in the office of thesis supervisor D. Holmes. The electronic data will be kept for a minimum of five years following thesis defense, after which it will be deleted. Hard copy data will be kept for a minimum of five years following thesis defense, after which it will be shredded.

### **Voluntary Participation**

You are under no obligation to participate, and if you choose to participate, you may withdraw from the study at any time and/or refuse to answer any questions. If you choose to withdraw, all data gathered until the time of withdrawal will be destroyed.

### **Questions**

Information regarding your rights as a participant may be addressed to the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall 550 Cumberland Street, Room154, Ottawa, ON, K1N 6N5, (613) 562-5387 or [ethics@uottawa.ca](mailto:ethics@uottawa.ca).

If you have questions regarding this research project, or if you wish to participate, please contact the researcher:

Renee Berquist  
Faculty of Health Sciences  
School of Nursing  
University of Ottawa  
451 Smyth Rd  
Ottawa, ON  
K1N 8M5

## **Appendix C - Semi Structured Interview Guide and Questions**

### **Pre interview steps**

#### **Welcome and introduction**

Thank you for taking the time to participate in this interview, my name is....

#### **Brief review of context for interview**

Workplace violence has becoming an area of increasing concern worldwide, and issues of psychological violence are documented in nursing. In order to address this widespread issue in nursing, a better understanding of the culture of nursing academia is required. Issues of incivility are reported between students and faculty and between faculty and faculty. The purpose of this study is to broaden the understanding of violence within nursing academia. In particular nursing faculty to faculty violence is being explored. More specifically the study will serve to answer the following questions:

1. What are the experiences of violence in nursing academia from a faculty perspective?
2. Which aspects of academic organizational factors, culture, structures and/or systems support violence in nursing academia?
3. What are the roles of power structures within nursing academia regarding the perpetration or eradication of violence?
4. What factors contribute to the existence of violence in nursing academia (i.e. gender, race, tenure process, etc.)?

In order to answer these research questions, I am conducting individual semi-structured interviews with nursing faculty from your organization.

**Review and signing of the informed consent form by participant (a signed copy of consent will be given to participant).**

**Caution and permission prior to interview beginning**

- I will sometimes look at the digital recorder during the interview to ensure it is recording (if permission has been obtained to record the interview).
- If permission has not been granted to record, I will be taking notes during the interview.
- If interview is recorded notes are not planned, however should I take notes they will be shared with the participant at the end of the interview.

**Self-Administered Socio-Demographic Questionnaire**

Participant will be asked to complete a short socio-demographic questionnaire.

**Questions prior to beginning the interview**

Do you have any questions before we begin the interview, either pertaining to the interview or to the research project?

**Interview Questions:**

- 1) Can you talk to me about what it is like to work here?
  - a. Can you tell me about a time you felt really supported?  
Can you identify for me all the factors which influenced this?
  - b. Can you tell me about a time you felt really vulnerable?

Can you identify for me all the factors which influenced this?

- 2) What is your perception of interfaculty relationships?
  - a. Can you identify for me all factors which influence your perception?
  
- 3) Are there groups (cliques) within the faculty groups?
  - a. Is there a time you felt excluded from a group?

Can you share how that made you feel?
  - b. Is there a time you felt excluded from team decisions?

Can you share how that made you feel?

Do you feel this exclusion intentional?
  
- 4) Have you ever witnessed anything occur between faculty that you perceived as workplace violence, including but not limited to bullying, mobbing, harassment, or incivility?
  - a. What was the type of workplace violence?
  - b. Who were the people involved?
  - c. What was the context in which it took place?
  - d. In your opinion, what factors contributed to this? (probes: race, gender, sexual orientation, tenure process, power, research or teaching responsibilities)
  - e. Do you feel this was an intentional act?
  - f. Can you share how this experience made you feel?
  
- 5) Have you had any personal experience with violence at your workplace?
  - a. Have you ever felt silenced, or unable to voice your opinion?

Can you share how that made you feel?

Do you feel this was an intentional act?

- b. In your opinion, what factors contributed to this workplace violence? (probes: race, gender, sexual orientation, tenure process, power, research or teaching responsibilities)
  
- 6) Was there a time when you felt someone was using their power, status, seniority (or other) to influence the group or to dictate to the group?
  - a. Can you explain how this made you feel?
  - b. In your opinion, what factors contributed to this?
  - c. Can you explain what brings you to identify these factors?
  
- 7) Are there any factors in the social environment (i.e. culture, structures, policies and procedures) which support or hinder the existence of workplace violence? (Probes: mission statement, organizational documents and processes, access to information, appraisal and reward systems, leadership, perception of fairness, tenure process).
  
- 8) Has there ever been a time where you felt that your actions were perceived as threatening to others?
  - a. Can you share the situation/context with me?
  - b. How did this situation make you feel?
  - c. What factors contributed to this situation?
  - d. Were there any extenuating circumstances?
  
- 9) Are there other subject matter or questions you would like to discuss?

**Thank participant!**

Inform them of the next steps in the research process: transcription and analysis of all interviews; presentation of results to thesis committee; dissemination of research findings at conferences and in scientific journals.

Provide contact information for the employee assistance program, with an explanation of the available services, including website resources. Provide contact information for the local 24-hour crisis line, with an explanation of the available services.

**Appendix D - Supplemental Interview Questions for Managers and Key Informants**

1. Please outline your role in the organization. (Who reports to who? What works/doesn't work?)
2. Can you identify any organizational factors which influence workplace violence (supportive or negative)?
3. Have you been involved in the management of workplace violence between nursing faculty?
  - a) Can you describe the situation?
  - b) Can you identify any factors which influenced this situation?
  - c) How did you view your role?
4. Did any organization/processes/policies support you in the management of this workplace violence?

If yes – please identify how
5. Did any organization/process/policies hinder you in dealing with workplace violence?
6. Are there any organizational structures you feel may encourage harassment? i.e. reward systems
7. Are there any cultural/historical or individual factors in your organization which may help or hinder the existence of workplace violence?

8. Are there any cultural/historical or individual factors amongst the nursing faculty which influence workplace violence (positive or negative)?

**Appendix E - Self-administered Socio-demographic Questionnaire**

Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ (day/month/year) ID number: \_\_\_\_\_

*Please answer the following questions by marking in the space provided.*

1. How many years have you been employed in nursing?

- Less than a year
- A year or more, but less than five years
- Five years of more, but less than ten years
- Ten years or more, but less than twenty
- Twenty years or more

2. How many years have you been employed in academia?

- Less than a year
- A year or more, but less than five years
- Five years of more, but less than ten years
- Ten years or more, but less than twenty
- Twenty years or more

3. How many years have you been employed by this university?

- Less than a year
- A year or more, but less than five years
- Five years of more, but less than ten years
- Ten years or more, but less than twenty
- Twenty years or more

4. What position do you currently hold?

- Full professor
- Assistant professor
- Associate professor
- Adjunct professor
- Other: please provide \_\_\_\_\_

5. What is your employment status?
- Full time
  - Part time
  - Other: please provide\_\_\_\_\_
6. What is your gender?
- Male
  - Female
7. What cultural group(s) do you identify with?
- Please provide:\_\_\_\_\_
8. What is your highest level of educational preparation (in nursing or other)?
- BSc
  - MSc
  - PhD
  - Fellowship
9. What is your age group?
- Less than 25 years old
  - 25 to 35 years old
  - 36 to 45 years old
  - 46 to 55 years old
  - 56 to 65 years old
  - Over 65 years old

## **Appendix F – Consent Form**

### **Uncaring Nurses: An Exploration of Violence in Nursing Academia**

#### **Principal Investigator**

Renee Berquist, RN, MN, PhD candidate  
School of Nursing, University of Ottawa

#### **Thesis Supervisors**

Dave Holmes, RN, PhD  
Professor, School of Nursing,  
University of Ottawa

Isabelle St-Pierre, RN, PhD  
Professor, School of Nursing,  
Université du Québec en Outaouais

#### **Invitation to Participate:**

I am being invited to participate in a study which will contribute to the partial fulfillment of the requirements for a degree of Doctor of Philosophy.

#### **Purpose of the Study**

I understand that the purpose of this study is to broaden the understanding of violence within nursing academia and that nursing faculty to faculty violence is being explored.

#### **Study Objectives**

More specifically the study will serve to answer the following questions:

1. What are the experiences of violence in nursing academia from a faculty perspective?
2. Which aspects of academic organizational factors, culture, structures and/or systems support violence in nursing academia?
3. What are the roles of power structures within nursing academia regarding the perpetration or eradication of violence?
4. What factors contribute to the existence of violence in nursing academia (i.e. gender, race, tenure process, etc.)?

### **Implications of my Participation in this Study**

I understand that participation in this study will consist of completion of a short demographic questionnaire, and one individual semi structured interview that is expected to take one hour, but no longer than one and a half hours, unless mutually agreed upon by the researcher and participant. The interview has been scheduled for a date, time and location that are convenient for me.

### **Risks and Benefits**

I understand there are some risks associated with participation in this study. Some of the questions may cause some psychological discomfort if I share personal reflections and insights. I have received assurance from the researcher that every effort will be made to respect these personal reflections in the writing and reporting of the research. I understand that this project has the potential for negative social repercussions such as being having people talking about one another and/or being singled out. Any potentially identifying information, including the name of the university, will not be revealed in publication, and study results will be aggregated. I will receive no direct benefits from participation in this research. The data collected from this study may contribute to the understanding of violence in nursing academia, and contribute to the development of prevention and supportive strategies targeted to the specific themes that will emerge from the study findings.

I understand I will be provided with contact information for the Employee Assistance program at the end of the study, with an explanation of the available services.

### **Confidentiality and Anonymity**

I have received assurance from the researcher that all the information I provide will remain strictly confidential and all appropriate measures will be taken during the study to ensure that the confidentiality of the data collected about me is maintained. Only an identification number will appear on the interview transcript; my name will not appear in any report. Only the researcher will have access to the list of names and identification numbers. Under no circumstances will my personal results be sent to my employer or to

other employees. All the information will be kept locked away in the office of the researcher, and copy will be kept in the office of the thesis supervisor. In the event that study results are published, measures will be taken to make it impossible to identify me.

### **Conservation of Data**

I have received assurance from the researcher that all participant identifying information will be kept secured and kept separate from the research data. The audio recordings and transcripts will be kept in a secure manner on a password protected computer. Hard copies of the transcripts will be kept in a locked filing cabinet in the office of the researcher. A copy of the data will also be kept in a locked filing cabinet in the office of thesis supervisor. The electronic data will be kept for a minimum of five years following thesis defense, after which it will be deleted. Hard copy data will be kept for a minimum of five years following thesis defense, after which it will be shredded.

### **Voluntary Participation**

I am under no obligation to participate, and if I choose to participate I may withdraw from the study at any time and/or refuse to answer any questions. If I choose to withdraw, all data gathered until the time of withdrawal will be destroyed.

### **Acceptance**

I, \_\_\_\_\_, agree to participate in the above research study conducted by Renee Berquist of the Faculty of Nursing, University of Ottawa, which research is under the supervision of Dave Holmes and Isabelle St-Pierre. I understand that by accepting to participate I am in no way waiving my right to withdraw from the study.

If I have any questions about any part of the research being conducted I can contact the researcher and/or her supervisors through the contact information provided above.

Information regarding my rights as a participant may be addressed to the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall 550 Cumberland Street, Room154, Ottawa, ON K1N 6N5, (613) 562-5387 or [ethics@uottawa.ca](mailto:ethics@uottawa.ca).

There are two copies of the consent form, one of which is mine to keep.

Please check one:

- I AGREE to be audio-recorded for this interview
- I DO NOT agree to be audio-recorded for this interview

Participant's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Researcher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix G – Ethics Approval Notice

File Number: H11-13-08



Date (mm/dd/yyyy): 06/26/2014

**Université d'Ottawa** **University of Ottawa**  
Bureau d'éthique et d'intégrité de la recherche Office of Research Ethics and Integrity

### Ethics Approval Notice Health Sciences and Science REB

**Principal Investigator / Supervisor / Co-investigator(s) / Student(s)**

<b>First Name</b>	<b>Last Name</b>	<b>Affiliation</b>	<b>Role</b>
Dave	Holmes	Health Sciences / Nursing	Supervisor
Isabelle	St-Pierre	Health Sciences / Nursing	Co-Supervisor
Renée	Berquist	Health Sciences / Nursing	Student Researcher

**File Number:** H11-13-08

**Type of Project:** PhD Thesis

**Title:** Uncaring Nurses: An exploration of violence in nursing academia

<b>Approval Date (mm/dd/yyyy)</b>	<b>Expiry Date (mm/dd/yyyy)</b>	<b>Approval Type</b>
03/21/2014	03/20/2015	Ia

(Ia: Approval, Ib: Approval for initial stage only)

**Special Conditions / Comments:**

**Full Approval:** As of June 26<sup>th</sup>, 2014 recruitment and data collection may begin at [REDACTED] (REB approval submitted to uOttawa REB on March 20<sup>th</sup>, 2014), [REDACTED] (REB approval submitted to uOttawa REB on April 29<sup>th</sup>, 2014) and [REDACTED] (REB approval submitted to uOttawa on June 26<sup>th</sup>, 2014).

File Number: H11-13-08

Date (mm/dd/yyyy): 06/26/2014



**Université d'Ottawa** **University of Ottawa**  
 Bureau d'éthique et d'intégrité de la recherche Office of Research Ethics and Integrity

This is to confirm that the University of Ottawa Research Ethics Board identified above, which operates in accordance with the Tri-Council Policy Statement (2010) and other applicable laws and regulations in Ontario, has examined and approved the ethics application for the above named research project. Ethics approval is valid for the period indicated above and subject to the conditions listed in the section entitled "Special Conditions / Comments".

During the course of the project, the protocol may not be modified without prior written approval from the REB except when necessary to remove participants from immediate endangerment or when the modification(s) pertain to only administrative or logistical components of the project (e.g., change of telephone number). Investigators must also promptly alert the REB of any changes which increase the risk to participant(s), any changes which considerably affect the conduct of the project, all unanticipated and harmful events that occur, and new information that may negatively affect the conduct of the project and safety of the participant(s). Modifications to the project, including consent and recruitment documentation, should be submitted to the Ethics Office for approval using the "Modification to research project" form available at: <http://www.research.uottawa.ca/ethics/forms.html>.

Please submit an annual report to the Ethics Office four weeks before the above-referenced expiry date to request a renewal of this ethics approval. To close the file, a final report must be submitted. These documents can be found at: <http://www.research.uottawa.ca/ethics/forms.html>.

If you have any questions, please do not hesitate to contact the Ethics Office at extension 5387 or by e-mail at: [ethics@uOttawa.ca](mailto:ethics@uOttawa.ca).

**Signature:**

Riana Marcotte  
 Protocol Officer for Ethics in Research  
 For Daniel Lagarec, Chair of the Sciences and Health Sciences REB