Academic Contrapower Harassment (ACPH), and Pedagogy for Mental Health through Self-compassion: A conceptual paper

Sandra Walden Pearson and Vidya S. Athota,

University of Notre Dame Australia[v]

The application of free market principles to higher education has introduced a transactional dimension to faculty-student pedagogy. Students now grapple with the financial cost of higher education, in addition to the stress known to associate with academic performance and attainment. An established link exists between financial stress and mental health, and bullying perpetration and mental health. This link suggests fee indebtedness may assist to explain the rise of academic contrapower harassment (ACPH). Self-compassion shapes a cognitive frame of reference, correlative with enhanced mental health, through self-kindness, connection with common humanity and present moment awareness. This paper conceptualises self-compassion as a pedagogy-inclusive practice to assist a fall in ACPH incidence and a rise in personal and professional transformation, as transaction complement. The authors conclude with a conceptualisation of self-compassion as a pedagogical strategy for mental health in higher education.

Introduction

Academic contrapower harassment (ACPH) is the assertion of power over those, on whom it is traditionally conferred, by those subordinate (De Souza, 2011; Lampman, Phelps, Bancroft, & Beneke, 2009). In the higher education context, ACPH strongly correlates with the assertion of power by higher education students over faculty (Epps, 2016; May & Tenzek, 2018). ACPH characteristically encompasses student uncivility, bullying and or sexual harassment, manifests in verbal attacks, threats and non-verbal displays of aggression, intentions to disempower, and initiates in faculty workplaces (Lampman et al., 2009; May & Tenzek, 2018). The description of ACPH fits that of workplace bullying, in that it can be prolonged, escalating incivility towards one or more by one or more, such that on exposure, those towards whom it is directed are rendered powerless (Einarsen, Hoel, Zapf, & Cooper, 2003a). Psychosocial, mental health and behavioural impacts of workplace bullying can include self-hatred, anger, depression, and suicidal thoughts (Hogh, Mikkelsen, & Hansen, 2011; Nielsen & Einarsen, 2012). ACPH potentialises indefinite negative impacts on professoriate psyche, pedagogy and engagement, as bullying can leave a feeling of being 'marked for life' (Hallberg & Strandmark, 2006; May and Tenzek, 2016).

Faculty peer workplace bullying has conventionally manifested under the guise of 'cut and thrust' academic rigour, intentioned to disempower through attack on intellectual credibility (Keashly & Neuman, 2010; Nelson & Lambert, 2001). While ACPH has co-existed with faculty peer workplace bullying, its growing prevalence, attributed to factors such as consumer-oriented trends in education, and consumer entitlement expectations, is attracting more interest in its impacts on faculty mental health, and higher education pedagogy as an individually and socially transformative experience for the social good (Epps, 2016; Hughes, 2017; Morris, 2015). Zabrodska, Linnell, Laws, and Davies (2011) claim the application of neoliberal economic theory to higher education has necessitated both a higher education institution (HEI) and higher education student consumer orientation, and created poor faculty mental health environments. Academics in such environments, now portrayed as performativity-managed producers of knowledge assets, are variously described as ninjas, zombies or nervous wrecks (Barker, 2017; Kenny, 2018; Ryan, 2012). Higher education students, now portrayed as possessing consumer sense of entitlement, narcissism, and aggression, are ascribed characteristics concomitant with bullying perpetration (Houghton, 2017; Laing & Laing, 2016; Nixon, Scullion, & Hearn, 2018). However, the incidence of student academic entitlement appears more prevalent in HEI Schools with recruitment and

admission practices that emphasise performance and cognitive intelligence, and de-emphasise emotional intelligence development (Cain, Romanelli, & Smith, 2012; Jeffres, Barclay, & Stolte, 2014).

Baez and Sanchez (2017) note the contradictory nature of neoliberalism in higher education. Zabrodska et al., (2011) draw association with ACPH. Hill (2007) argues neoliberal opportunity for transformative egalitarian education, due to lowering the traditional faculty-student power differential. For example, an approach to teaching and learning as partnership between students and faculty promotes strong social relationships for mutual social and academic benefit (Bryson & Hardy, 2016; Healey, Flint & Harrington, 2014).

The contradictory nature of neoliberalism in higher education highlights the importance of addressing barriers to the opportunity it may afford. The manifestation of ACPH and observations of student behaviour akin to bullying perpetration, allude to student mental health issues, and or rational instrumental behaviour to satisfy gratification (Menesini & Salmivalli, 2017; Swearer & Hymel, 2015). Both mental health issues, such as anxiety and depression, and rationalised entitlement to behave uncivilly, associate with psychosocial and behavioural characteristics of bullying perpetrators (Hong, Kral, & Sterzing, 2015; Swearer & Hymel, 2015).

The bullying nature of ACPH, mental health risks to those targeted, and performativity oriented teaching and learning, indicate the dehumanising impacts of higher education consumerism on both faculty and students. These detrimental effects thus direct attention to seeking new ways for faculty to apprehend and address ACPH prevalence, its effects on mental health, and its impacts on pedagogy, for faculty and student mental health. New ways call for approaches to humanising faculty-student reconnection with each other and to pedagogy, for the mental health and good of individual, faculty, HEI and society (Hughes, 2017; Morris, 2015).

In response

This call leads to the authors' conceptual exploration of self-compassion as a student-faculty reconnector, through humanising pedagogy, and as a contribution to mental health in higher education. As such, the authors seek to present this important body of work as an avenue for furthering understanding of how ACPH effects on faculty and student mental health can be mitigated. Self-compassion practice facilitates compassion for self and others, in adversity, and

engenders perceived coping ability as exceeding situational demands (Kross et al., 2014; Nielsen, Notelaers, and Einarsen, 2011).

The authors commence with factors that assist workplace bullying manifestation and maintenance, and their application in a neoliberal HEI environment. Next is the examination of higher education student mental health, along with factors that may trigger ACPH behaviour. The authors then go on to argue the benefits of humanising higher education pedagogy, before introducing self-compassion as a humanising strategy for faculty and higher education student mental health, and as a transformational value add to students' higher education purchase. The case is then made for self-compassion as a practical, humanising pedagogical strategy for faculty-student reconnection and mental health, which offers a transformative complement to the higher education transaction.

Workplace Bullying

Manifestation and Maintenance

The manifestation and maintenance of workplace bullying generates in sociostructures and or sociorelations (Aquino & Lamertz, 2004; Baillien, Neyens, De Witte, & De Cuyper, 2009; D'Cruz, 2014). Sociostructural workplace bullying occurs where organisational structures, systems and processes, which may be shaped by industry specific demands, determine impersonal dyadic relations based on reporting lines (Aquino & Lamertz, 2004; D'Cruz, 2014). Sociorelational workplace bullying, which occurs when either stress within oneself, and or tension between oneself and others, associates with interpersonal incivility escalation (Baillien et al., 2009; D'Cruz, 2014).

Salin (2013) identifies three sociostructural sources of workplace bullying. These sources are described as enablers or antecedents, for example policies and or human experience of negative affect; motivators or incentives, such as performance-based reward schemes that potentialise human experience of positive affect; and precipitators or triggers, such as acquisitions, downsizing and mergers (Salin, 2013). Einarsen et al., (2011) and Keashly and Harvey (2006) ascertain that a combination of such sociostructural enablers, motivators and precipitators, conducive to workplace bullying, constitutes the phenomenon of 'organisation-as-bully' and resulting potential negative consequences.

Identification of the enabler-motivator-precipitator group dynamic captures the sociostructural and sociorelational dimensions of workplace bullying that, in combination, constitute compounded bullying (D'Cruz, Noronha, & Beale, 2014; Mageroy, Lau, Riise, & Moen, 2008; Salin, 2013). Typical triggers of workplace bullying can include job insecurity, due to precipitating organisational change, role ambiguity and high workloads (Baillien & De Witte, 2009; Salin, 2013). Organisational climates and cultures wherein incivility is akin to the 'cut and thrust' of academia, are especially prone to workplace bullying manifestation and maintenance (Einarsen, Skogstad, Rorvik, Lande, & Nielsen, 2016).

HEIs and workplace bullying

Neoliberalism has necessitated HEIs adapt to the privatised, competitive, global and deregulated business of higher education (Ball, 2012; Patrick, 2013). The application of enabler-motivator-precipitator grouping to neoliberal higher education can be conceived of as neoliberal acquisition and deregulation of higher education as a corporatised private, rather than social good (Naidoo & Williams, 2015). Such acquisition can enable market driven policies on accountability and performance to motivate human adoption of business-like approaches to individualised competitive advantage, known to drive destructive behaviour (Gilbert, 2009; Kromydis, 2017). The description of academics as ninjas, zombies and nervous wrecks alludes to the provocative and submissive victim behaviours synonymous with workplace bullying behaviour, to which capitalist based employment is prone (Akella, 2016; Beale & Hoel, 2011; Kim & Glomb, 2010). An example by Zabrodska et al., (2011), in the neoliberal higher education context, contends correlation between motivation to repute as academic talent and faculty peer workplace bullying.

ACPH, in the student-as-consumer context, suggests a 'value for money' insistence associated with consumer sovereignty or customer rule (Ingleby, 2015; Redmond, 2010). The coincidence of ACPH, the neoliberal higher education student-as-consumer, and 'value for money' oriented depictions of higher education students as gratification entitled, indicate fee responsibility for higher education may be a driver of ACPH (Houghton, 2017; Nixon et al., 2018; Williams, 2016). This observation merits exploring the notion that descriptions akin to conveying consumer sovereignty, and the rise of ACPH, may be symptomatic of mental health impacts of student financial responsibility for and the academic stress of higher education, rather than illustrations of

narcissism (Bunce, Baird, & Jones, 2017; Pozos-Radillo, Preciado-Serrano, Acosta-Fernandez, Aguilera-Velasco, & Delgado-Garcia, 2014).

Higher Education Student Mental Health

Students enrolled in higher education institutions have been identified as an at risk sub-population for experiencing mental health issues (Fong & Loi, 2016). The mental health of higher education students can be impacted by factors such as financial issues, fear of performance failure, overidentification with stress, depression, burnout, sense of isolation and suicidal ideation (Neff, Hsieh, & Dejitterat, 2005; Pozos-Radillo et al., 2014; Rabon, Sirois, & Hirsch, 2017). Fee responsibility is noted for being a critical source of higher education student vulnerability to stress and mental health challenges, with some students perceiving their debt as a form of entrapment (Benson-Egglenton, 2017; Clark, Hordosy, & Vickers, 2017; Robson, Farquhar, & Hindle, 2017).

The neoliberal oriented, human capital correlation between education investment and future productivity, places higher education student as human capital investor in the knowledge capital asset (Bunce et al., 2017; Laing & Laing, 2016). This placement occurs in the backdrop of the Fourth Industrial Revolution, a world of work unprecedented in exponential interoperability, connectivity and convergence, wherein any job subject to algorithmic formulation may be subject to automation (Doucet, Evers, Guerra, Lopez, Soskil, & Timmers, 2018; Whitmore, Agarwal, & Xu, 2015; Xu, David, & Kim, 2018;). Digital omniscience may instil little student consumer confidence in human capital investment return, and little perception of academic attainment as vocational, especially where subject allegiance is low (Naidoo & Williams, 2015; McGregor, 2011).

The juxtaposition of higher education student as fee-indebted, human capital investor, the digital nature of the fourth industrial revolution workforce, and the intangibility of higher education student return on human capital investment expenditure, points to higher education students as powerless relative to exponential digitisation (Lemoine, Hackett, & Richardson, 2017; Levidow, 2002). This relative powerlessness facilitates understanding of student self-interest prioritisation, and ACPH, as behaviours akin to the provocative rather than submissive bullying victim (Giroux, 2015; Kim & Glomb, 2010).

Descriptions of academics as ninjas, zombies and nervous wrecks, and higher education students as narcissists, exemplify the dehumanising influence of organisation-as-bully sociostructures on

workplace sociorelations. In the neoliberal HEI and ACHPH environment, the dehumanising effect of compounded bullying can impede faculty's facilitation of pedagogy as an individually and socially transformational higher education experience, conducive to faculty-student reconnection and mental health (Kempenaar & Murray, 2016). Therefore, the transactional rather than transformational nature of learning and teaching points to the need for humanising pedagogy.

Humanising higher education pedagogy

Contemplative practices may offer an approach to humanising pedagogy for faculty-student reconnection with the transformational higher education experience, and support faculty and student mental health (Barbezat & Bush, 2014). Contemplative practices are designed to facilitate individually and socially transformative experiences that engage oneself in one's humanity and consciousness development (Barbezat & Bush, 2014; Hammerle, 2015). Practices include mindfulness and open communication, deep listening, and learning to facilitate heart and mind human connection within oneself and between oneself and others, for emotional intelligence development and cognitive flexibility (Barbezat & Bush, 2014; Flores, 2017).

Contemplative pedagogical practices, in developing human consciousness, can help students meet projected Fourth Industrial Revolution core competency demands. These projections focus on human competence in complex problem solving, creativity, emotional intelligence, negotiation and cognitive flexibility, to complement technological omniscience (World Economic Forum (WEF), 2016). These essentially human core competencies are recognised as a Fourth Industrial Revolution Conceptual Age demand for human consciousness, spirituality and capacity for relationships that enhance communication, connection and belonging (Aburdene, 2005; Pink, 2005).

The development of these core competencies may both mitigate impact of skills instability, where technological disruption creates competency obsolescence and unemployment, which in itself, is associated mental health deterioration (Pharr, Moonie, & Bungum, 2012; Wilkinson & Pickett, 2011). Therefore, humanising pedagogy may engage student-as-human-capital-investor due to its utilitarian value to workforce participation sustainability and so, reduce uncertainty of higher education investment return. In addition, engagement in humanising pedagogy may help mitigate

myriad, earlier cited mental health risks with which higher education students and faculty may be challenged (Fong & Loi, 2016; Neff et al., 2005; Rabon et al., 2017).

Self-compassion for humanising pedagogy

Self-compassion - An overview

Self-compassion is a cognitive approach to non self-evaluative self-kindness that promotes identification with common humanity, rather than sense of isolation, and mindful acceptance of experience (Neff, 2003, 2009). As compassion for oneself, self-compassion helps to mitigate feelings of shame, self-blame, self-hatred and self-criticism, commonly associated with negative attribution, and has been found effective for general stress reduction and relationship maintenance (Allen & Leary, 2010; Baker & McNulty, 2011; Goss & Allan, 2014; Neff, Kirkpatrick, & Rude, 2007). In addition, self-compassion promotes resilience in adversity due to developing capability for psychological distancing, down regulating fight-freeze-flight reactivity, and facilitating equanimity (Neff, 2003, 2009).

Self-compassion and higher education students

The impacts of self-compassion practice on transgressed, higher education students include decrease in catastrophic thinking and increase in taking an impersonal perspective (Leary et al., 2007). These impacts reflect thought and behavioural equanimity correlative with self-compassionate non-judgement, together with realistic positive perceptions of oneself, relationships and responsibility taking (Leary et al., 2007; Neff, 2003, 2009). More recent studies reaffirm positive association between higher education students' self-compassion practice and emotion focused, coping strategies' mastery (Neff et al., 2005). This mastery is conducive to mitigating the mental health issues commonly associated with higher education students, including stress, depression and burnout, fear of failure, sense of isolation, and overidentification with perceived adversity, and may offer protection against suicide ideation (Fong & Loi, 2016; Manavipour & Saeedian, 2016; Neff et al., 2005; Rabon et al., 2017).

Self-compassion as a contemplative pedagogical practice

Self-compassion is well poised as a contemplative pedagogical practice for human consciousness development through practices such as mindfulness, open communication and deep listening that

engages heart and mind (Barbezat & Bush, 2014; Flores, 2017). Student-faculty practice of self-compassionate self-kindness can develop shame-free, cognitive flexibility conducive to communication, connection and compassion (Barbezat & Bush, 2014; Barry, Loflin, & Doucette, 2015). Shame-free cognitive flexibility can enable student and faculty to develop compassionate curiosity about one and others' perceived inadequacies, and perceive the human frailty of common humanity (Neff & Germer, 2013).

Self-compassionate practices enhance individuals' emotional intelligence (Heffernan, Quinn Griffin, McNulty, & Fitzpatrick, 2010). Impacts of self-kindness practices, such as positive, realistic self-perception, contribute to intrapersonal or self-relationship development (Dahm, Meyer, Neff, Kimbrel, Gulliver, & Morissette, 2015; Gardner, 1983; Stellar, Cohen, Oveis, & Keltner, 2015). Identification with common humanity and compassionate curiosity contributes to interpersonal or social intelligence, while mindful acceptance helps transcendence of present moment adversity and reinterpretation of experience (Dahm et al., 2015; Gardner, 1983; Stellar, Cohen et al., 2015). The combination of emotional intelligence and contemplative pedagogy may facilitate a transformative student-faculty reconnection conducive to mental health (Flores, 2017; Pizutto, 2018; Zajonc, 2013).

Enacting contemplative pedagogical practice

In the HEI context, contemplative pedagogy can be enacted through practices prior to commencement of, during or on close of lectures, facilitated face-to-face or online. An example, prior to lecture commencement, is several minutes of silence with eyes closed, during which each wishes oneself and all others in attendance well. The practice of well-wishing can assist embrace of common humanity, downregulate reactivity and enable attentive engagement in teaching and learning. In addition or alternatively, journaling reflection on lecture content and personalising meaning of the learning experience, on lecture close, can deepen appreciation of pedagogy as a vehicle for professional and personal growth. While the range of contemplative pedagogical practices is vast, the foregoing evidence suggests those orienting towards self-compassion potentialise opportunity to reduce ACPH and enhance mental health.

Future directions

This paper has centred on self-compassionate contemplative pedagogy as a way for faculty to apprehend and address the prevalence of ACPH, effects on mental health and impacts on pedagogy, in the interests of faculty and student mental health. The authors have argued ACPH as a form of workplace bullying requiring intervention to support higher education student mental health and that of HEI faculty. Higher education students' practice of self-compassion demonstrates capability to enhance student mental health. This demonstration merits further research on student-faculty self-compassion practice, including potential to create a fall in ACPH and rise in higher education mental health. Self-compassion, as a contemplative pedagogical practice, potentialises individual and social transformation that leaves a positive mark for life.

REFERENCES

Aburdene, P. (2005). *Megatrends 2010*. Charlottesville, VA: Hampton Roads Publishing Company Inc.

Akella, D. (2016). Workplace bullying: Not a manager's right? *Journal of Workplace Rights*, Jan-Mar, 1-10.

Allen, A., & Leary, M. (2010). Self-compassion, stress and coping. *Social and Personality Psychology Compass*, *4*(2)*, 107-118.

Baez, B., & Sanchez, G. (2017). Neoliberalism in higher education: Reflections on affirmative action. *Thresholds*, *40*(1)*, 40-53.

Baillien, E., & De Witte, H. (2009). Why is organizational change related to workplace bullying? Role conflict and job insecurity as mediators. *Economic and Industrial Democracy*, *30*(3), 348-371.

Baillien, E., Neyens, I., De Witte, H., & De Cuyper, N. (2009). A qualitative study on the development of workplace bullying: Towards a three way model. *Journal of Community & Applied Social Psychology, 19,* 1-16.

Baker, L. & McNulty, J. (2011). Self-compassion and relationship maintenance: The moderating roles of conscientiousness and gender. *Journal of Personality and Social Psychology, 100*(5), 853-873.

Ball, S. (2012). Performativity, commodification and commitment: An I-spy guide to the neoliberal university. *British Journal of Educational Studies, 60*(1), 17-28.

Barbezat, D., & Bush, M. (2014). Contemplative practices in higher education. *Powerful methods to transform teaching and learning.* San Francisco, CA: John Wiley & Sons.

Barker, D. (2017). Ninjas, zombies and nervous wrecks? Academics in the neoliberal world of physical education and sport pedagogy. *Sport, Education and Society, 22*(1), 87-104.

Barry, C., Loflin, D., & Doucette, H. (2015). Adolescent self-compassion: Associations with narcissism, self-esteem, aggression and internalizing symptoms in at-risk males. *Personality and Individual Differences, 77*, 118-123.

Beale, D., & Hoel, H. (2011). Workplace bullying and the employment relationship: Exploring questions of prevention, control and context. *Work, Employment and Society, 25*(1), 5-18.

Benson-Egglenton, J. (2018). The financial circumstances associated with high and low wellbeing in undergraduate students: A case study of an English Russell Group institution. *Journal of Further and Higher Education.* https://doi.org/10.1080/0309877X.2017..1421621.

Biesta, G. (2013). *The Beautiful Risk of Education.* Abington, TN: Routledge.

Bryson, C., & Hardy, C. (2016). Salience of social relationships and networks in enabling student engagement and success. *Student Engagement in Higher Education Journal, 1*, 1-20.

Bunce, L., Baird, A., & Jones, S. (2017). The student-as-consumer approach in higher education and its effects on academic performance. *Studies in Higher Education, 42*(11), 1958-1978.

Cain, J., Romanelli, F., & Smith, K. (2012). Academic entitlement in pharmacy education. *American Journal of Pharmaceutical Education, 76*(10), Article 189.

Clark, T., Hordosy, R., Vickers, D. (2017). 'We will never repay these debts': Undergraduate experiences of indebtedness, income-contingent loans and tuition fee rises. *Journal of Further and Higher Education*, Nov, 1-14.

Dahm, K., Meyer, E., Neff, K., Kimbrel, N., Bird Gulliver, S., & Morissette, S. (2015). Mindfulness, self-compassion, posttraumatic stress disorder symptoms and functional disability in U.S. Iraq and Afghanistan War Veterans. *Journal of Traumatic Stress, 28* (5), 460-464.

D'Cruz, P. (2014). *Depersonalized bullying at work: From evidence to conceptualization.* New Delhi, India: Springer.

D'Cruz, P., Noronha, E., & Beale, D. (2014). The workplace bullying-organizational change interface: Emerging challenges for human resource management. *The International Journal of Human Resource Management, 25*(10), 985-1003.

De Souza, E. (2011). Frequency rates and correlates of contrapower harassment in higher education. *Journal of Interpersonal Violence, 26*(1), 158-188.

Doucet, A., Evers, J., Guerra, E., Lopez, N., Soskil, M., & Timmers, K. (2018). *Teaching in the fourth industrial revolution: Standing at the precipice.* London, England: Routledge.

Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. (2003a). The concept of bullying at work: The European tradition. In S. Einarsen, H. Hoel, D. Zapf, & C. Cooper (Eds.), *Bullying and emotional abuse in the workplace: International perspectives in research and practice*, (pp. 3-30), London, England: Taylor Francis.

Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. (2011). The concept of bullying at work: The European tradition. In S. Einarsen, H. Hoel, D. Zapf, & C. Cooper (Eds.), *Bullying and*

harassment in the workplace: Developments in theory, research, and practice, (2nd ed.)*,* (pp. 3-40), Boca Ratan, FL: CRC Press.

Einarsen, S., Skogstad, A., Rorvik, E., Lande, A., & Nielsen, M. (2016). Climate for conflict management, exposure to workplace bullying and work engagement: A moderated, mediation analysis. *The International Journal of Human Resource Management, 29*(3), 549-570.

Epps, J. (2016). Individual characteristics of predictive variables of the level and impact of contrapower harassment of faculty teaching in schools of pharmacy. *Walden Dissertations and Doctoral Studies*, 2209.

Flores, S. (2017). Contemplative pedagogy: Mindfulness methodology in education and human development. *Journal of Education and Human Development, 6*(3), 65-69.

Fong, M., & Loi, N. (2016). The mediating role of self-compassion in student psychological health. *Australian Psychologist*, Jun. doi: 10.1111/ap.12185.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.

Gilbert P. (2009). Introducing compassion-focussed therapy. *Advances in Psychiatric Treatment, 15*(3), 199-208.

Giroux, H. (2015). Neoliberalism and the degradation of education. *Alternate Routes, 26*, 312-326.

Goss, K., & Allan, S. (2014). The development and application of compassion-focussed therapy for eating disorders (CFT-E). *British Journal of Clinical Psychology, 53*(1), 62-77.

Hallberg., L. & Strandmark, M. (2006). Health consequences of workplace bullying: Experiences from the perspective of employees in the public service sector. *International Journal of Qualitative Studies on Health and Well-being, 1*(2), 109-119.

Hammerle, M. (2015). Conceptualizing contemplative practice as pedagogy: Approaches to mindful inquiry in higher education. *Graduate College Dissertations and Theses*. Paper 5.

Healey, M., Flint. A., & Harrington, K. (2014). Engagement through partnership: Students as partners in learning and teaching in higher education. *The Higher Education Academy*.

Heffernan, M., Quinn Griffin, M., McNulty, R., & Fitzpatrick, J. (2010). Self-compassion and emotional intelligence in nurses. *International Journal of Nursing Practice, 16,* 366-373.

Hill, D. (2007). Critical teacher education, new labour and the global project of neoliberal capital. *Policy Futures in Education, 5*(2), 204-225.

Hogh, A., Mikkelsen, E., & Hansen, A. (2011). Individual consequences of workplace bullying/mobbing. In S. Einarsen, H. Hoel, D. Zapf, & C. Cooper (Eds.), *Bullying and harassment in the workplace: Developments in theory, research and practice*, (2nd ed.)*,* (pp. 107-128), Boca Ratan, FL: CRC Press.

Hong, J., Kral, M., & Sterzing, P. (2015). Pathways from bullying perpetration, victimization, and bullying victimization to suicidality among school-aged youth: A review of the potential mediators and a call for further investigation, *Trauma Violence Abuse, 16*(4), 379-390.

Houghton, E. (2017). Students' experiences: Choice, hope and everyday neoliberalism in English higher education. Lancaster University, 292p.

Hughes, K. (2017). Transition pedagogies and the neoliberal episteme: What do academics think? *Student Success, 8*(2), 21-30.

Ingleby, E. (2015). The house that Jack built: Neoliberalism, teaching in higher education andthe moral objections. *Teaching in Higher Education, 20*(5), 518-529.

Jeffres, M., Barclay, S., & Stolte, S. (2014). Academic entitlement and academic performance in graduating pharmacy students. *American Journal of Pharmaceutical Education, 78*(6), Article 116.

Keashly, L., & Harvey, S. (2006). Emotional abuse at work. In E.K. Kelloway, J. Barling, & J. Furrell (Eds.), *Handbook of Workplace Violence*, (pp. 95-120), Thousand Oaks, CA: Sage.

Keashly, L., & Neuman, J. (2010). Faculty experiences with bullying in higher education: Causes, consequences and management. *Administrative Theory and Praxis, 32*(1), 48-70.

Kempenaar, L., & Murray, R. (2016). Writing by academics: A transactional and systemsapproach to academic writing behaviours. *Higher Education Research Development, 35*(5), 940-950.

Kenny, J. (2018). Re-empowering academics in a corporate culture: An exploration of workload and performativity in the university. *Higher Education, 75*, 365-380.

Kim, E., & Glomb, T. (2010). Get smarty pants: Cognitive ability, personality, and victimization. *Journal of Applied Psychology, 95*(5), 889-901.

Kromydis, T. (2017). Rethinking higher education and its relationship with social inequalities: Past knowledge, present state and future potential, *Palgrave Communications, 3*(1). doi: 10.1057/s41599-017-0001-8.

Kross, E., Breulhman-Senecal, E., Park, J., Burson, A., Dougherty, A., Shablack, H., Bremner, R., Moser, J., & Ayduk, O. (2014). Self-Talk as a regulatory mechanism: How you do it matters. *Journal of Personality and Social Psychology,106*(2), 304-324.

Laing, C., & Laing, G. (2016). The student-as-customer metaphor: A deconstruction using Foulcauldian constructs. *Australasian Accounting, Business and Finance Journal, 10*(1), 40-54.

Lampman, C., Phelps, A., Bancroft, S., & Beneke, M. (2009). Contrapower harassment in academia: A survey of faculty experience with student incivility, bullying and sexual attention. *Sex Roles, 60*(5), 331-346.

Leary, M., Tate, E., Adams, C., Allen, A., & Hancock, J. (2007). Self-compassion and reactions to unpleasant self-relevant events: the implications of treating oneself kindly. *Journal of Personality and Social Psychology, 92*(5), 887-904. Lemoine, P., Hackett, P., & Richardson, P. (2016). Global Education and VUCA. In S Mukerji & P. Tripathi (Eds.), *Handbook of Research on Administration, Policy and Leadership in Higher Education*, (pp. 549-568), New York, NY: IGI-Global.

Levidow, L. (2002). Marketizing Higher Education. In K. Robins and F. Webster (Eds.), *The Virtual University? Knowledge, Markets and Management,* (pp. 227-48), Oxford, England:Oxford University Press.

McGregor, S. (2011). Consumer acumen: Augmenting consumer literacy. *The Journal of Consumer Affairs, 45*(2), 344-357.

Mageroy, N., Lau, B., Riise, T., & Moen, B. (2008). Association of psychological factors and bullying at individual and departmental levels among naval military personnel. *Journal of Psychomatic Research, 66*(4), 343-351.

Manavipour, D., & Saeedian, Y. (2016). The role of self-compassion and control belief about learning in university students' self-efficacy. *Journal of Contextual Behavioural Science, 5,* 121-126.

May, A., & Tenzek, K. (2018). Bullying in the academy: Understanding the student bully and targeted 'stupid, fat, mother fucker' professor. *Teaching in Higher Education, 23*(3), 275-290.

Menesini, E., & Salmivalli, C. (2017). Bullying in schools: The state of knowledge and effective interventions. *Psychology, Health & Medicine, 22*(1), 1-14.

Morris, S. (2015). Social good and the competitive advantage of doing it well. *FinanceUndergraduate Honors Theses*. 22.

Naidoo, R., & Williams, J. (2015). The neoliberal regime in English higher education: Charters, consumers and the erosion of the public good. *Critical Studies in Education, 56*(2), 208-223.

Neff, K. (2003). Self-compassion: An alternative conceptualization of a healthy attitude towards oneself. *Self and Identity, 2,* 85-101.

Neff, K. (2009). The role of self-compassion in development: A healthier way to relate to oneself. *Human Development, 52*(4), 211-214.

Neff K., & Germer, C. (2013). A pilot study and randomized controlled trial of the mindful self-compassion program. *Journal of Clinical Psychology, 69*(1), 28-44.

Neff, K., Hsieh, Y., & Dejitterat, K. (2005). Self-compassion, achievement goals and coping with academic failure. *Self and Identity, 4*, 263-287.

Neff, K., Kirkpatrick, K., & Rude, S. (2007). Self-compassion and adaptive psychological functioning. *Journal of Research in Personality, 41*, 139-154.

Nelson, E., & Lambert, R. (2001). Sticks, stones and semantics: The ivory tower bully's vocabulary of motives. *Qualitative Sociology, 24*, 83-106.

Nielsen, M., & Einarsen, S. (2012). Outcomes on exposure to workplace bullying: A meta-analytic review. *Work and Stress, 26*(4), 309-332.

Nielsen, M., Mageroy, N., Gjerstad, J., & Einarsen, S. (2014). Workplace bullying and subsequent health problems. *The Journal for the Norwegian Medical Association, 134,* (12-13), 1233-1238.

Nielsen, M., Notelaers, G., & Einarsen, S. (2011). Measuring exposure to workplace bullying. In S. Einarsen, H. Hoel, D. Zapf, & C. Cooper (Eds.), *Bullying and harassment in the workplace: Developments in theory, research, and practice*, (2nd ed.), (pp. 3-40), Boca Ratan, FL: CRC Press.

Nixon, E., Scullion, R., & Hearn, R. (2018). Her majesty the student: Marketised higher education and the narcissistic (dis) satisfactions of the student-consumer. *Studies in Higher Education, 43*(6), 927-943.

Patrick, F. (2013). Neoliberalism, the knowledge economy, and the learner: Challenging the inevitability of the commodified self as an outcome of education. *ISRN Education, 23,*

Article ID 108705, 8 pages. https://doi.org/10.1155/2013/108705.

Pharr, J., Moonie, S., & Bungum, T. (2012). The impact of unemployment on mental and physical health, access to health care and health risk behaviours. *ISRN Public Health*, Article ID 483432, 7 pages. http://dx.doi.org/10.5402/2012/483432.

Pink, D.H. (2005). *A whole new mind.* New York, NY: Thee Penguin Group.

Pizutto, D. (2018). Contemplative Practices in Higher Education: Examining Faculty Perspectives. *Seton Hall University Dissertations and Theses* **(ETDs)**. 2492.

Pozos-Radillo, B., Preciado-Serrano, M., Acosta-Fernandez, M., Aguilera-Velasco, M., & Delgado-Garcia, D. (2014). *Psicologia Educativa, 20*(1), 47-52.

Rabon, J., Sirois, F., & Hirsch, J. (2017). Self-compassion and suicidal behaviour in college students: Serial indirect effects via depression and wellness behaviours. *Journal of American College Health, 66*(2), 114-122.

Redmond, W. (2010). Consumer rationality and consumer sovereignty. *Review of Social Economy, 58*(2), 177-196.

Robson, J., Farquhar, J., & Hindle, C. (2017). Working up a debt: students as vulnerable consumers. *Journal of Marketing for Higher Education, 27*(2), 274-289.

Ryan, S. (2012). Academic zombies: A failure of resistance as a means of survival? *Australian Universities' Review, 54*(2), 3-11.

Salin, D. (2013). Bullying and well-being. In R. Giacalone & M. Promislo (Eds.), *Handbook of unethical work behavior: Implications for individual well-being.* New York, NY: M.E.Sharpe.

Stellar, J., Cohen, A., Oveis, C., & Keltner, D. (2015). Affective and physiological responses to the suffering of others: Compassion and vagal activity. *Journal of Personality and Social Psychology, 108*(4), 572-585.

Swearer, S., & Hymel, S. (2015). Understanding the psychology of bullying: Moving towards a social-ecological diathesis model. *American Psychologist, 70*(4), 344-353.

Vie, T., Glaso, L., & Einarsen, S. (2010). Does trait anger, trait anxiety or organisational position moderate the relationship between exposure to negative acts and self-labelling as victim of workplace bullying? *Nordic Psychology, 62*(3), 67-79.

Whitmore, A., Agarwal, A., & Xu, L. (2015). The internet of things - A survey of topics and trends. *Information Systems Frontiers, 17*(2), 261-274.

Wilkinson, R., & Pickett, K. (2009). *The Spirit Level: Why greater equality makes societies stronger.* New York, NY: Bloomsbury.

Williams, G. (2016). Higher education: Public good or private commodity? *London Review of Education, 14*(1), 131-141.

World Economic Forum (2016). The Future of Jobs: Employment, skills and workforce strategy for the fourth industrial revolution. *World Economic Forum Global Challenge Insight Report.*

Xu, M., David, J., & Kim, S. (2018). The fourth industrial revolution: Opportunities and challenges. *International Journal of Financial Research, 9*(2). doi: 10.5430/ijfr.v9n2p9-.

Zabrodska, K., Linnell, S., Laws, C., & Davies, B. (2011). Bullying as intra-active process in neoliberal universities. *Qualitative Inquiry, 17*(8), 709-719.

Zajonc, A. (2013). Contemplative pedagogy: A quiet revolution in higher education. *New Directions for Teaching & Learning, Special Issue: Contemplative Studies in Higher Education, 134,* 83-94