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Special Section on Cyberbullying

Special Section Guest Editors

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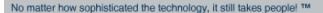**John C. Molluzzo**
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Cyberbullying should be a concern for any college or university. Cyberbullying is behavior done through digital media by a student or groups of students, communicating aggressive or hostile messages continually and intending to inflict discomfort or harm on another student or groups of students. Cyberbullying is bullying done through the Internet – an issue confronting students of a post-secondary institution. The literature on cyberbullying is focused frequently on middle and high school students, not college students. Increased incident reporting by students in post-secondary institutions may nevertheless be indicating the increased seriousness of cyberbullying in those institutions.

Faculty and staff at post-secondary institutions need to be in a position to proactively respond to cyberbullying if students perceive problems, otherwise there may be liability potential for the university with the reality of victimization. University staff need to respond to these perceptions by developing prevention solutions that are shared with faculty and students.

This special issue on *Cyberbullying* gives readers some insights into cyberbullying in post-secondary institutions. The first paper by Paullet and Pinchot informs the reader of the results of an empirical study of cyberbullying. The authors highlight the perceptions of undergraduate students, as they pertain to perpetration and victimization, and as they relate to bystander witnessing. Their study introduces policy preemption and prevention solutions as suggested by students. The second paper, by Rivituso shares the results of semi-structured interviews with students. The results of this study indicate 6 themes. The final paper by Chisholm is an overview of cyberbullying literature. The author notes the limited publication of scholarly studies cyberbullying at colleges and universities.

This special issue on *Cyberbullying in Post-Secondary Institutions* is timely to the readership of the Journal of Information Systems Education, and the guest editors welcome responses from those interested in pursuing further research.

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