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Faculty and First-year Students' Perceptions of Civility in College

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Walden University

College of Education

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Conni Eve Claflin

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2019

Abstract

Faculty and First-year Students' Perceptions of Civility in College

by

Conni Eve Claflin

MS, University of Rhode Island, 2005

Project Study in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

December 2019

Abstract

While researchers have identified student incivility as a problem in higher education in the United States, little is known about how students and faculty perceive the issue within the classroom environment at a private university in the northeast. Uncivil behavior can negatively impact the learning environment. The purpose of this mixed-methods case study was to compare students' and faculty's perceptions of civility in the classrooms and explore how civility is addressed in course syllabi and artifacts. The theoretical base was Clark's continuum of incivility, and the conceptual framework was Bandura's social cognitive theory. Types and frequency of uncivil behaviors were measured using Bjorklund and Rehling's survey tool. Sixty-one faculty members and first-year students selected using purposeful sampling participated in an electronic survey and data was analyzed statistically. Findings showed students and faculty perceive the severity and frequency of behaviors in a similar manner. A document analysis was conducted using coding and thematic analysis of key words related to civility. Results showed that syllabus documents and classroom artifacts were not being used to communicate expectations about the behaviors faculty and students found most severe. A professional development project was created to share results with faculty, discuss student perspectives of civility, and create civility statements for inclusion in future syllabus documents. Methods regarding how to address uncivil behavior in the classroom can continue to be developed with both faculty and student perspectives taken into account. An increase of civil behaviors will result in positive social change at this institution.

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Dedication

This project study is dedicated to the memory of my father, Charles Willard Claflin, and my grandparents, Jess Willard Claflin, Josephine Marguerite Claflin, and Myrtis Evelyn Yates. As I move forward, I will never forget to look back.

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The support I have received from my family and friends through this doctoral journey has been immense. Particular thanks go to my closest circle, including my mother, Karen, who has always supported my dreams. Kevin and Alan, every time you checked in on my progress it reminded me that I was not on an island without my best friends. You will be happy to know that I am finally done and can plan an extravaganza worthy of the accomplishment.

In addition, the support of my colleagues from ACPA has been a key motivating factor for me. Thank you to so many scholars from the Coalition for Women's Identities who gave me hope and sound advice along the way. Dr. Lisa Kelsay, I particularly appreciate your mentorship, as you have always set an example that I could strive for. Your journey reassured me that academic success was not a silly goal nor one that had to consume my zest for adventure.

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Section 1: The Problem

Currently, a student code of conduct exists at a private university with a main campus in the northeastern United States, which outlines behaviors that will result in action by the university police or the office of student conduct. While this student code of conduct is useful for more serious offenses, the standards do not outline expectations for basic civil behavior amongst classroom participants. Recourse for a lesser offense is at the discretion of faculty members, who often set additional behavioral expectations in their syllabi.

This institution, from now on referred to as the study site, provides a template to faculty members for course syllabi and establishes institutional expectations regarding the matters of food and beverages, mobile phones, and communication devices in class (Department chair, personal communication, September 7, 2016). The template does not provide direction to faculty or students regarding any additional civility or behavioral standards (Faculty member, personal communication, April 8, 2016). Broadly defined, civility encompasses “the codes of behavior that allow us to share public spaces” (Griffith, Norman, O’Sullivan, & Ali, 2011, p. 10). More specifically, civility is considered a collection of behaviors that includes politeness, courtesy, consideration, good manners, and a demonstration of caring for the welfare of others (Benson, 2011; Davetian, 2009; Forni, 2010). Each faculty member determines what if any, additional rules he or she will incorporate into the classroom based on individual views of civility standards (Department chair, personal communication, 2016.) These additional expectations appear within the grade distribution or additional policies and procedures headings of the syllabi.

Two primary problems exist within this context. First, the process in which faculty establishes civility standards within each classroom is subjective and varies, as in addition to an established university code of conduct, “instructors may add class specific policies [to syllabi]” (Ward & Yates, 2014, p. 166). Second, it is unknown if individual faculty members’ and students’ perceptions on acceptable student behavior are congruent. Perceptions on the issues of fairness, appropriateness, and enforcement of these expectations can vary based on the student demographic, class size, and academic subject matter, to name a few (Ward & Yates, 2014).

Seminal views and theories of sociology (Davetian, 2005; Elias, 2000), moral development (Gilligan, 1982; Kohlberg & Kramer, 1969; Piaget, 1932), behaviorism (Bandura, 1977; Skinner, 1938) and typology (Myers, 1962; Jung, 1976; Kiersey & Bates, 1984; Marston, 1928) contributed to the study of incivility, as they shaped the way individuals think about and react to the situation in which they find themselves. Within the realm of education, classroom climate is the term used for this situation. Classroom climate is the kind of learning environment that exists in a classroom, established by instructors (Hirschy & Wilson, 2002). Civil or uncivil behaviors of individuals or groups influence the classroom climate positively or negatively, respectively. Sidelinger, Bolen, Frisby, and McMullen (2012) explained that “a positive climate and sense of belonging influence students' perceptions of a supportive community in the college classroom” (p. 293). Positive or civil behavior influences the classroom climate in a positive manner.

Classroom climate is one part of the overall learning environment. Ambrose, Bridges, DiPietro, Lovett, and Norman (2010) expanded the idea of classroom climate, stating that it can include many factors and could be impacted by the demographics of the

group, the course subject matter, how faculty interacts with students, and the general tone set by both faculty and students. Although researchers have studied classroom climate, classroom management, and behavioral issues of college students for over two decades (Alexander-Snow, 2004; Boice, 1996; DeLucia & Iasenza, 1995; Feldmann, 2001; Hirschy & Wilson, 2002; Sidelinger et al., 2012), specific research regarding the varied perspectives of faculty and students has not been conducted at this institution. Hirschy and Wilson (2002) explained that “both faculty and students affect the characteristics of the classroom environment, which in turn influences student learning” (p. 88). Both populations impact the learning environment and can inform studies of classroom climate factors.

Given the long-known relationship between environment and learning (Fraser, 2015; Hiemstra & Brockett, 2012; Hirschy & Wilson, 2002), as well as the faculty-student and student-student interaction, it is important to understand how certain behaviors may impact the classroom climate. Fraser (2015) asserted that the “classroom environment is so consistently associated with student outcomes that it should not be ignored by those wishing to improve” (p. 1).

My goal for this project study was to discover the perception of types and frequency of uncivil behaviors in the learning environment, comparing both faculty and students’ observations, as well as how classroom syllabi and documents currently address civility expectations. This information could be used to make recommendations to the study site to improve rules, expectations, guidelines, and overall classroom climate.

The Local Problem

Civility is an important topic to study in a variety of environments, including that of the classroom. Forni (2010), cofounder of the Civility Project at Johns Hopkins University and an expert in civility, explained that now is the time to take a more in depth look at civility and the impact it has on various levels of society. Although Forni was speaking of civility in United States society, it also applies to the microsocieties which exist within that larger context. During the last decade, more attention has been paid to the topic of civility, with community agencies, corporations, and schools launching programs that encourage more civil behaviors (Forni, 2010). Educational institutions are engaging in the conversation, including how civility is represented in their unique environments.

The concept of college classroom civility and behavior has been investigated through a variety of lenses on a national level for several decades. Historically, researchers have studied sociological explanations and found that there is a relationship between faculty and student behavior, emphasizing that faculty and student misconduct are interrelated and will affect one another (Braxton & Bayer, 2004; Bray & Del Favero, 2004). More recently, students have reported that behaviors such as texting and side conversations with peers are disruptive to their learning (Ausbrooks, Jones, & Tijerina, 2011; Clark & Springer, 2007.) Students have also identified uncivil behavior that faculty members display, including presenting lectures at a fast pace, condescending negativism, acting aloof, surprising students with unanticipated exams, arriving late or canceling class without notice (Ausbrooks et al., 2011; Knepp, 2012). Lightner (2014) focused on civility and behavioral management needs from the perspective of faculty,

including specific suggestions for new faculty members regarding expectation setting and strategies for civil engagement. After studying student perspectives at a university in the midwest, Rehling and Bjorklund (2010) suggested that additional information is needed to discover: (a) what current civility expectations are addressed through syllabi and classroom artifacts, (b) what uncivil behaviors exist in today's classroom, (c) how often uncivil behaviors take place in the classroom, and (d) if those behaviors are found disruptive to the students and faculty to an equal degree.

Until the study site has more data regarding incivility in the classroom, further programming, training, or expectation setting may not be successful in establishing best practices to address the problem in a sustainable way. Many factors may be contributing to the lack of knowledge regarding civility in the classrooms at this institution. Faculty members are given the autonomy to create specific rules regarding behavior, expectations, and other civility components and to add them to their syllabi (Faculty member, personal communication, February, 2016). These are not standardized expectations and may vary from faculty to faculty and class to class. Additionally, new faculty often copy syllabus language from more experienced faculty members at the suggestion of administration (Department chair, personal communication, August 18, 2016). Behavioral expectation information in the syllabi is not updated from year to year, and many faculty members do not consider the changing peer and generational expectations of the students in the classroom (committee member, personal communication, October 2008; faculty member, personal communication, August 2012). Civility expectations are written solely from the viewpoint of the instructor with little if any input from the students (Faculty member, personal communication, February 2016).

However, as the basics of adult learning theory espouse, the involvement of learners is essential in all aspects of the classroom, including planning, implementation, and assessment (Knowles, 1984).

In addition, new technology has been introduced into classrooms, both from the institution (Jeong & González-Gómez, 2016; Kay & Lauricella, 2014; McCoy, 2013) and through personal technology use (Grinols & Rajesh, 2014; Lawson & Henderson, 2015). Smart boards, webinars, smartphones, laptops, and electronic tablets are just a few examples of new technology that have created a shifting class environment. Instructors may not foresee the opportunities and challenges of those technologies when looked at from a behavior or distraction-based perspective.

Civility issues have been acknowledged as an area worthy of study in the classroom and beyond, especially those that integrate both faculty and student perspectives (Ausbrooks et al., 2011; Clark & Kenaley, 2011; Clark, Werth, & Ahten, 2012; Rehling & Bjorklund, 2010). However, the problem at the local site is that student and faculty perceptions of civility in the classroom are currently unknown, and no information is available regarding how course syllabi and classroom artifacts currently address civility. This study may contribute to the body of knowledge needed to address this problem at a university level by providing faculty and student perspectives on civility, the impact of civil behaviors, and its frequency. Once I glean insights into the behaviors that most often impact the learning environment at this local university, programs, training, or syllabus development may be improved.

Rationale

Evidence of the Problem at the Local Level

At the study site, over 42 student conduct cases were heard during the 2009–2012 academic years related to incidents taking place in the classrooms (Director of student conduct, personal communication, August 17, 2012). This number includes incidents of a large scale, which were reported either directly to the office of student conduct or through the campus safety and security office. As the director of student conduct explained, “This number only reflects those cases that we submitted for conduct adjudication. Professors also have the option of simply handling them academically, meaning adjusting the grade or dropping someone from the class” (Director of student conduct, personal communication, August 17, 2012.) It is unclear how many more interruptions are taking place that may or may not be impacting the learning of those involved as well as bystander students.

To better understand the issue of civility on campus, a committee of faculty and staff members was formed in 2008 to discuss the concerns faculty were having with what they reported as disrespectful, uncivil, or disruptive behavior. The committee, composed of student affairs staff and academic affairs faculty, was able to establish that civility is an issue at the institution through conversation with staff, students, and faculty (Committee member, personal communication, February 5, 2016.) Formal research was not conducted, and action was taken based on anecdotal evidence from the faculty perspective. To be proactive, the committee created the first annual programming and awareness week on campus, Civility Week, with the purpose of educating students on civility and creating an awareness of civility on campus. Guest lecturers, student debates,

and classroom assignments were used to highlight the concept of civility within a theme, such as “Choosing Civil Language.” A promotional video featuring staff and students also introduced civility to incoming students. During this video the director of student conduct described civility as, “Be kind to yourself, and be kind to others.” After the committee disbanded in 2010, the office of student conduct took on the responsibility for community civility education programming.

The office of residential life also conducts a satisfaction survey for students living on campus every 2 years. This national survey is an industry standard for university housing departments designed and facilitated by Skyfactor (formerly Educational Benchmarking Inc.) in partnership with the Association of College and University Housing Officers – International. Several questions on the survey directly or indirectly addressed the perspective students have on civility within the residence hall environment only (Associate dean, personal communication, August 24, 2012). During the most recent survey year, 1,809 students responded (603 males, 1,206 females) to a variety of questions about civility or respect within their residence hall. Results showed that, on a scale from 1–6, with 6 being the highest, the respondents scored the members of the community on their demonstration of civility and respect by (a) respecting people of differing races/ethnicities: 5.70, (b) genders: 5.79, (c) sexual orientation: 5.56, and (d) religious beliefs: 5.59 (Associate dean, personal communication, August 24, 2012).

An institution using the Skyfactor national survey is allowed to create 10 institutional specific questions to add to the standard survey tool regarding any matter it would like to explore (Associate dean, personal communication, August 24, 2012). The study site showed its interest in the issue of civility by using one institutional question to

ask about a civility issue. Students were asked: “Do the members of the community demonstrate civility and respect by treating others in a polite and courteous manner?” The question did not define *community*, and, as it was located within a section of university-wide questions, the term could have been interpreted by respondents as asking about residence halls only, or all areas of the university community (i.e. classrooms, athletic events, etc.) The results of this question were lower than any other respect-related question on the survey (Associate dean, personal communication, August 24, 2012).

These survey data were solicited from students living on campus, which was 44.6% of the total enrollment (Research Site “Campus Fact Sheet,” 2013). With 1,809 students responding, these results were indicative of the view of only 16.6% of the total student population at the time (Research Site “Campus Fact Sheet,” 2013). The on-campus population consisted primarily of first-year students and did not include any part-time or continuing education students (Associate dean, personal communication, August 24, 2012). Although the information regarding residence hall civility is useful, it is not statistically significant when considering the limitations of the survey population. Additionally, the institutional question regarding the wider university community civility and respect was rated lower than those regarding residence hall communities. As such, it was valuable to gather information from a different cross-section of participants and to focus on a more specific university setting.

Evidence of the Problem from the Professional Literature

Civility in the classroom is most often discussed and explored at a K–12 level within the context of behavior management or classroom management. Elementary level

research includes effects of bullying, teacher education, disciplinary strategies, defined classroom rules, and gender on classroom behavior (Birnie, 2016; Dursley & Betts, 2015; Feuerborn & Tyre, 2012; Kearney, Smith, & Maika, 2016; Reddy, Fabiano, Dudek, & Hsu, 2013; Sak, Sahin Sak, & Yerlikaya, 2015). The same themes were studied at a high school level (Borg, 2015; Browne, 2013; Bugler, McGeown, & St. Clair-Thompson, 2015; Haydon & Kroeger, 2016; Wang & Degol, 2016). In addition, Lightner (2014) researched how adolescent brain development of a high school student affects their behavior, and how that knowledge may be used by faculty at the college level in creating civil environments. Many high schools also incorporate civility and citizenship in their curriculum, although the effects of that as a research intervention on current behavioral issues has not been explored fully (Barrue & Albe, 2013; Sayles-Hannon, 2011; Tupper & Cappello, 2012). The role of teacher and student in a pre-college environment is different than those of faculty and learner in higher education, reinforced by the concepts of pedagogy and andragogy (Knowles, 1984).

Although civility in the classroom has often been discussed in the guise of classroom management techniques in K–12 pedagogical educational environments, less has been studied at the andrological college level. Within the freedom of the adult learning setting, opportunity for uncivil communication is more likely, creating an environment within which civil discussion and discourse can benefit from a positive classroom climate (Hansen, 2011). Recently, incivility researchers have expanded into this complex academic setting, investigating student and faculty levels, as well as their understanding of civility (Alt & Itzkovich, 2015; Kennison, Dzurec, Cary, & Dzurec, 2015; Marchiondo, Marchiondo, & Lasiter, 2010; Myers et al., 2016). Alt and Itzkovich

(2015) found that most behaviors in academic incivility research have been grouped into two categories: serious incivilities and subtle incivilities. No matter the category of behavior, incivility by students has been studied most often (AlKandam, 2011; Rehling & Bjorklund, 2010; Sprunk, LaSala, & Wilson, 2014), with less focus on faculty incivility (Amos, 2013; Clark, 2013a).

According to Alt and Itzkovich (2015), “the most known survey used to measure incivilities in the academic field is the incivility in nursing education survey (INE), which is oriented toward testing uncivil behaviors in nursing education” (p. 123). The INE was developed by Clark (2008) and has measurements of both faculty and student civility. Clark (2009) divided the student section into three areas: classroom disruption, disrespect directed toward others, and behavior exhibiting general disinterest in the topic. Faculty is measured on three different areas on the INE: general uncivil behaviors, classroom management problems, and classroom administration. A large number of other studies have focused on nursing education in particular (Center, 2010; Cleary & Horsfall, 2010; Hoffman, 2012; Kisner, 2014; Marlow, 2013; Unison-Pace, 2015), with Clark being a proficient researcher in the topic (Clark, 2008; Clark, 2010; Clark & Kenaley, 2011; Clark, 2013a; Clark, Olender, Kenski, & Cardoni, 2013; Clark, Barbosa-Leiker, Gill, & Nguyen, 2015). Although nursing education civility results can inform all areas of academics, less information is available regarding studies in other academic programming areas.

While many studies in the past 15 years have been devoted to the research of various violent acts on college campuses, evidence showed that civility had been a growing concern on traditional campuses across the United States even though it may be

perceived as less serious (Boice, 1996; Braxton & Bayer, 1999, 2004; Connelly, 2009; Littleton, 2014; Schuh, 1998). Within this timeframe, the topic of civility was studied in environments ranging from large lecture halls (Carbone, 1999; Tiberius & Flak, 1999), to specific major classrooms (Paik & Broedel-Zaugg, 2006; Swinney, Elder, & Seaton, 2010). In fact, codes of civility have been developed and implemented to fill the gap left by more formal codes of conduct which address egregious behavior (Seganish & Holter, 2013; Williams & Lauerer, 2013). Literature indicated that there is no one answer to civility issues; it is a human issue and is, therefore, best addressed on an individual level. This individual level includes specific colleges, majors, or institutions.

Data on incivility show that incidents take place in the community (Stuckey & O'Rourke, 2014), at the workplace (Shapiro, 2013), in politics (Dubrofsky, 2016; Hill, Capella, & Cho, 2015) and in media (Hill et al., 2015; Lampe, Zube, Lee, Park, & Johnston, 2014), suggesting that civility/incivility be examined ecologically (Ferriss, 2002). That evidence supports the view that research taking place in individual ecological settings (i.e., one university) may provide the most useful data. Therefore, the purpose of this mixed-methods case study is to compare students' and faculty's perceptions of civility in the classrooms and explore how civility is addressed in course syllabi and in artifacts at the study site.

Definition of Terms

Professionals in any field, including education, may interpret the definitions of words differently based on their background, education, and experience. With terms as subjective as civility and incivility, it is important to note the differing perspectives of meaning. Forni (2002, p. 8), considered an expert in the field of civility, identified 42

phrases connected with civility. A sampling of those phrases include: respect for others, care, consideration, courtesy, respect of others' feelings, niceness, politeness, respect of others' opinions, being accommodating, decency, self-control, etiquette, tact, morality, honesty, awareness, being agreeable, and abiding by rules (Forni, 2002). Benson (2011), on the other hand, described civility as our shared sense of "the way we talk and the meaning we attribute to our actions and those of others" (p. 23). With such differing descriptions available, I have provided a common language by defining terms that are key to the understanding and application of the research.

Adjunct faculty: An instructor or professor who teaches less than a full-time faculty teaching load (Louziotis, 2000).

Civility: A collection of behaviors to include politeness, courtesy, consideration, good manners, and a demonstration of caring for the welfare of others (Benson, 2011; Davetian, 2009; Forni, 2010).

Classroom artifact: Communal objects used to communicate social values, convey cultural information, and influence how people act and feel within the classroom environment (Elmer, 2002; Kuh & Whitt, 1988).

Classroom climate: "The intellectual, social, emotional, and physical environments in which our students learn" (Ambrose et al., 2010, p. 170).

Classroom management: An encompassing term that speaks to interpersonal relationships as well as maintaining an environment that is conducive to learning. The purpose of classroom management is to (a) keep an environment free from discord, and (b) augment students' moral and social development (Everston & Weinstein, 2006).

First-year student: Any student who has completed less than three full trimesters at the university, regardless of transfer credits, admission status, or age ([REDACTED], 2014).

Incivility: Behavior that is contrary to the well-being of the community, including behaviors that distract, disrupt, stereotype, or discourage others (Papacharissi, 2004; Rehling & Bjorklund, 2010).

Syllabi or Syllabus: A document which outlines course objectives, prerequisites, grading and evaluation criteria, materials needed, and a bibliography of the course (Kearsley & Lynch, 1996).

Significance of the Study

The use of standard classroom expectations has been recommended by researchers in the areas of classroom civility for over two decades (AlKandam, 2011; Black, Wygonik, & Frey, 2011; Boice, 1996; Clark & Springer, 2007; Downs, 1992; Morrissette, 2001; Wesp, Kash, Sandry, & Patton, 2013). Those who have recently studied student views of civility in higher education (Rehling & Bjorklund, 2010) suggested that further study in a variety of locations, including “different types of institutions, such as private colleges” (p. 17) is needed. Rehling and Bjorklund (2010) used a survey similar to that which is proposed for this study and suggested that comparing the differences and similarities between student and faculty perceptions would be a beneficial addition to understanding civility in the college classroom. In my project study, I directly addressed that need.

Data collected in regard to this topic may be useful to the study site. In the future, methods regarding how to address uncivil behavior in the classroom can be developed

with both faculty and student perspectives taken into account. Nontenure-track and adjunct faculty could proceed with renewed confidence when dealing with classroom disruptions, with the knowledge that expectations and rules were designed with the interest of all parties considered. Students, when made aware of the process through which expectations were developed, may feel more involved in the classroom environment as well as invested in correcting actions of their fellow students. A student with the awareness that both peers and faculty will view certain behaviors as disruptive is also more likely to self-regulate their behavior in accordance with the micro-societal expectations of their colleagues (Rehling & Bjorklund, 2010).

Research Questions and Hypotheses

The guiding theme for this project study was to compare student and faculty perceptions of civility in the classrooms and explore how civility is addressed in course syllabi and in artifacts at the study site. Researchers have explored perceptions of these groups in the past (Altmiller, 2012; Ballard, Hagan, Townsend, Ballard, & Armbruster, 2015; Clark, 2013a; Janowsky, & Davis, 2013; Ward & Yates, 2014; Wright & Hill, 2015), but no information existed comparing the perceptions of these groups from the same program of study. In an effort to inform best practices, the following specific research questions and hypothesis were investigated at the local level:

Research Question 1 (RQ1): What are first-year students' perceptions regarding the types and frequency of uncivil behaviors present in the classroom?

Research Question 2 (RQ2): What are faculty perceptions regarding the types and frequency of uncivil behaviors present in the classroom?

Research Question 3 (RQ3): Is there a statistically significant difference between first-year students' perceptions and faculty perceptions regarding the types and frequency of uncivil behaviors in the classroom?

Null Hypothesis (H_0 3): There is no statistically significant difference between first-year students' perceptions and faculty perceptions regarding the types and frequency of uncivil behavior in the classroom.

Alternative Hypothesis (H_a 3): There is a statistically significant difference between first-year students' perceptions and faculty perceptions regarding the types and frequency of uncivil behaviors in the classroom.

Research Question 4 (RQ4): How are the most severe and most frequent types of uncivil behaviors addressed in course syllabi and classroom artifacts?

I tested the hypotheses using a *t*-test analysis.

Review of Literature

The purpose of this review was to identify literature regarding types of incivility to gain a better understanding of the topic within a larger context. Incivility in higher education was the main focus, with a secondary focus on factors which contribute to faculty and student perceptions. I began the review of the literature using the following related keywords in Boolean operations: *incivility, civility, student behavior, higher education, behavior management, classroom climate, classroom environment, and classroom management*. Additional search terms included as subtopics were: *elementary, secondary, student-to-faculty, faculty-to-faculty, faculty training, teacher education, and society*. I searched categories of behavior found to be classified as uncivil, including *rudeness, workplace bullying, cyberbullying, and violence in schools*.

I utilized the online Thoreau tool via Walden University's library to search a number of databases, including ERIC (EBSCOhost) and Education Source, within the domains of Education and Social Sciences. Other databases that I used were Google Scholar, Sage, and ProQuest. I referenced sources that were older than 5 years if the results that were still relevant, the source was a seminal source, established a historical perspective, or contained information that was not found in newer sources.

Throughout the literature, the term *incivility* is used to describe a variety of behaviors, particularly in classroom settings. It is explained by some to be disruptive behaviors such as coming in late or eating food in class (Clark, 2013a; Ibrahim & Qalawa, 2016; Knepp, 2012). Others characterize it as also including more serious behaviors such as making threats, violence, and verbal abuse (Clark, 2013a; Gillespie, 2014). To understand this broad spectrum, I identified a theoretical base to classify the behaviors.

Theoretical Foundation

The theoretical base used in this project study in relation to RQ1, RQ2, RQ3, and RQ4 was developed by Clark (2013b), a nurse educator at Boise State University. The model was initially used for fostering civility specifically in nursing education (Clark, 2013b), but was later adapted and branched out to include incivility in higher education across multiple disciplines. The continuum of incivility (Figure 1) depicts that incivility occurs at a variety of levels, including low-level behaviors that are “distracting, annoying, or irritating,” all the way to high-level behaviors such as “aggressive, threatening, or violent” responses (Clark, 2013b). The current project study focuses on those behaviors which would be classified as lower level or disruptive behaviors on this

continuum. In particular, I used RQ1 and RQ2 explore participant perceptions regarding the types and frequency of uncivil behaviors present in the classroom. Through my study I identified which of these low-level behaviors were present, and to what frequency they were observed by the students and faculty in the local environment. I used RQ3 to identify if there was a statistically significant difference between first-year students' perceptions and faculty perceptions regarding the types and frequency of uncivil behaviors in the classroom. The results provided a comparison of how the participants perceive these low-level behaviors. Lastly, I utilized RQ4 to focus on how civility was currently addressed through course syllabi and classroom artifacts. The results of my study allowed me to determine if any expectations about these lower level disruptive behaviors were established by faculty through course syllabi or classroom artifacts.

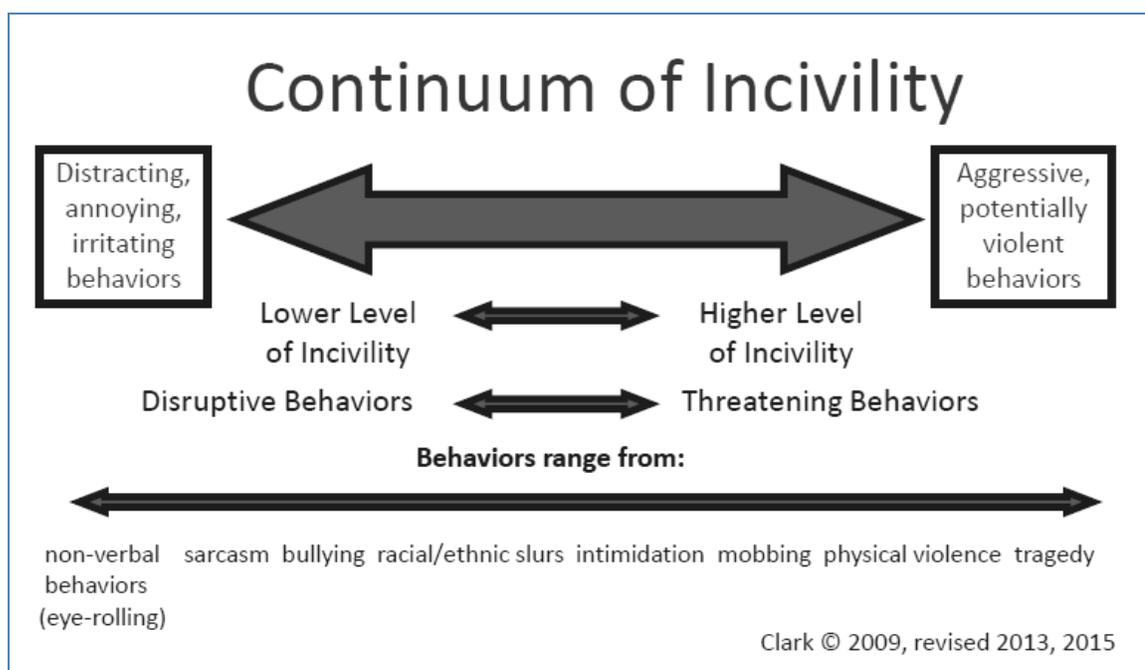


Figure 1. Continuum of Incivility. (Clark, 2009) Copyright 2009 by Clark. Reprinted with permission.

Conceptual Framework

The classic framework for the analysis of social behavior was provided by Lewin (1939), who asserted that behavior is a function of a person combined with their environment. The formulaic representation of this concept, often referred to as Lewin's Equation, was $B = f(P,E)$. Lewin (1939) believed that B represented the outward observable behavior someone displayed. It was a result, in first part, of the person (P), including their cognitive ability, emotional state, attitude, and traits. The second part was the environment (E), including physical stimulus, behavior of other people, social roles, and situational expectations. Lewin's work provided a starting point for social psychology, and eventually social cognitive theory (SCT), developed by Bandura (1977). Bandura (1977) stressed learning from the social environment, particularly the reciprocal interaction among personal, behavioral and social/environmental factors. This triadic

reciprocity is illustrated in Figure 2. This reciprocity expands upon the work of Lewin (1939) by illustrating behavior's influence directly upon the environment.

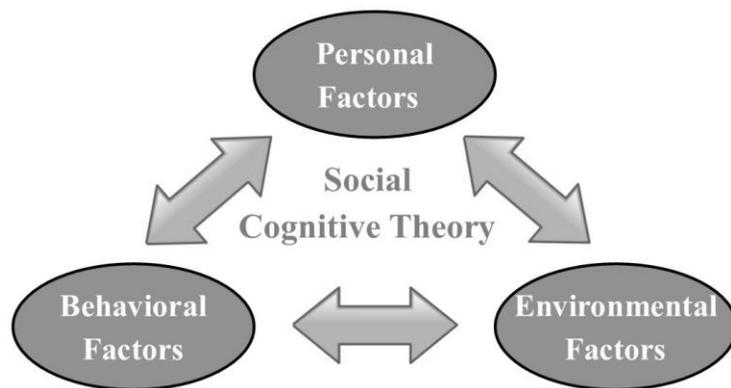


Figure 2. Triadic Reciprocity.

Bandura's (1977) SCT was the conceptual framework for the qualitative portion of this mixed-method study. Bandura (1977) acknowledged that a person's past experiences often shape whether a person will engage in a specific behavior in the future. As this study focused on first-year students, I made the assumption that the classroom experiences they had in the elementary and high school environment could be carried over into the college class environment.

In addition, Bandura (1977) emphasized through SCT that the environment is directly related to behavior. The classroom climate is a key component of the environment at any college. That climate is, in part, established through expectations from the faculty. "Faculty hold varying expectations...[and] communicate their expectations in their classrooms, through requirements on their syllabi, and the rubrics for their assignments" (Koslow Martin, 2010, p. 6). A clear, informative syllabus can reduce student confusion about appropriate behavior and has been a recommendation of previous

researchers (Black et al., 2011; Bjorklund & Rehling, 2011; Braxton, 2011; Sylvestri & Buskist, 2012). Therefore, evaluating the expectations which are established via syllabi and other classroom artifacts (RQ4) were useful in informing the results of this study.

Review of the Broader Problem

Current literature supports that incivility is a broader problem within society. As Forni (2010) expressed:

In today's America, incivility is on prominent display: in the schools where bullying is pervasive; in the workplace, where an increasing number are more stressed out by co-workers than their jobs; on the roads where road rage maims and kills; in politics, where strident intolerance takes the place of earnest dialogue; and on the Web, where many check their inhibitions at the digital door (para. 1).

In order to understand the issue of educational incivility at the college level, researchers must explore the elementary and secondary environments that affect university life. For classroom environments to be understood fully, it is also important to look outside of that microcosm to the larger society within which classrooms exist.

Incivility in American Society

Anecdotal evidence of incivility in American society is present in a variety of forums, including social media and national news coverage. These anecdotal reports are further supported by researchers over the past two decades who have found that rudeness, anger, and aggressive behaviors are present in this larger societal context. Johnson and Indvik (2001) conducted a seminal national survey in which participants agreed that rudeness in America was increasing. Another research study the following year,

conducted by Public Agenda (2002), concluded that six out of 10 Americans felt that levels of rudeness were increasing. Respondents agreed that such behaviors as disrespect to salespeople (74%), noisy and irritating cell phone conversations in public (49%), and public cursing (44%) were getting worse (Public Agenda, 2002). Lane and McCourt (2013) gave examples of incivility in daily life to include a fellow driver making an obscene gesture after cutting another driver off, a colleague abruptly interrupting co-workers in a workplace meeting, a person seen at the mall wearing a shirt with profanity emblazoned upon it, or a loud cell phone conversation about a personal issue within hearing of others. On the continuum of incivility (Clark, 2013b), these behaviors are classified as low risk, yet are perceived by those in the community to contribute to a lack of civility.

Broader perceptions of civility have been studied by Weber Shandwick (2010) in partnership with KRC Research and Powell-Tate, who have been conducting the Civility in America survey since 2010, sampling 1,000 American adults annually. The 2016 survey found that participants felt that America has a civility deficit, and their optimism for a civil future was nearly absent (Weber Shandwick, 2016). In 2013, 37% of respondents stated that they have personally experienced incivility at work; the average number of times they encounter incivility in a 7-day week was 17.1 times, and 43% expected to experience incivility in the next 24 hours after taking the survey (Weber Shandwick, 2013). The result was an overall response of 95% agreeing that there is a civility problem in America (Weber Shandwick, 2013). In 2014, nine out of 10 Americans believed that civility was a problem, with 65% in agreement that “incivility in America has risen to crisis levels” (Weber Shandwick, 2014, p. 3). Given those results,

the perception is that civility is an issue within the wider context of American communities.

Incivility in the workplace is also on the rise in a variety of professional fields (Akella & Johnson Lewis, 2019; Branch, Ramsay, & Barker, 2013). Workplace bullying, which is a phrase currently being used to account for uncivil behavior at job sites, has been an increasingly popular topic in both research (Fritz, 2014; Lim & Bernstein, 2014; Mackey et al., 2018; Simpson, 2016; Sprigg, Niven, Dawson, Farley, & Armitage, 2018) and in popular media such as *Time* (Belsky, 2013), *Forbes* (Murrell, 2018), *Harvard Business Review* (Porath & Pearson, 2013), and *Wall Street Journal* (Silverman, 2013). Some behaviors identified include humiliating remarks, harassment, insults, and talking behind coworkers' backs (Indvik & Johnson, 2012). In a survey of workers across industries, half of the respondents reported being treated rudely at least once a week, as opposed to only 25% reporting that behavior in 1998 (Porath & Pearson, 2012). Weber Shandwick (2013) found that one-third of respondents have personally experienced incivility at work, which creates a negative work climate. The survey also found that 26% quit their job because of incivility at work and 33% believe the tone of their workplace is uncivil (Weber Shandwick, 2013). In the most recent Civility in America Survey (Weber Shandwick, 2019) 78% of workers surveyed stated a civil workplace would affect their job performance in a positive way. Reio and Sanders-Reio (2011) conducted a study with computer sciences employees and found that 78% of the participants had experienced supervisor incivility, and 81% had experienced coworker incivility during the past year. Civility is having an impact within the micro-society of the American workplace, as well as in specific industries.

One such industry which researchers have explored is healthcare, which includes hospitals, doctor's offices, hospice care, rehabilitation facilities, and medical/nursing schools. Substantial research has been conducted in the area of civility within these settings, focusing predominately on the experiences of nurses (Aul, 2017; Clark, 2008, 2009; Suplee, Lachman, Siebert, & Anselmi, 2008; Williamson, 2011). Nurses have described bullying and incivility in that particular environment as an "endemic, institutionalized...[a] cultural norm" (Bogossian, Winters-Chang, & Tuckett, 2014, p. 381). Workplace bullying has been found to be directly related to depression and job stress in nurses (Hostetler, 2017; Mohd Halim, Wati Halim, & Khairuddin, 2018; Sauer & McCoy, 2018) and one of the reasons healthcare has been of particular interest when civility is evaluated is that poor behavior and increased stress levels due to harassment can result in unsafe patient outcomes (Kerfoot, 2008; Keykaleh, et al., 2018). Regardless of the potential ramification of the behavior, civility in all industries is increasing and can have detrimental effects on not only work outcomes but also job satisfaction and retention.

During the literature review I found several factors contributed to perceptions of civility in society. Politics, education, and social media were those most often referenced in Weber Shandwick's surveys (2013, 2014, 2016, 2018, 2019). The 2019 survey reported that social media and the internet has grown considerably as a source of incivility, with respondents blaming those categories for the demise of civility more than twice as much from 2012 (24%) to 2019 (57%) (Weber Shandwick, 2019). That perception is shared by researchers who delved into the impact of civil communication and rhetoric with the United States political system (Kenski, Filer, & Conway-Silva,

2018; Smith & Bressler, 2013; Sobieraj & Berry, 2011; Stepp, 2011). Norman Ornstein, a congressional analyst at the American Enterprise Institute, was quoted in news articles on the topic stating that disputes and name calling at the congressional level has "...been a trend over the past 20 years. We used to see that very rarely. Now it's not so rare" (Stone & Green, 2012). A 2010 study from the Allegheny College Center for Political Participation found that 95 percent of Americans thought civility was important for governing, and more than 50 percent thought that civility has declined since the 2009 presidential election (Allegheny College, 2010.) A PBS NewsHour, NPR, and Marist poll in 2017 states 70% of Americans thought civility had gotten worse since the 2016 presidential election one year prior (Santhanam, 2017). Political incivility is getting a more public stage with increased media coverage and immediacy of online editorial forums.

Weber Shandwick (2013, 2014) found that increased reporting of school violence and bullying gave the impression of incivility of the educational system as well. Incivility in the educational system was connected to the perceived freedom that social media gives individuals to write hurtful or untruthful information, as the use of social media and interactive technology is used widely by the school-aged group. Supporting that, Millennials and Gen Xers cited the top civility killer as the Internet and social media (Weber Shandwick, 2014, 2019). Although respondents of the Civility in America survey indicated different opinions regarding the main causes of incivility, they consistently reported that incivility was a concern and on the rise.

Incivility has been viewed as a wide-spread issue for over a decade; one which can appear and impact a variety of areas in a person's day-to-day lived experiences. One respondent to the Public Agenda survey in 2002 described it in his/her words as:

The mathematics of incivility are disturbing. If you don't face it at work there's a good chance you'll face it during your commute to work; if you don't face it in your immediate neighborhood, there's a good chance you'll run into it going to dinner or at the movie theater. (p. 24)

With incivility present in the larger societal context, it is understandable that it would also be a present or emerging issue in the micro-society of education.

Incivility in Education

Primary and secondary education. Teachers in elementary and secondary education frequently identified classroom behavior as an area that is difficult to manage, and one in which they would like to receive more training (Greenberg, Putnam & Walsh, 2014; Scholastic & Bill and Melinda Gates Foundation, 2010, 2012, 2013). Historically teachers have had an important role in managing the behavior of students in their classes, including behaviors that are considered disruptive (Leflot, van Lier, Onghena, & Colpin, 2010; Henricsson & Rydell, 2004; Poznanski, Hart & Cramer, 2018; Sutherland & Oswald, 2005). These behaviors ranged from talking out of turn and being off task, up to and including aggression toward other students or teachers (Leflot et al., 2010; Thompson & Webber, 2010). The impact these behaviors have on learning can highlight the degree of importance this responsibility has for the teacher.

Primary Sources, a joint research project of Scholastic and the Bill & Melinda Gates Foundation, reported in 2012 that behavior issues which interfere with teaching

and learning have notably worsened (Scholastic & Bill and Melinda Gates Foundation, 2012). Of the 20,000 public school teachers surveyed, 68 percent of elementary teachers, 64% of middle school teachers, and 53% of high school teachers state that they are actively noting an increased level of behavioral problems (Scholastic & Bill and Melinda Gates Foundation, 2012). Concern about behavior issues was not limited to any particular demographic group, although teachers in low-income areas reported behavioral issues at a rate of 65%, while those in more affluent areas reported less (56%; Scholastic & Bill and Melinda Gates Foundation, 2012). Incivility permeates many levels of learner, as well as a learning environment.

The problem of incivility affects the whole classroom. Behavior problems distract other students from learning and require teachers to spend precious instruction time on discipline and behavior management (Scholastic & Bill and Melinda Gates Foundation, 2012). Over half of teachers wished they could spend fewer school day minutes on discipline (Scholastic & Bill and Melinda Gates Foundation, 2012). Thirty-eight percent of public-school teachers agreed that student misbehavior, student tardiness, and class cutting interfered with their teaching according to the Schools and Staffing Survey (Robers, Zhang, Morgan, & Musu-Gillette, 2015). One elementary educator surveyed defined the problem this way, “The time it takes to referee fights and solve bullying issues takes away from academic instruction and keeps students from achieving as much as they could” (Scholastic & Bill and Melinda Gates Foundation, 2012, p. 48). Dealing with disruptive behavior not only takes time but has also shown to cause stress and increase the likelihood of burnout of teachers (Clunies-Ross, Little, & Kienhuis, 2008; Fernet, Guay, Senecal, & Austin, 2012; Greenaway, 2015; Malinen & Savolainen, 2016).

Once viewed as a culminating issue, the impact of small behavioral disruptions can be seen on a larger scale.

More severely violent behaviors are also on the rise within primary and secondary education environments. The National Center for Education Statistics publishes a series of annual publications produced in partnership with the Institute of Education Sciences within the United States Department of Education and the Bureau of Justice Statistics within the United States Department of Justice. The NCES reported that between July 1, 2011, and June 30, 2012, there was a total of 45 school-associated violent deaths in elementary and secondary schools in the United States, including 26 homicides, 14 suicides, and five legal interventions (Robers, Kemp, Rathbun, & Morgan, 2014). This data did not include the highly reported mass shooting later that year at Sandy Hook Elementary School in Connecticut, which occurred in December 2012 and included 26 more homicides and one additional legal intervention on school property (Vogel, Horowitz, & Fahrenthold, 2012). The Sandy Hook incident gained international attention to issues of school safety and gun control.

The Indicators of School Crime and Safety report (Musu, Zhang, Wang, Zhang, & Oudekerk, 2019), showed that students who are ages 12–18 reported experiencing more victimization at school than away from school. These school located incidents included 827,000 reports of nonfatal victimization, such as theft and threats (Musu et al., 2019). In the Youth Risk Behavior Survey, 6% of students in high school reported they had been threatened or injured with a weapon such as a gun, knife, or club on school property (Centers for Disease Control, 2017). Four percent of students aged 12–18 reported they had been afraid of attack or harm at school or on the way to/from school, while 6 %

reported that they avoided at least one school activity, class, or place in school during the previous school year because they feared being attacked or harmed (Musu et al., 2019). The schools also reported data indicating how often select discipline problems were reported (Musu et al., 2019). In 2016–17, public schools most highly reported student bullying followed by gang activities (Musu et al., 2019). This individual and group threatening is not exclusive to students.

In the NCES's Schools and Staffing Survey (2017), it became apparent that students are not the only population to face intimidation or violence in the primary and secondary school settings. During the 2015–16 school year, 10% of schoolteachers reported being threatened with injury by a student from their school and 6% reported being physically attacked (NCES, 2017). Anecdotally, videos have surfaced on Internet sites such as YouTube.com, showing teachers being verbally abused, threatened, and physically attacked by students (The Tim Black Show, 2015; Hezakya Newz & Music, 2014; TomoNews US, 2015). Incivility can be experienced by any members of the school micro-society.

Students are experiencing incivility, both in low and high levels, in their primary and secondary education environments. Teachers and administrators are also subject to a variety of levels of civility from the civility continuum within primary and secondary schools. The next step is a move into a higher education environment, where issues of uncivil behavior continue.

Higher education. Faculty has seen an increase in behaviors which Clark (2008) described as “disregard and insolence for others, causing an atmosphere of disrespect, conflict, and stress” (p. E38). Incivility is defined further within higher education as any

behaviors that distract the instructor or other students, disrupts classroom learning, or creates a classroom dynamic that is detrimental to the purpose of the group (Hirschy & Braxton, 2004; Indiana University, 2000). According to Connelly (2009), higher education is a smaller version of society at large. Thus, as incivility can cause strife in a larger societal environment, these behaviors can also negatively impact the teaching and learning environment at a college or university.

That impact was studied more than twenty years ago when Boice (1996) identified that incivility in higher education had been understudied and more research was needed. At the time, Boice conducted a 5-year descriptive study, using both interviews and classroom observation to explore the issue. Findings of that study indicated that incivility is common and that patterns of behavior are solidified early in the course, often within the first few days (Boice, 1996). Morrissette (2001) delved further into the subject of what Boice referred to as classroom terrorists, classifying them as bullies that take over through disruption and cause another students' learning to be affected. As Williamson (2011) explained, "Uncivil students tenaciously disrupt the teaching and learning the environment and hamper student engagement and learning" (p. 15). These students may be further encouraged by the anonymity in lecture-style classrooms, as research shows that incivility is more frequent in classes of large size (Berger, 2002; Knepp, 2012). However, anonymity is not the only issue contributing to incivility.

Knepp (2012) also found that students have an expectation of being entertained in the classroom once they enter a higher education environment. This sense of entitlement is one which Clark (2008) identified as a major contributor to classroom incivility. In

2009, Nordstrom, Bartels, and Bucy conducted a study at a large Midwestern university where they found three factors were significant predictors of uncivil behavior in the classroom: consumerism, positive view toward incivility, and narcissism. Those who viewed their education as being owed to them as a paying consumer had a higher propensity for uncivil behavior in the classroom, further supporting Clark's entitlement factor (Clark, 2008; Kopp & Finney, 2013; Nordstrom et al., 2009). Students often choose to take college courses because it is expected, for job security, or for increased earning potential rather than for a desire to further themselves in education or a chosen career path (Nordstrom et al., 2009). Kopp and Finney (2013) noted that this attitude resulted in students that began to view the university campus as place where faculty and staff exist to serve them and believe that "education should be delivered without having to give anything in return" (p. 323). In addition to students with entitlement attitudes, the college experience is now also being extended to students who may not have previously had access to higher education.

Many of today's students are entering higher education with issues and challenges that were not common in previous generations. Access to treatment and medication for emotional and mental health issues has opened up the option of college to a student population who would previously not have been able to attend (Knepp, 2012; McNaughton-Cassill, 2013). Other incoming college students may have undiagnosed or untreated problems which contribute to behavioral problems once at an institution of higher education (Clark & Springer, 2007; Kuhlenschmidt & Layne, 1999; Xiao et al., 2017). In general, students are not as prepared for the academic rigors of a university classroom as compared to a high school setting, and are susceptible to the stresses

surrounding deadlines, exams and the pressure to earn a desired grade (Clark & Springer, 2007; Ewing-Cooper & Parker, 2013; Knepp, 2012; Morrissette, 2001). This added stress may result in behavioral misconduct with fellow students and faculty members.

Beyond student behavior, there are other factors which contribute to incivility in the classroom. Faculty members are also citizens of the classroom community and can equally influence the learning environment. Students can perceive faculty behaviors as uncivil, including excessive criticism in front of others, being ignored, favoritism, cursing, public humiliation, unreasonable expectations, and negative comments regarding class performance (Clark, 2008; Clark, Kane, Rajacich, & Lafreniere, 2012; Del Prato, 2013; Holtz, Rawl, & Draucker, 2018; Lasiter, Marchiondo, & Marchiondo, 2012). Students may model the perceived misbehavior or judge the overall classroom environment based upon these types of behaviors.

Faculty members are often unprepared to handle classroom misconduct when it does arise (Knepp, 2012). Unlike those who gain degrees and certifications to teach in K–12 environments, many college faculty is subject matter experts who may or may not have training in classroom behavior management, depending on the institution's faculty training curriculum (Greenberg, Putman, & Walsh, 2014). Similar to other societal contexts, the SCT (Bandura, 1977) can be applied to indicate that as cultural norms in the college classroom develop, faculty who either avoid or inappropriately address uncivil behavior can impact the future behavior of their students.

It is important to note that as with primary and secondary education, incidents of higher violence are also present in college and university settings. Since 1990, postsecondary institutions have been required to comply with the Jeanne Clery

Disclosure of Campus Security Policy and Campus Crime Statistics Act, known as the *Clery Act*, if they or their students receive any government financial aid or other federal funding (Clery Center, 2016). The Clery Act requires any college to report campus crime and safety policies publicly; and to “collect, report, and disseminate campus crime data” (Clery Center, 2016). In 2012, the institutions participating in Clery reporting, which represent both public and private 2-year or 4-year colleges, reported 29,500 criminal incidents against persons and property on campus (Musu-Gillette, 2015). Among the various types of on-campus crimes reported in 2016, 28,400 criminal incidents were reported to police, including 12,000 burglaries, 8,900 forcible sex offenses, 2,200 aggravated assaults (Musu et al., 2019). These more severe levels of incivility and behavioral issues were often dealt with through campus police, local law enforcement, or office of student conduct and judicial affairs on campus. However, the lower level incidents were left to staff or, in the classrooms, faculty members.

Digital Incivility and Cyberbullying

Although individual posts in digital forums such as social media, texting, blogs, and website reviews are often impactful of civility in educational environments, it is important to note that those outside of educational forums are still impacted. Online platforms enable free-form, spontaneous speech that often crosses the lines of civility (Dishon & Ben-Porath, 2018). Cyberbullying, for instance, is an issue which has crept out of school-aged populations into work, friend, and family groups of other adults (Farley, 2015; Farley, Coyne, Sprigg, Axtell, & Subramanian, 2015; Snyman & Loh, 2015). Cyberbullying has been defined by The National Crime Prevention Council as "when the Internet, cell phones or other devices are used to send or post text or images

intended to hurt or embarrass another person” (NCPC, 2009, “Cyberbully FAQ,” para. 2). Over 68% of Americans surveyed believed cyberbullying is a problem that is getting worse, with an additional 24% stating it is staying the same (Weber Shandwick, 2014). Bullying is not only taking place in person; it is also taking place in a digital world.

Digital forums have been anecdotally blamed for a rise in incivility as well. Popular media and news outlets, such as the New York Times (2011), Huffington Post (Elsinger, 2011), and Fox News (Woodward, 2013), have written about the Internet’s role in breeding a culture of incivility by allowing unkind words, videos, and targeted statements to become public fodder. Seven in 10 Americans believed that the Internet fosters an uncivil environment, with millennials, those born between 1981 and 1996, reporting that opinion at a higher level (74%) than older generations (68% average) (Weber Shandwick, 2014). When asked what is making civility worse, 54% agreed that Internet/social media is a contributing factor; specifically citing Facebook (38.5%), Twitter (33%), YouTube (30%), bloggers (32%), and cellphones/smartphones (30%; Weber Shandwick, 2014).

Due to exposure and time spent in digital forums, those in the Millennial generation are the most likely to have experienced incivility online. Weber Shandwick (2014) reported that the average number of times Millennials surveyed encountered incivility online in an average 7-day week was 5.1 times, as opposed to 2.6 times for older generations. Forty-three percent of millennials reported experiencing incivility online, in comparison to only 12% of baby boomers (Weber Shandwick, 2014). Adults also reported that they have concerns over Internet civility in regard to their children’s experiences.

In 2014, Weber Shandwick reported that 45.5% of adults “worry a great deal about [their] children being cyberbullied”; while 18.5% report that their “child(ren) experienced cyberbullying” (p. 7). These concerns seem to be legitimate, given further information. The Bureau of Justice Statistics (Zhang, Musu-Gillette, & Oudekerk, 2016) reported that 52% of students reported cyberbullying through a variety of media, including 33% who classified these acts as cyber threats, or threatening physical violence. The Cyberbullying Research Center (CRC, 2015) also conducted a survey of 457 middle school students in the Midwest, 34% of which experienced cyberbullying in their lifetimes. The CRC reported that “when asked about specific types of cyberbullying in the previous 30 days, mean or hurtful comments (12.8%) and rumors spread (19.4%) online continue to be among the most commonly-cited” (2015, “Cyberbullying Data,” para. 3).

Beyond the student population, cyber bullying has taken on a new classification on Internet discussion boards, news feeds, Twitter, and other social media outlets. The term *internet troll* (Cramer, 2013; Hardaker, 2010; March, 2019) has become a common classification for those who “pop up, often anonymously, sometimes in mobs, in comment threads, and on social networks...apparently intent on wreaking havoc” (Manjoo, 2014, p.1). Internet trolls make targeted attacks on public figures as well as private citizens, using words, images, and threats. One example of Internet trolling was the targeted written attack on a former Major League Baseball player’s daughter, who was underage (McCalmont, 2015; Smith, 2015; Wagner, 2015). This particular trolling incident made headlines as the father pursued legal and civil action against those persons he was able to locate, resulting in loss of employment, removal from sports teams, and

pending litigation for sexual harassment of a minor, amongst other charges (Smith, 2015). Bishop (2013) and Prichard, Spiranovic, Watters, and Lueg (2013) explained that the Internet tends to breed this type of behavior due to deindividuation, a psychological state where a person's self-control and inner-restraints are ignored due to the lack of individual identity and attention. Bishop (2013) further explained that "feelings of deindividuation are known to weaken a person's ability to regulate behavior, resulting in them engaging in rational, long-term planning to target others where they are less likely to care what others think of their behavior" (p. 28). Deindividuation leads to a level of depersonalization which causes decreased self-control (Chao & Tao, 2012). Lack of self-control and civility is exhibited by Internet trolls and others who use the anonymous nature of the public forum to harass, instigate, or cyber bully others. When commenters are allowed to remain anonymous, the conversation sometimes spirals off topic and out of control, as those posting comments show little forethought, or simply do not care, about how their remarks might impact others (Reader, 2012; Santana, 2013; Steele, 2013). Trolling is the larger society's version of a playground bully, and this phenomenon is a growing concern to moderators of message boards and administrators of social media (Coles & West, 2016; Hardaker, 2010; Steele, 2013). Since bullying is known to be an issue in school and college-aged students, this behavior can spill over and affect the overall perception of incivility in the classroom environments.

The Internet and other digital media formats present a new chapter in behavioral challenges. This new venue opens a wider realm for classic bullying, adding to an overall environment of incivility in our educational environments. Violence and intimidation create a threatening milieu resulting in higher levels of behavior on the

continuum of incivility (see Figure 1). On the lower end of the continuum, that same air of incivility shows itself through disruptive behaviors that impede the learning and cohesiveness of the environment for both faculty and students.

Implications

Educators and students have expressed that civility is a rising concern, not only in society but the micro-society of education. The issue of civility on campus is part of a “broader concern about civility in the workplace and a perceived lack of civility in society in general” (Fichenbaum, 2014, p. 27). The results of this study regarding the faculty member and first-year students perceptions of incivility identified commonalities in the experience at the study site.

Although data informed the project direction, I initially foresaw two potential projects which I could produce from this study. The first was a professional development opportunity for faculty members and academic administrators within the College of Hospitality Management (CHM). I predicted this professional development could take the form of an in-service created to help faculty members positively impact the learning environment through a shared understanding of behaviors which would promote a culture of civility. The second project option was a position paper for academic administration with recommendations for addressing uncivil behaviors which were reported as most impactful or most frequent in the classrooms. Either project option could have assisted academic administrators and faculty develop behavioral expectations for themselves and their students.

Regardless of the selected project direction, results of the study were shared with community stakeholders. First, a summary document of study results was provided to the

dean of the CHM and the director of institutional research at the study site. Second, a follow-up meeting was held with the dean of the CHM to provide a verbal summary of study results. Third, results of the research will be proposed for a presentation at the ACPA – College Student Educators International annual convention upon approval of the program proposal from conference organizers.

Social Change

Walden University endorses project study research which has the potential for positive social change. Social change is defined as “the significant alteration of social structure and cultural patterns through time” (Harper & Leicht, 2016, p. 5). Culture encompasses many components about the way people live together, including the norms regarding how people are expected to behave (Harper & Leicht, 2016). This project study informed the area of social change by highlighting behaviors which are currently impacting the classroom culture. By determining which behaviors are most uncivil, the study site can create a plan for improving the classroom climate. An improvement of the climate within the classroom can ultimately affect the climate of the campus as a whole.

Educational institutions, including colleges and universities, are a gateway to our larger society. Behaviors learned in these environments carry over into work, family, and social groups. Improving the way in which a college student interacts with classmates and faculty creates habits of behavior which will carry on after commencement. Creation of civil behavioral norms at this level can help in creating more civil co-workers, friends, and neighbors.

Summary

This review of existing literature exhibited that civility is a topic of focus within societal and educational settings, as it can have far reaching consequences to those in the environment. Many research studies are available regarding the topic within primary and secondary education, with a focus on bullying. Within higher education, there has been a more recent push toward understanding the issue in a broader context. However, there is relatively little information available regarding the perceptions of students and faculty in general higher education settings, with less offering a comparison of those perceptions within the same local learning environment.

In the next section of this study, I offer a synopsis of the case study design, based on the research questions. This synopsis includes a description of the setting and sample, data sources, data collection methods, the role of the researcher, and analysis of the data to answer the research questions. In addition, I present ethical considerations of participants, including how participant data is protected.

Section 2: The Methodology

Mixed Method Design and Approach

The purpose of this section is to provide an overview of the mixed-method research design planned for this study. I will discuss the rationale for the chosen design and the role I had as a researcher. I will describe the setting and sample along with a discussion of maintaining ethical treatment of the participants. Finally, I will provide information about the processes of data collection, data management, and data analysis.

Research Questions and Hypotheses

Through this descriptive case study design, I addressed the following research questions:

RQ1: What are first-year students' perceptions regarding the types and frequency of uncivil behaviors present in the classroom?

RQ2: What are faculty perceptions regarding the types and frequency of uncivil behaviors present in the classroom?

RQ3: Is there a statistically significant difference between first-year students' perceptions and faculty perceptions regarding the types and frequency of uncivil behaviors in the classroom?

H₀3: There is no statistically significant difference between first-year students' perceptions and faculty perceptions regarding the types and frequency of uncivil behavior in the classroom.

H_a3: There is a statistically significant difference between first-year students' perceptions and faculty perceptions regarding the types and frequency of uncivil behaviors in the classroom.

RQ4: How are the most severe and most frequent types of uncivil behaviors addressed in course syllabi and classroom artifacts?

Research Design

The study was a convergent mixed-method case study utilizing both qualitative and quantitative methods for data collection. As Lodico, Spaulding, and Voegtle (2010) explained, depending on the situation a case can be a single individual, a group, or a program site. I selected a case study because it is useful for collecting and presenting data in areas where little research has been done. Case studies provide a detailed account of one specific area of exploration within a bound environment; in this case I conducted a study of civility within the CHM classrooms at the study site.

The case study design aligned with the purpose of this study, which was to compare students' and faculty's perceptions of civility in the classrooms and explore how civility is addressed in course syllabi and in artifacts at the study site. Stake (1995) explained that the first purpose of case study research is to fully understand the case at hand. A case can fall into three categories, depending on the purpose: exploratory, explanatory, or descriptive (Creswell, 2014; Fetters, Curry, & Creswell, 2013; Yin, 2003). Exploratory designs are often used to define research questions or determine the feasibility of future research studies (Hancock & Algozzine, 2006). Explanatory case studies seek to define how and or why an experience took place through researching cause-and-effect relationships (Yin, 2003). Finally, the descriptive model is used to develop a study that fully exposes the intricacies of an experience and attempts to present a complete description of a subject within its context (Hancock & Algozzine, 2006; Stake, 1995).

I chose a descriptive case study for this research project. One of the goals of all case study research is to develop an understanding of the bounded system. The main purpose of this study was to develop an understanding of perceptions of civility in the classrooms of the study site. Stake (2000, p. 435) stated that a “case study is not a methodological choice but a choice of what is to be studied.” Given that, Glesne (2011) pointed out that “various methods and methodologies can be employed to do case study research, including quantitative methods” (p. 22).

In this descriptive case study, I used convergent mixed-methods of data collection in which quantitative data were collected in the form of a cross-sectional survey, and qualitative data were collected through a document analysis. Creswell (2008) explained that cross-sectional survey design can be used to compare “attitudes, beliefs, opinions, or practices” of two or more groups (p. 390). Therefore, I used a cross-sectional survey to compare faculty and first-year student perspectives of civility in the classrooms at the study site. Document analysis provided additional information regarding how those same civil behaviors are promoted or addressed in course syllabi and classroom artifacts. This approach was supported by Glesne (2011) who stated that “understanding of the phenomenon in question grows as you make use of documents and artifacts that are a part of people’s lives” (p. 89). At the point of analysis and interpretation, I converged quantitative and qualitative data to show correlations between population perceptions and current documents.

I did consider a purely quantitative survey method, utilizing and comparing statistical survey data from faculty and student respondents. However, I determined this methodology was not the best option since the survey alone may not have produced data

complete and complex enough to inform the doctoral study. Cresswell (2013) stated that quantitative surveys are most useful when results can be generalized on a large scale, such as to other institutions and campuses. Since my survey may not have gathered generalizable results, I determined that additional qualitative data in the form of document analysis were needed to form a broader view of perceptions of civility.

I also considered a purely qualitative case study design for this study, utilizing faculty interviews and student interviews, along with classroom observations. I determined this approach was less than ideal for several reasons. First, one component of the research questions is directly related to the frequency with which a participant observes specific behaviors. Frequency would be difficult to determine based on interviews alone and would not allow for a comparison of frequency rates between the faculty and student populations. Classroom observation is subjective to the researcher, and it is possible that may have added bias to the observation report. Another aspect of classroom observation is that the presence of the researcher alone could “create tension” and “make [myself] and others feel as though [I] am a spy of sorts” (Glesne, 2011, p. 64). Additionally, after I explained through the informed consent that the purpose of the study was related to behavior, participants could subconsciously alter behavior to be more or less civil, diluting the results of the observation. Within a large setting in which particular individual names are unknown, it would be difficult or impossible to separate the behavior of a student who has not consented to be observed, or a student under the age of 18, from the observation report. For these reasons, I determined that a mixed-method design which does not include focus group or classroom observation was the best option for this study.

Within this mixed-method design, I collected convergent data. This decision was based on the recommendations of Cresswell (2008), who explained that surveying populations within the same period would limit the chance that the experience of answering the questions would alter a participant's behavior during the study. Teddlie & Tashakkori (2009) recommend collecting documents within a similar time frame in order to ensure they are most relevant to the current population experience. Therefore, I collected and analyzed syllabi documents and artifacts during the same academic term when surveys were completed. This convergent mixed-methods data collection formed a full and complete picture of the bound case.

Setting and Sample

The setting for this study was a private, fully accredited, mid-sized institution located in the northeastern United States. The study site was one campus of a multi-campus system; data were only collected from the main campus in [REDACTED]. The study site enrolls 9,454 students at the [REDACTED] Campus. According to a fact sheet available on the university website, approximately 294 full-time faculty members were employed in a nonunionized environment, with an additional 323 acting as adjunct, or part-time, instructors (Research Site "Campus Fact Sheet," 2015).

At the study site, academic programs take place within seven specialty colleges. Degree levels granted by the institution include associate degrees, bachelor's degrees, master's degrees, and doctoral degrees. The classroom environment within the campus is a small class setting with no large lecture courses. The average student to faculty ratio is 20:1 (Research Site "Campus Fact Sheet," 2015).

For this study, I implemented a single-case design. Within the case study I focused on the College of Hospitality Management (CHM) at the study site. The CHM was selected for several reasons. First, since CHM encompasses a large number of enrolled first-year students, sampling within this college allowed for a larger cross-section and diversity of student participants. Second, the CHM classes and faculty offices were isolated to specific buildings on campus, with a more insular environment for purposes of artifact evaluation. Lastly, students in a hospitality program are expected to graduate with a set of customer service skills closely related to the study topic, including an ability to serve others in a civil manner. Therefore, the CHM was selected to act as a bound case within the larger context of the environment at this university.

I selected all participants for the quantitative cross-sectional survey via purposeful sampling. Purposeful sampling occurs when the researcher chooses participants who are best able to contribute valuable data to inform the results of the study, and the researcher can select a diverse sample of participants with which to compare (Creswell, 2008). In this case, the type of purposeful sampling was maximal variation. Maximal variation allows the presentation of multiple perspectives of individuals, in which the “researcher samples cases or individuals that differ on some characteristic or trait” (Creswell, 2008, p. 214). The case samples included full-time faculty, lecturers, adjunct faculty, and first-year students within the CHM. The eligibility requirements for the sub-sets of the maximal variation sample used with the survey are described below.

Students

The eligibility criteria for student participants were: (a) enrolled as a first-year student in a CHM major, (b) not currently enrolled in the culinary arts or baking and

pastry arts program, (c) over the age of 18 years old. I selected students within their first year of courses at the college level based on their recent introduction into the college classroom environment. I eliminated students enrolled in culinary arts or baking and pastry arts food service management programs were eliminated based upon the unique and nontraditional environment in which their laboratory classes took place. Standards of behavior in those settings are often dictated based upon safety concerns (i.e. working around knives, kitchen equipment, and wet floor surfaces), and therefore standards of conduct within the setting were not comparable to a traditional college classroom environment and could have skewed those students' perceptions. Students under the age of 18 were also not eligible to participate in the study, as this research did not include minors. Given those parameters, I established a sample size for the study.

Approximately 2,047 students were enrolled in majors within the CHM (Research Site "Campus Fact Sheet," 2016). Assuming that at a four-year institution at least one-quarter of the population would be first-year students, over 511 students were estimated as eligible for an invitation to participate.

Faculty

Faculty eligibility requirements were: (a) full-time faculty, lecturer, or adjunct faculty member, (b) currently teaching a course within the CHM. Approximately 294 full-time faculty and lecturers were utilized to instruct courses on campus, with an additional 323 part-time adjuncts (Research Site "Campus Fact Sheet," 2016). Because adjunct faculty represents 52.3% of the instructors experiencing the classroom environment on this campus, I considered it important to include their responses. I did not invite faculty to participate if they did not teach at least one course within the CHM.

The shared environment reflected a similar environment from which I selected the student participants.

According to the university website, there were approximately 50 full-time faculty in this college. If this represents the campus average of 47.7% of the instructor population, there were an estimated additional 51 adjunct faculty who may also have been eligible to participate from CHM. Therefore, I expected a total of 101 invitations would be sent to faculty.

Documents

Approximately 49 courses were offered within the CHM (“██████████ Campus Course Catalog, 2016–17,” 2017). Multiple sections of each course may be offered and taught by the same or different faculty members, although it was expected that not all courses would be held during the term of data collection (Academic advisor, personal communication, February 22, 2016). Based on these numbers, I estimated approximately 100 course syllabi to sample, with each representing a different course section.

Physical artifact sampling was dependent upon what was found during discovery. The CHM administrative offices, as well as the majority of classrooms used for CHM courses, were within ██████████ Hall. Additional classes for this student population could also be held in the following buildings: ██████ Building, Center for ██████████, and ██████████ Hall (Research Site “Student Handbook,” 2019). As such, I anticipated conducting a physical walkthrough in these four buildings, representing a total of 21 floors of classrooms, hallways, stairwells, faculty offices, computer labs, and administrative offices. I excluded a dining hall located in the lower level of the ██████ Building, a retail food outlet on the first floor of the Center for

██████████, an auditorium on the first floor of ██████████ Hall, and a coffee shop and fast food outlet on the first floor of ██████████ Hall from the sample as they are nonacademic locations used by all community members.

Ethical Treatment of Human Participants

I considered the ethical treatment of participants in all stages of the study. Parameters and recommendations were based upon guidelines from the National Institutes of Health (NIH) Human Subjects Protection guidelines. I provided proof of certification for completion of the NIH training program prior to data collection. I also put into place additional considerations outlined by the Walden University Institutional Review Board to protect participants, data, and results. Walden University Institutional Review issued approval number 05-03-17-0154312 for this study.

Consent of Site

I contacted the authorities at the research site for several levels of permission. First, I verified with the director of institutional research (DIR) that the Institutional Review Board for the university site did not need to approve outside research conducted at the institution, as they are only in place to review research conducted by students enrolled in the site's doctoral program (Director of institutional research, personal communication, May 2, 2014). Therefore, all research requests and permissions were granted through a research review committee, led by the director of institutional research. This committee provided site consent only and did not act as an ethics review committee. The Walden University Institutional Review Board oversaw data collection and was the research body of record for this study.

Next, I obtained a letter of cooperation which stated that the DIR agreed that the research was approved to be conducted on campus. This agreement allowed for (a) a survey of faculty within the CHM; (b) a survey of first-year students within the CHM; (c) access to classroom buildings for observational note-taking; and (d) permission to access redacted course syllabi provided by the dean of the CHM. This letter also verified that the site would communicate directly with all participants and I would not have access to names or email addresses of potential participants.

Consent of Participants

Informed consent was obtained from all participants at each stage of the study, as is required by Walden University and the National Institutes of Health Human Research Protection Program. Both student and faculty participants who completed the survey received an email inviting them to participate. The survey was conducted online through SurveyMonkey.com. The first page of the survey included an informed consent agreement. Informed consent refers to any participant's agreement to be involved in a research study, with a complete understanding of any risks involved (Teddlie & Tashakkori, 2009). Based on recommendations from Teddlie & Tashakkori (2009), I provided provisions in the consent regarding the participant right to privacy, including who would have access to results and how they would be used. By clicking the link to enter the survey, participants indicated their agreement to the terms outlined within.

The average age of first-year students is 18 and older; however, it is possible that a student aged 17 years old may have received the invitation to participate. An effort to avoid that was made by removing any early enrollment students from the email list. These students are coded within the system by admissions as those individuals who are

concurrently completing their final year of high school and their first year of college. They were therefore the most likely population to be under the age of 18.

To eliminate additional individuals who may not turn 18 years of age until later in the term, I included a demographic page of the survey which asked student recipients if they were over the age of 18 at the time of completion. Anyone who indicated “no” was redirected to a page informing them that they do not meet the requirements to participate. Within this message I also thanked them for their time and directed them to contact me if they had any questions or concerns regarding their qualification.

Permission to access the classroom buildings for physical artifact analysis was granted by the director of institutional research through the letter of cooperation. The director of institutional research also granted permission to obtain syllabi documents, upon approval of the dean of the CHM, through the letter of cooperation. Faculty permission to view syllabi was not necessary as all identifying information was redacted prior to my obtaining the documents, including but not limited to: name, email address, phone number, and office location.

Protection of Data

Survey data was collected electronically through SurveyMonkey.com and stored on their server for one month after survey closing, after which time I kept electronic copies of survey results on a personal computer and external hard drive. After one month, I deleted data from the SurveyMonkey.com server and kept it electronically on a password-protected computer to which I had the only access, and on a backup external hard drive which was stored at my home under lock and key.

I collected syllabus documents electronically through email. I kept electronic copies on a personal computer and external hard drive and immediately deleted them from email. Documents collected electronically for analysis were stored on a password-protected computer to which I had the only access, and on a backup external hard drive which was stored at my home under lock and key. I kept observational notes taken as a part of the physical artifact data collection and documents printed during collection or analysis in a locked file cabinet in my home under lock and key. I had the only access to these files.

Walden University email was used for transmission or retrieval of all documents via email or web to ensure information was secure within the university firewall until it could be stored.

Five years after complete approval of the doctoral project study, I will:

1. Destroy all paper files via a cross-section paper shredder.
2. Permanently delete electronic copies of data with identifiable information from all computers and external hard drives.

As a part of the validation process, four individuals had access to unidentifiable data during the analysis process. This included three members of my Walden University doctoral committee, and one external auditor. The external auditor was an individual who holds a Ph.D. in higher education, was not located at the research site, and is qualified to review research.

Data Collection Strategies

Data collection was concurrent during the project study. Concurrent means that the study “involves two separate data-collection efforts that proceed simultaneously and

are related to each other” (Creswell, 2008, p. 564). This sequence was selected as the qualitative and quantitative data were converged, rather than one being used to explain the results of the other.

I collected current documents and artifacts during the qualitative portion of the study. Glesne (2011) explained that any type of written document could be potentially useful, including memoranda, notes, graffiti, and bulletin boards. I analyzed current syllabi and current classroom artifacts, with the director of institutional research and dean of the CHM acting as a gatekeeper to the study site. A gatekeeper is an individual within an organization who must give their consent before you engage with the study site and may also assist with contacts within the environment (Glesne, 2011). I collected course syllabi documents from a designee of the dean of the CHM as outlined in the letter of cooperation. Syllabi were received electronically from the designee. Documents were redacted by the study site prior to collection, eliminating names, email addresses, and office locations of faculty.

In addition, I determined physical artifacts as present or not present based on a walk-through of the classroom buildings during evening hours. These “found artifacts” (Glesne, 2011, p. 88), or those that were not produced at my request, were collected through observation. Permission to access these facilities was granted by the director of institutional research through the letter of cooperation. I included all classrooms within the four identified buildings, regardless of what course may have been held in the location during that term. I examined hallways, lobby areas, and entrances for announcements, bulletin boards, or other items related to civility or behavior. Any items in classrooms themselves which had text or visual representation of behavioral

expectation were considered a valid artifact. I took observational notes, transcribed any text, and noted the source of the artifact. I used the physical artifact observation record developed for this study to document items found in discovery (Appendix B). I thematically analyzed the text based upon the 23 uncivil behaviors from the survey.

Concurrently, I distributed the cross-sectional survey to the faculty members and the student population eligible for participation. The survey invitations were delivered using the university email system. The director of institutional research sent the email upon my behalf, eliminating any contact with participant names, email addresses, or other identifying information. I conducted the survey using an online software system, SurveyMonkey. The collection time frame was a maximum of 3 weeks, with the exact time parameters negotiable with the study site based upon when the invitation email was sent. If necessary, the director of institutional research would send a reminder to participants to complete the survey two weeks after the survey launch. I collected survey results electronically, with no identifying information leading to the individual participant responses.

Data sources of this mixed-method case study included both a qualitative and quantitative sequence. Descriptive survey responses were the source for quantitative data from faculty and students. Qualitative data included a document analysis of both existing syllabi on file at the university and physical artifacts related to civility or behavior in designated locations on campus. Selected locations were those within which it is most likely that a first-year hospitality student would have classes.

Qualitative Sequence

I conducted a document analysis as a part of the qualitative component of this study. Documents are broadly defined to include “public records, personal papers, popular culture documents, visual documents, and physical material and artifacts” (Merriam, 2009, p. 139). My study involved the analysis of two main categories of documents: classroom syllabi and classroom artifacts. Both items are described by Teddlie and Tashakkori (2009) as an unobtrusive data collection measure, which “allow investigators to examine aspects of a social phenomenon without interfering with or changing it” (p. 223). Faculty and student participants were unaware of the document analysis.

Each faculty member submits classroom syllabi for all courses, sections, and terms taught. These public records are collected electronically through email with the department chair and are available upon request (Dean, personal communication, March 22, 2017). The dean’s office collected syllabi from the department chairs on my behalf and provided me with redacted course syllabi during data collection, after removing all identifying information of specific faculty members. Thematically analyzing documents consists of identifying patterns within qualitative data ((Guest, MacQueen, & Namey, 2012; Saldana, 2015). I chose to thematically analyze syllabi documents by looking for the mention of the 23 uncivil behaviors in the survey. Course syllabi also underwent a content analysis to discover if, and at what frequency, behavioral expectations were included as a part of the grading criteria for these courses.

I collected classroom artifacts to assess them for the nature of the content to understand communication and meaning related to how civil behavior in the classroom is

communicated. As Merriam (2009) explained, “Quantification need not be a component of content analysis...the nature of the data can also be assessed” (p. 153). I analyzed physical artifacts in the classroom environments based upon accretion measures described by Teddlie and Tashakkori (2009) as “the deposit of materials” (p. 226.) “Physical material as a form of a document, broadly defined, consists of physical objects found within the study setting” (Merriam, 2009, p. 146). The study setting included lecture rooms and traditional classrooms, as well as the hallways, restrooms, lobbies, stairwells, computer labs, or elevators of classroom buildings in which pertinent classes are held. Interiors of faculty offices were not included; however, if information was posted on the outside of faculty doorways directly leading to hallways I evaluated it. I anticipated that artifacts would include, but would not be limited to posters, posted announcements, pictures, drawings, bulletin board displays, awards, or flyers. I reported references to civility language or imagery in context.

Quantitative Sequence

A cross-sectional survey was utilized, which was developed by Bjorklund and Rehling (2011) and was adapted from the *Promoting Classroom Management Survey* designed by Frey (2008) of the University of Pittsburgh. Frey’s survey was designed for faculty only and asked the severity and frequency of a series of behaviors. Bjorklund and Rehling (2011) adapted this survey by updating terminology which was outdated (i.e. removing “reading the newspaper” from the behavior list) and adding behaviors which were civil as a control. Bjorklund and Rehling’s research sample was college students only and did not include faculty. I gained permission to use the survey tool from survey authors Bjorklund, Rehling, and Vora, and provided documentation of the approval to the

Walden University Institutional Review Board prior to implementation. The survey was distributed to the sample which included students and faculty, allowing me to compare results from the two populations.

The survey was a two-part structure. In each part of the survey I provided a list of 23 behaviors generally regarded to be uncivil and two behaviors that are generally regarded to be civil. The 23 uncivil behaviors included: (a) text messaging, (b) packing up books before class is over, (c) yawning, (d) eating and drinking, (e) arriving late and/or leaving early, (f) using a smartphone, (g) tablet or computer for nonclass activities, (h) displaying inattentive posture or facial expressions, (i) getting up during class, leaving, and returning, (j) fidgeting that distracts others, (k) allowing a cell phone to ring, (l) nonverbally indicating dissatisfaction with assignment or activity, (m) questioning the value of an assignment or activity, (n) swearing, (o) doing homework for other classes, (p) conversing loudly with others, (q) sleeping, (r) reading nonclass material, (s) nose blowing, (t) discarding trash after class has begun, (u) making disparaging remarks, (v) nonverbally showing disrespect for others, (w) continuing to talk after being asked to stop, and (x) coming to class under the influence of alcohol or drugs. The two behaviors considered to be civil were: (a) nodding or smiling in response to others' comments, and (b) displaying attentive posture or facial expressions.

In an effort to update the survey language, I changed one uncivil behavior from Bjorklund and Rehling's survey, 'Using a palm pilot, iPod or computer for nonclass activities', to 'Using a smartphone, tablet or computer for nonclass activities'. In part one of the survey, I asked participants, "To what degree do you consider the following behaviors to be uncivil?" Participants then used a 5-point Likert-type scale to evaluate

each behavior (1 = not uncivil at all to 5 = extremely uncivil). In part two of the survey, I asked participants, “How frequently do you observe each of the following behaviors in the classroom?” Participants used a 5-point Likert-type scale to evaluate each behavior (1 = never to 5 = frequently).

I also included a small number of demographic and qualifying questions in the survey to code responses accurately and ensure all participants met the inclusion criteria. The faculty survey (Appendix C) included a question verifying that the faculty member taught in the CHM, and a question about the professional role. Within the student survey (Appendix D) I included a question verifying the student was currently enrolled within a major in the CHM, a question verifying they were a first year student and defining what that means, and a question verifying that they were over the age of 18 at the time of the survey. These demographic questions allowed me to further analyze the data based on demographic. The questions also allowed participants to self-verify that they were eligible for the study based upon the terms outlined in the consent of participant agreements.

The recommendation for readability scores for surveys issued to those who have completed high school is a grade level of 10–12 (Young, 2017). I evaluated the surveys and consent forms for the readability grade level using the Readable.io online tool (Readable.io, 2017). The Readable.io assessment provides an average grade level score after applying five assessments: Flesch-Kincaid Grade Level; Gunning-Fog Score; Coleman-Liau Index; SMOG Index; and Automated Readability Index (Readable.io, 2017). The student survey I used in this study received an average grade level score of 10, while the related consent form received a grade level score of 10.9. The faculty

survey I used in this study was a readability level of grade 10.1, with the faculty consent form at grade level 10.9. Since all the participants were high school graduates, these four documents were within the recommended parameters for a readability score for this participant sample.

Role of the Researcher

I had no potential conflict with students enrolled during the term of data collection. There was a small number of faculty who may have known me and may be potential participants of this study, since I was a full-time staff member of this private university in the northeast at the time of data collection. My role included creating and conducting professional development workshops for staff on campus. At times, faculty may have attended these sessions. No grades were given to workshop attendees, and therefore there was no threat to the faculty participants of my study. Although my department fell within the division of human resources, my role within the division was limited to professional development, and I had no responsibilities over the hiring, termination, evaluation, advancement, or pay scale decisions of potential faculty participants.

A secondary role I held at the institution was as an adjunct faculty member within the social sciences department. I held this role non-consecutively for 8 years prior to data collection. As an adjunct faculty member I did not regularly interact with other faculty, nor did I have any supervisory responsibility or influence over potential faculty participants. As an adjunct faculty member who taught a similar student population within the same setting as the research, there were potential biases I was aware of as I proceeded. This potential bias included my perceptions of which behaviors I felt were

uncivil in the classroom and the frequency at which I previously observed them in my own classroom setting. I also had additional behavioral and civility expectations in my syllabi, which may have been similar or in opposition to those of faculty participants. I did not teach a course during the academic year of data collection in order to limit contact with potential study participants and ensure my syllabi and classroom were not included in the document analysis.

Data Analysis

Quantitative Survey Analysis

I analyzed survey results quantitatively for descriptive statistics. I calculated the mean and standard deviation for each of the 23 uncivil behaviors in part 1 regarding the severity of the behaviors. Mean and standard deviation were also calculated for each of the 23 behaviors in part 2 related to frequency of behaviors. I analyzed the results to determine whether perceptions were the same regardless of faculty or student role. These statistics provided data toward RQ1 and RQ2, which related to what faculty and student perceptions were regarding the types and frequency of uncivil behaviors present in the classroom.

I conducted a *t*-Test utilizing SPSS software to “test the difference between two group means” (Lodico et al., 2010, p. 257). In this case, a significant *t* value would have indicated if a difference existed between faculty perceptions and student perceptions to the questions. Establishing the *t* value addressed RQ3 and determined if there was a statistically significant difference between student and faculty perceptions of civility, and if so, which behaviors had the largest dissonance.

Qualitative Document Analysis

Content analysis of data occurred concurrently with the collection in regard to the document data. Content analysis occurs when a measurement is made regarding how often a certain phrase is used (Merriam, 2009). Using a quantitatively oriented word-based analysis, I evaluated syllabi documents and physical artifacts for the frequency with which 23 uncivil behaviors were mentioned. The key-word-in-context (KWIC) method can be used by locating the keywords by hand and including in the analysis as many of the surrounding context words as needed to gain understanding (Namey, Guest, Thairu, & Johnson, 2007; Guest et al., 2012). I utilized this word-based analysis to help discover themes in the text of physical artifacts and syllabi.

A conversion of mixed data analysis occurred when I quantitized narrative data from the document analysis. For instance, if the use of cell phones was mentioned twelve times in the syllabus and physical artifacts, I quantitized that data to the number 12. According to Teddlie and Tashakkori (2009), “quantitizing narrative data is the process whereby [qualitative] data are transformed into numerical data that can be analyzed statistically” (p. 269). In this case, I quantitized data through a frequency count of uncivil behaviors mentioned in documents or artifacts I evaluated. I tracked the frequency counts on a spreadsheet and tallied to provide total mentions of behavior.

Additional civility-related text or images that were not mentioned in the survey were also tracked for additional context of the phenomena at the study site. As Altheide, quoted in Merriam (2009), explained, content analysis is inductive and “although categories and ‘variables’ initially guide the study, others are allowed and expected to emerge throughout the study” (p. 204). I used the data from document sources to confirm

the answer to RQ4, regarding how the most severe and most frequent types of uncivil behaviors were currently addressed in course syllabi and classroom artifacts.

Trustworthiness

The goal of my case study was to provide a richly detailed description of the situation at the study site. The credibility, or validity, of this study directly impacts the trustworthiness of the results. Credibility refers to “whether the participant’s perceptions of the setting or events match up with the researcher’s portrayal of them in the research report” (Lodico et al., 2010, p. 273). One important aspect of credibility was to verify that my interpretation of the data is valid, from all sources. I utilized peer debriefers in the form of a Walden University doctoral committee. I also engaged an auditor to examine the data and my findings and ensure that (a) the findings were grounded in data; (b) the themes were appropriate for the data; and (c) my biases have been controlled. This auditor was an individual who holds a Ph.D. in higher education, was not located at the research site, and is qualified to review research.

Triangulation of multiple data sources also adds to the trustworthiness of research results (Lodico et al., 2010). By utilizing a variety of document analysis in conjunction with results from the survey, I provided a rich description regarding the perception of civil behaviors in these particular classroom settings. Internal consistency reliability of the survey being utilized was established through the prior use of the instrument in Bjorklund and Rehling’s research (2011). In addition, a second form of the same test was given by Frey (2008) which provided equivalent-form reliability for the populations of student and faculty member when compared with results from Bjorklund and Rehling’s version.

Data Analysis Results

The findings for this project study were mixed-methods, consisting of both quantitative and qualitative data. Quantitative data were obtained using an electronic survey of faculty members and first-year students. The qualitative data were collected during document analysis of course syllabi and physical artifact observations. In this section I will discuss the results related to each research question in detail.

Qualitative Findings

RQ 4.

The final research question of this study asked how the most severe and most frequent types of uncivil behaviors are addressed in course syllabi and classroom artifacts. To answer this question, two data sets were developed. First, I conducted a document analysis of current course syllabi and coded any mention of the most severe and most frequent types of behaviors. Second, during an observational walk through of classroom buildings I observed and noted any physical artifacts such as signs, posters, or evidence of vandalism which mention any of the most severe and most frequent types of behaviors.

Syllabus document analysis.

Syllabus documents were collected through the dean's office from faculty, specifically for courses being taught in the current term. I received thirty-three individual documents, all in hard copy format, redacted of identifying information by the dean. Of those, I disqualified two documents due to courses which were held in a culinary laboratory environment rather than a traditional classroom. Therefore, I hand coded and

evaluated 31 syllabus documents for any reference to the 23 uncivil behaviors of this study.

All syllabus documents at the study site were created by faculty from a standard template. Several standard references which relate in a nonspecific manner to behaviors of this study are included in this template. The template includes a section which states: “Students should be aware of the following university policies...Food & Beverages... Dress and Manners/Communication Devices...[and] Attendance.” The template only provides the title of the policy, without the text of the actual policy in the document, therefore a student would need to access an online or written copy of the student handbook in order to be aware of the policy. In addition to these templated references to the policy, some faculty added the following text of the actual policies within the document:

Attendance Policy: Regular class attendance is essential to student success.

Accordingly, responsibility for class attendance belongs to the student. Students are expected to attend all classes, to arrive on time and remain for the entire class period, and to report to class fully prepared with textbooks and other required materials. Any late arrival is subject to deny of the student to participate in class.

Food and Beverages in Class: In academic buildings, food and beverage consumption is limited to designated eating areas only. Under no circumstances are food and beverages to be consumed in classrooms.

Mobile Phones and Communication Devices in Class: Communication devices such as mobile telephones must be silenced (set to vibrate) during class time. For safety purposes, including emergency communication, devices such as mobile

telephones may be left on during class time but disruptions to class due to communication devices will not be tolerated. Mobile communication devices should not be used during class time unless for emergency purposes.

Overall, the standard attendance policy was referenced by title alone 15 times, while the full text of the policy was included 5 times. Food and beverage policies were referenced in title 13 times, while the entire policy text was included 10 times. The *Dress and Manners/Communication Devices* policy was referenced as such 13 times, while the specific section about mobile phones and communication devices in class was fully included in text 11 times (Table 1).

Table 1

Standardized Policy Inclusion in Syllabus Documents

	Reference by Title	Inclusion of Full Text
Attendance	15	5
Food & Beverages	13	10
Communication Devices	13	11

In addition to the standard section on university policy awareness, the template for syllabus documents which faculty are asked to use also includes a section for *Classroom Policies and Procedures*. On the template, this section includes an italicized instructional prompt for the faculty member which states, “*Faculty member should insert their policies and procedures here.*” Of the 31 completed syllabus documents analyzed, 9 still had this instructional prompt in place when given to students, with no deletion of the template prompt nor any addition by the faculty of their own policies and procedures.

The remaining analysis of documents was done on text that was specifically added by the faculty member, rather than being a university policy or instructional prompt included in the template. These additional instructions related to behavior were specifically written by a faculty member, in their own words and directed to the students in their specific classroom settings. These additional comments were analyzed for any mention of the 23 uncivil behaviors evaluated in the quantitative survey of this study (Table 2).

Table 2
Behaviors Mentioned in Syllabus by Faculty

	Mentions
Allowing a cell phone to ring	7
Arriving late and/or leaving early	6
Text Messaging	5
Eating and drinking	5
Getting up during class, leaving, and returning	5
Using a smartphone, tablet or computer for nonclass activities	4
Nonverbally showing disrespect for others	3
Displaying inattentive posture or facial expressions	2
Sleeping	2
Making disparaging remarks	2
Packing up books before class is over	0
Yawning	0
Fidgeting that distracts others	0
Nonverbally indicating dissatisfaction with assignment or activity	0
Questioning the value of an assignment or activity	0
Swearing	0
Doing homework for other classes	0
Conversing loudly with others	0
Reading nonclass material	0
Nose blowing	0
Discarding trash after class has begun	0
Continuing to talk after being asked to stop	0
Coming to class under the influence of alcohol or drugs	0

The uncivil behaviors mentioned by faculty in syllabus documents were, in order of most mentioned to least mentioned: (a) allowing a cell phone to ring (7); (b) arriving

late and/or leaving early (6); (c) eating and drinking, text messaging, or getting up during class, leaving and returning (5); (d) using a smartphone, tablet or computer for nonclass activities (4); (e) nonverbally showing disrespect for others (3); (f) making disparaging remarks (2) and displaying inattentive posture or facial expressions sleeping (2). Using key word in context evaluation method required some interpretation of this data. For these purposes, the term “rudeness” was included in the tally for “making disparaging remarks”. References to “respect others” were included as a reference to the adverse behavior of “showing disrespect” and was included in that behavioral data. Finally, the instruction to “be attentive in class” was included in relation to being “inattentive”. Three of the 31 documents analyzed held neither information about standard university policies nor additional information from the faculty member.

When policy mentions are included in the coding, the top three behaviors become those which are related to the policies (Table 3). In this case, attendance policy mentions are attributed to both arriving late and/or leaving early and getting up during class, leaving, and returning. The food and beverage policy is added to the coding for the eating and drinking behavior. Finally, communication device policy includes three behaviors: text messaging; using a smartphone, tablet or computer for nonclass activities; and allowing a cell phone to ring.

Table 3

Behaviors Mentioned in Syllabus or University Policy

	Mentions
Allowing a cell phone to ring	31
Text Messaging	29
Eating and drinking	28
Using a smartphone, tablet or computer for nonclass activities	28
Arriving late and/or leaving early	26
Getting up during class, leaving, and returning	25
Nonverbally showing disrespect for others	3
Displaying inattentive posture or facial expressions	2
Sleeping	2
Making disparaging remarks	2
Packing up books before class is over	0
Yawning	0
Fidgeting that distracts others	0
Nonverbally indicating dissatisfaction with assignment or activity	0
Questioning the value of an assignment or activity	0
Swearing	0
Doing homework for other classes	0
Conversing loudly with others	0
Reading nonclass material	0
Nose blowing	0
Discarding trash after class has begun	0
Continuing to talk after being asked to stop	0
Coming to class under the influence of alcohol or drugs	0

In addition to the 23 behaviors of the survey, the document analysis allowed for discovery of additional information related to behavior that was not directly mentioned in the survey. Eight documents included additional information or messages from faculty related to their behavioral expectations of students. One faculty member chose to expand upon the attendance policy by stating, “The official university policy is noted below, but perhaps bears some additional details for this particular class to assist you in your success. The onus is on you to be successful!” The faculty member then included a list of 10 items related to attendance they felt was important, followed by an offer for students to “not hesitate to ask me” if they had questions.

Another faculty member included a section in the syllabus titled “My Teaching & Learning Philosophy”. It said, in part:

It is my responsibility as your instructor to structure an environment in which you can learn...I will focus on conducting this class, primarily through collaboration and cooperative learning, in an atmosphere of participation [sic] and interaction [sic] among professionals [sic]. I believe students and faculty jointly construct knowledge...As college students you have a responsibility to your instructors to conduct yourself with the highest academic and professional standards [sic].

This same syllabus included an expectation of civility directly, stating, “Courtesy and civility are expected in this classroom at all times. Any behavior deemed disruptive (...sleeping; walking in and out; cell phone use... rudeness) may result in being dropped from this course or being asked to leave.” Three additional documents included instructions to “be an adult and take responsibility” or “act as an adult and be responsible”.

Use of a standardized template for course syllabus' is in place at the study site. The template includes cursory information and reference to policies that indicate behavioral expectations yet was removed from 9.6% of the documents analyzed in this study. The template also encourages faculty members to add any individual expectations into the document prior to giving it to students. However, only 25.8% of the syllabus documents included customized expectations by faculty, while 29% of syllabi were distributed by faculty with a template instruction left in place. If syllabus documents are to be utilized to communicate behavioral expectations at the study site, there is opportunity to expand the adherence to template as well as the opportunity for individual faculty contribution.

Classroom artifact analysis.

During a walkthrough of four classroom buildings I observed and evaluated 191 artifacts. These artifacts were located inside classrooms, hallways, lobbies, entryways, computer labs, elevators, stairwells and on bulletin boards. Items posted on the outside of private office doors, clearly visible from the hallway without entering private space, were also included. Observational notes were taken by hand during the walk through (Appendix E) which occurred in the evening hours over a three-day period as agreed with the site. Of the 191 items that could be seen as influencing or indicating any behavioral expectations, either positively or negatively, I evaluated only 38 directly related to the 23 behaviors in this study (Table 4).

Table 4

Artifacts Related to Research Behaviors

	Mentions	Source
Eating and drinking	30	University/Dept.
Nonverbally showing disrespect for others	7	University/Dept.
Arriving late and/or leaving early	1	Faculty
Packing up books before class is over	0	
Text Messaging	0	
Yawning	0	
Using a smartphone, tablet or computer for nonclass activities	0	
Displaying inattentive posture or facial expressions	0	
Getting up during class, leaving, and returning	0	
Fidgeting that distracts others	0	
Allowing a cell phone to ring	0	
Nonverbally indicating dissatisfaction with assignment or activity	0	
Questioning the value of an assignment or activity	0	
Swearing	0	
Doing homework for other classes	0	
Conversing loudly with others	0	
Sleeping	0	
Reading nonclass material	0	
Nose blowing	0	
Discarding trash after class has begun	0	
Making disparaging remarks	0	
Continuing to talk after being asked to stop	0	
Coming to class under the influence of alcohol or drugs	0	

The most commonly observed artifact related to one of the researched behaviors indicated that no food or drink was allowed in the classrooms. Thirty postings related to food and drink were put in place by the university and permanently affixed to the walls. One artifact related to arriving late or leaving early was found on the outside of a faculty office door, in a poster which encouraged students to “be present”.

The seven remaining research related artifacts were found in computer labs. Computer lab rules and regulations were displayed in six rooms, where a generic statement to “respect those around you” could be found. The one remaining item related to respect was found in a computer lab where a poster, dated 2014 stated, “Be Classroom Ready! ■■■ students appreciate, respect, and contribute to the collaborative spirit of the classroom.” This was the most pertinent artifact found in all the classroom observations, as it clearly stated specific expectations of how to act and explicitly named the classroom environment. This poster was sponsored by a now-defunct campus committee of staff and faculty who used the poster for a civility campaign they had run three years previous to the observation (personal communication, May 2017).

The 153 remaining artifacts which were observed were noted due to any expectation or mention of behavior which is valued or rewarded, or adversely those which are not. The university *Emergency Procedures Quick Reference Guide* poster, found in 78 locations, has phrases including “help others” and “remain calm” listed in the suggestions for how to behave during an emergency. The other data points which were observed five or more times included: the word “respect” found on 7 artifacts; “build relationships” on 9 artifacts, and “friend” or “friendly” on 5 artifacts.

Remaining behavioral expectations were most prevalent in relation to artifacts regarding sexual assault awareness and a campus consent campaign. A particular poster which said, “Consent is...conduct that signifies through words or behaviors that the parties have indicated agreement to engage in sexual activity. Consent is intelligent, knowing and voluntary,” was found posted in 10 locations, prominently in lobbies and elevator entry ways. Additional posters for sexual assault awareness month had a variety of behavior suggestions, including the following: “Be a part of the solution. How can you make a difference?”; “Show support for someone you know”; and “Use your voice to change the culture.” All the sexual assault awareness and campus consent campaign artifacts were distributed by an official university department.

Of the artifacts observed, 182 were generated by the university, department, or faculty member (Appendix E). Student generated content accounted for only five items, four of which were graffiti indicating negative comments or curse words. The remaining individual student artifact was a handwritten note on a white erase board outside of a faculty office which said, “Thank you for the most wonderful 1st term any freshman could ask for. You are funny, intelligent + so vibrant. You are the best!” Student organizations also sponsored four additional artifacts, with each indicating that being involved or volunteering is a valued behavior.

A variety of other one-off items were observed that could indicate value of behavior in the environment (Appendix E). Items such as plaques honoring faculty for behavioral traits like “integrity” and posters on display of student success stories can indirectly communicate values which are sought after by the university community. The study site uses artifacts, mainly in the form of posters and signage, to communicate with

the campus population. However, most behaviors studied in this research were not addressed through this method.

Quantitative Findings

RQ 1 and 2.

The first research question asked, “What are first-year students’ perceptions regarding the types and frequency of uncivil behaviors present in the classroom?”, while the second research question asked the same of faculty. The types and frequency of behaviors were reported by both participant groups using an online survey. The first five questions for faculty and the first six questions for students in the online survey were related to participant demographics (Appendix F). This discussion will focus on participants’ self-reported perceptions of level and frequency of uncivil behaviors (Appendices G and H).

Sixty-one participants completed the survey in its entirety, with 75.4% students and 24.6% faculty (Table 5). All 15 faculty who entered the survey completed the survey fully. Seventy-four students entered the electronic survey, of which 68 completed the demographic questions stage of the survey, 50 responded to the severity of behavior question, and 46 responded to all questions. All incomplete responses were removed, leaving 46 student respondents and 15 faculty respondents who responded to all questions. These respondents will be further referred as survey participants.

Table 5

Survey Participants

	Participants	Percent
Student	46	75.4
Faculty	15	24.6

Perception of types of incivility.

Participants were asked to first rate the perceived level of severity for 25 behaviors, two of which were civil and were included for control. Those two behaviors, nodding or smiling in response to others' comments and displaying attentive posture or facial expressions were removed from data analysis below. Participants used a 5-point Likert-type scale to evaluate each behavior (1 = not uncivil at all to 5 = extremely uncivil). Therefore, the behaviors that scored a higher mean number represent the most uncivil behaviors (Table 6).

Table 6
Perception of Types of Incivility

	Student		Faculty	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Packing up books before class is over	3.00	1.46	2.73	1.53
Text Messaging	3.61	1.04	3.73	1.39
Yawning	2.00	1.26	2.53	1.46
Eating and drinking	2.22	1.07	2.07	1.10
Arriving late and/or leaving early	3.48	1.07	3.67	1.18
Using a smartphone, tablet or computer for nonclass activities	3.63	1.04	3.67	1.45
Displaying inattentive posture or facial expressions	3.33	1.12	3.33	1.40
Getting up during class, leaving, and returning	2.39	1.29	3.07	1.58
Fidgeting that distracts others	3.43	1.26	3.00	1.31
Allowing a cell phone to ring	3.87	1.05	4.27	0.88
Nonverbally indicating dissatisfaction with assignment or activity	3.70	1.05	3.87	1.06
Questioning the value of an assignment or activity	2.93	1.34	3.40	1.06
Swearing	4.04	1.05	4.00	1.13
Doing homework for other classes	3.17	1.14	4.07	1.28
Conversing loudly with others	4.26	0.74	4.33	0.82
Sleeping	4.30	0.81	4.27	1.16
Reading nonclass material	3.13	1.20	4.07	1.10
Nose blowing	2.26	1.44	1.67	1.40
Discarding trash after class has begun	2.17	1.18	2.33	1.18
Making disparaging remarks	3.91	0.94	4.67	0.49
Nonverbally showing disrespect for others	4.48	0.78	4.80	0.41
Continuing to talk after being asked to stop	4.78	0.66	4.87	0.35
Coming to class under the influence of alcohol or drugs	4.91	0.28	4.93	0.26

The behaviors perceived to be the most uncivil by students, with a rating of 4 or higher were: coming to class under the influence of alcohol or other drugs (4.91), continuing to talk after being asked to stop (4.78), nonverbally showing disrespect for others (4.48), sleeping (4.3), conversing loudly with others (4.26), and swearing (4.04). The number one uncivil behavior, coming to class under the influence of alcohol or drugs, also had the lowest standard deviation of .28, indicating a level of agreement among the respondents. The least severe uncivil behaviors were yawning (2), discarding trash after class has begun (2.17), eating and drinking (2.22), and nose blowing (2.26).

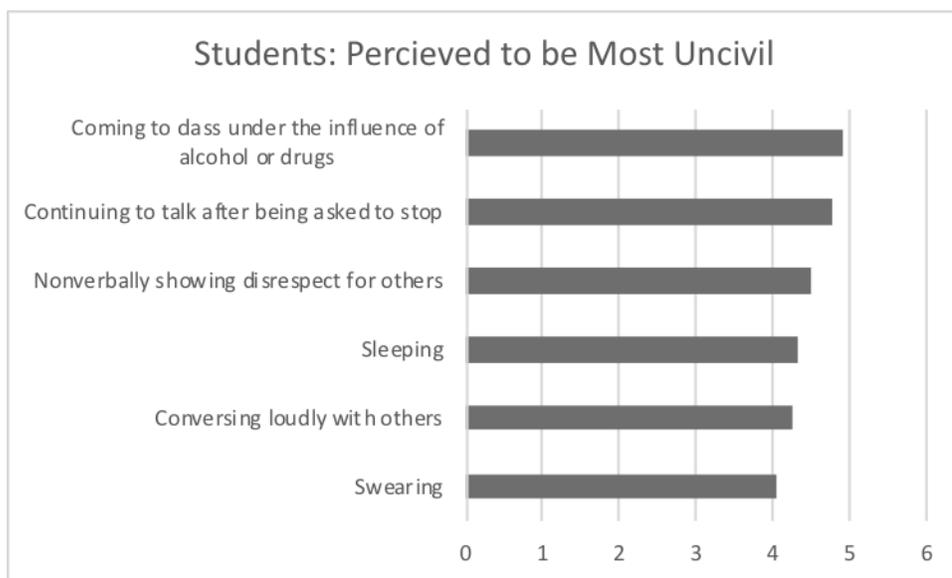


Figure 3. Student Perception of Incivility.

Faculty found more of the behaviors to be a 4 or higher on the incivility Likert scale, scoring ten behaviors at that degree versus the students' six. The behaviors which faculty perceived to be most uncivil were: Coming to class under the influence of alcohol or other drugs (4.93), continuing to talk after being asked to stop (4.87), nonverbally showing disrespect for others (4.8), making disparaging remarks (4.67), conversing

loudly with others (4.33), allowing a cell phone to ring and (tied) sleeping (4.27), reading nonclass material and (tied) doing homework for other classes (4.07), and swearing (4.0).

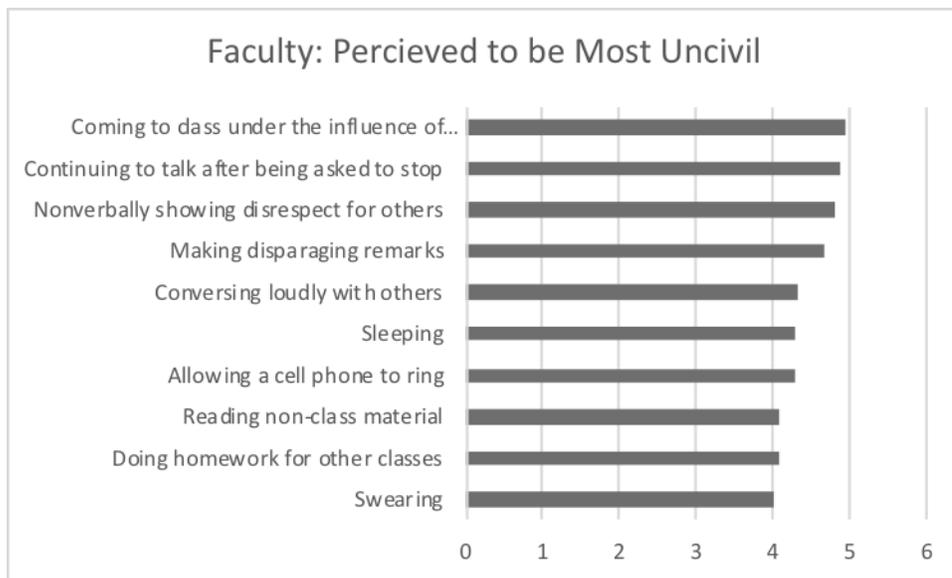


Figure 4. Faculty Perception of Incivility.

For both students and faculty, coming to class under the influence of alcohol or other drugs was rated the most severe and had the lowest standard deviation, indicating that it was not only rated the most severe, but was agreed upon most by participants. The second and third ranked behaviors were also the same for both students and faculty. In addition, all six of the behaviors which were ranked as a 4 or higher in severity by students also appeared within the top 10 uncivil behaviors for faculty. These findings show that certain behaviors are viewed in a similar fashion by both faculty and students when looked at from a civility perspective.

Perception of frequency of incivility.

The second behavioral question posed to participants was related to the frequency at which they currently see certain behaviors take place. Participants were again asked to

rate 25 behaviors on a Likert-type scale, two of which were obviously civil and were included for control. Those two behaviors, nodding or smiling in response to others' comments and displaying attentive posture or facial expressions were removed from data analysis below. Behaviors which scored a higher mean number were reported as being observed most frequently in the classroom (Table 7).

Table 7

Perception of Frequency of Incivility

	Student		Faculty	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Packing up books before class is over	4.13	0.91	3.40	1.30
Text Messaging	4.46	0.81	4.33	0.98
Yawning	3.52	1.26	2.93	1.22
Eating and drinking	4.26	0.95	3.80	1.15
Arriving late and/or leaving early	4.00	1.23	4.07	1.03
Using a smartphone, tablet or computer for nonclass activities	4.35	0.87	4.33	0.98
Displaying inattentive posture or facial expressions	3.80	1.11	2.93	1.16
Getting up during class, leaving, and returning	3.91	1.11	3.67	1.18
Fidgeting that distracts others	2.61	1.37	2.47	1.06
Allowing a cell phone to ring	2.57	1.19	1.87	0.64
Nonverbally indicating dissatisfaction with assignment or activity	2.80	1.26	2.33	0.82
Questioning the value of an assignment or activity	2.72	1.33	2.20	0.68
Swearing	2.83	1.39	1.93	0.88
Doing homework for other classes	2.98	1.41	2.93	1.16
Conversing loudly with others	3.00	1.23	2.40	0.83
Sleeping	2.65	1.51	1.60	0.63
Reading nonclass material	2.74	1.41	2.73	1.03
Nose blowing	2.43	1.33	2.27	0.80
Discarding trash after class has begun	2.96	1.17	2.60	0.91
Making disparaging remarks	2.26	1.08	1.73	0.59
Nonverbally showing disrespect for others	2.35	1.22	1.93	0.88
Continuing to talk after being asked to stop	2.30	1.24	2.20	1.08
Coming to class under the influence of alcohol or drugs	2.24	1.39	1.33	0.49

Students reported observing text messaging most frequently (4.35), followed by using a smartphone, tablet, or computer for nonclass activities (4.35), eating and drinking (4.26), packing up books before class is over (4.13), and arriving late and/or leaving early (4.0). Three of those behaviors were also ranked the highest for faculty: text messaging (tied) and using a smartphone, tablet or computer for nonclass activities (4.33) and arriving late and/or leaving early (4.07). Sixty percent of faculty reported that text messaging and using a device for nonclass activities is observed at a frequent rate.

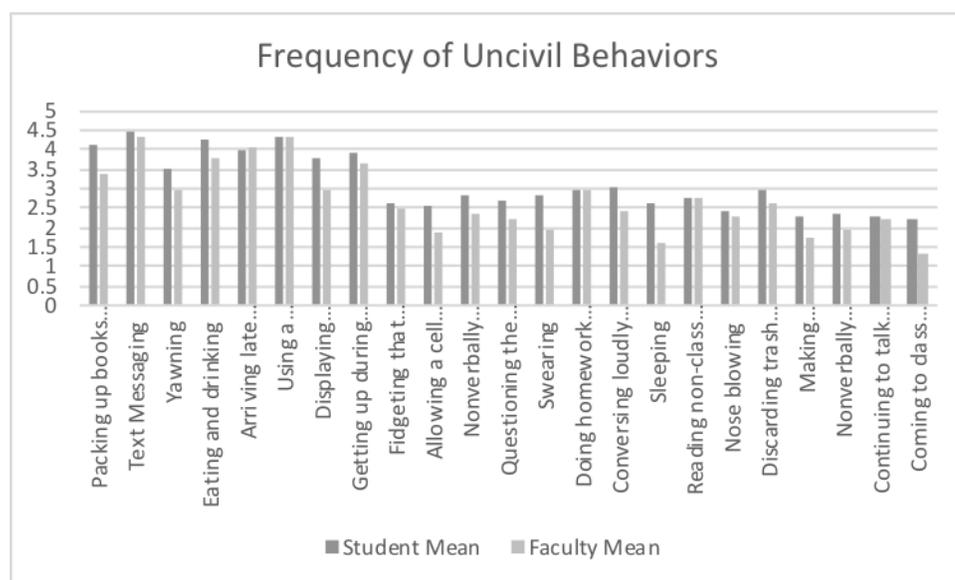


Figure 5. Perception of Frequency.

Adversely, the least frequent behavior reported by both groups was the behavior which each had ranked as the most severe: coming to class under the influence of alcohol or drugs. Interestingly, students report observing that behavior at a higher frequency than faculty do. In fact, all but one behavior, arriving late and/or leaving early, are noticed more frequently by students versus faculty. The awareness of this behavior could

perhaps be due to the layout of classrooms providing closer proximity for student to student versus faculty to student observation. Since many faculty track attendance and stand near the entrance to the room, it is understandable that they would be more aware of students arriving late and/or leaving early.

RQ 3.

To provide a comparison of information, RQ3 asked is there a statistically significant difference between first-year students' perceptions and faculty perceptions regarding the types and frequency of uncivil behaviors in the classroom? The supporting hypothesis for this question were

H₀3: There is no statistically significant difference between first-year students' perceptions and faculty perceptions regarding the types and frequency of uncivil behavior in the classroom.

H_a3: There is a statistically significant difference between first-year students' perceptions and faculty perceptions regarding the types and frequency of uncivil behaviors in the classroom.

First, the data set was evaluated for normal distribution. This analysis showed whether any items on the survey were outside of the normal range by evaluating skewness and kurtosis. Values for skewness and kurtosis between -2 and +2 are considered acceptable in order to prove normal univariate distribution (George & Mallery, 2010). The two dependent variables of the data, perception of type and perception of frequency, were found to be normally distributed and could be evaluated without modification (Table 8).

Table 8

Descriptive Statistics for Normal Distribution

	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
					<u>Statistic</u>	<u>SE</u>	<u>Statistic</u>	<u>SE</u>
Types	45	113	80.05	15.061	-0.204	0.306	-0.326	0.604
Frequency	40	114	69.44	18.065	0.307	0.306	-0.523	0.604

Originally, a *t*-Test was planned to “test the difference between two group means” (Lodico et al., p. 257). However, as there was more than one dependent variable, conducting a *t*-test alone increased the risk of Type 1 family wise error. Therefore, a multivariate analysis of variance (MANOVA) test was completed which allows for comparison of the difference in two or more vectors of means (Table 9). The MANOVA test was used prior to determining whether conducting individual *t*-tests was necessary.

Table 9

Comparison of Faculty and Student Perceptions: MANOVA results

Effect	Wilks'		Hypothesis Error		Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power
	Lambda	F	df	df				
Error	0.033	839.121b	2	58	0	0.967	1678.243	1
Response	0.919	2.548b	2	58	0.087	0.081	5.096	0.49

The MANOVA results indicated that there was no significant difference between faculty and student perceptions regarding uncivil behaviors in the classroom. The observed power and partial eta squared are .49 and .087 respectively, indicating low power in the study. Low power means that with the number of participants it would be hard to detect a difference if any exists. As it stands, it is not possible to detect a difference and there is a failure to reject the null hypothesis.

Summary of Findings

The quantitative findings of this research show that students and faculty perceive the severity of behaviors in a similar manner. Students and faculty observe these behaviors at a similar rate, with a few variations. These variations could be due in part to their physical positioning within the classroom during sessions, such as faculty predominantly being at the front of the room while students are sitting throughout the room. When syllabus documents and classroom artifacts were evaluated to discover how often the behaviors of the survey are mentioned, there was a noticeable lack. Few faculty are currently using syllabus documents to address behavior expectations, and even less use artifacts such as posters, signage, or images to support behavioral standards. These findings support the need to inform the study site of the perspectives faculty and students hold regarding behavior in the classroom, as well as the potential for using syllabus documents to support students and faculty by addressing behaviors they find most impactful to learning.

Conclusion

The purpose of this mixed-methods case study was to compare students' and faculty's perceptions of civility in the classrooms and explore how civility was addressed

in course syllabi and in artifacts at the study site. The design of the research was explained, as well as the setting and sample. The type of data which was collected was described along with the method which it was collected. I explained my role as the researcher, including how participants were treated in an ethical manner by me during this process. The analysis of the data collected resulted in a greater understanding of civility perceptions at the study site. Both students and faculty members viewed behaviors in a similar manner, yet few of the most severe and most frequent behaviors were addressed in course syllabi and classroom artifacts. I created a project which used the findings of this study to improve the local learning environment at the study site with a recommendation for development of behavioral expectations.

Section 3: The Project

Introduction

The purpose of this mixed-methods case study was to compare student and faculty perceptions of civility in the classrooms and explore how civility was addressed in course syllabi and in artifacts at the study site. After collecting data and evaluating the survey results and document analysis, research findings showed that both students and faculty members viewed behaviors in a similar manner. However, few of the most severe and most frequent behaviors were currently addressed in course syllabi and classroom artifacts. I determined that a professional development training class would help faculty to understand the behaviors that are desirable and undesirable from both themselves and their students. A professional development event would also allow faculty to receive training on how to develop meaningful behavioral expectations for their syllabi.

Based upon the results of the mixed-methods case study, I created a professional development training program for faculty at the study site which can be facilitated at a future date. The objective of the training will be to educate faculty on three key learning objectives: (a) understanding and defining uncivil behaviors, (b) awareness of students' perspectives of those behaviors, and (c) utilizing syllabi to communicate behavioral expectations in their classrooms. The training includes 3 days of information sharing, group activities, panel discussions, individual reflections, and action planning.

The professional development training for faculty is based on the supporting data from the project study. The findings demonstrated that both students and faculty view similar behaviors to be the most severe and most prevalent in the classroom. Yet, when evaluated, the syllabi and classroom artifacts did nothing to assist in setting expectations

to address those behaviors. Training, reflection, and dedicated time to develop syllabus materials will provide the instructors with knowledge, tools, and resources to improve the classroom environment for both themselves and their students.

The project I proposed is a professional development training for faculty at the study site. This training, titled “Setting Civility Expectations in Your Classroom” (Appendix A) will allow for faculty to focus on the problem of uncivil classroom behaviors and address the gap in communicating positive expectations to community members. The first day of training will focus on the theme *What is Civility and Why Should We Care?* The expected outcome of Day 1 activities will be a better understanding of civility and why it is an important topic in higher education. The second day theme is *Students as Partners*, which will focus on the student perspective of civility, including a panel discussion and joint activity with students. The outcome of Day 2 will be knowledge of behaviors students feel impact their learning and to what level they expect to be involved in solving the civility problem. The third day of training will focus around a theme of *From Expectations to Action*. The goal of the final day will be to leave with a draft of a civility statement for a syllabus, as well as departmental action plans for each area of the college. At the end of the workshop series, faculty should have a firm understanding of civility, how it impacts students, and strategies to use immediately in classroom syllabi for improved behavioral communication.

Rationale

Professional development in all fields, including teacher training, is a process of “acquiring new knowledge and improving...skills through training opportunities, seminars, and workshops” (Henderson, 2016, p. 86). I selected a professional

development training as part of this project study because data analysis showed that syllabi are not addressing the behaviors which faculty and first year students found most severe and frequent. A professional development event will allow faculty to understand which behaviors are most impactful as well as work together to develop a communication tool for classroom behavioral expectations utilizing the syllabus. To develop expectations that are meaningful and impactful, faculty must have knowledge and information beyond their own personal instincts to understand the perceptions of others in their environment.

This professional development project has the potential to promote positive social change through common language and expectations of community members. Faculty and students will be able to come to consensus on expectations that are most useful for them in their environment. Faculty can utilize these strategies in subsequent years to update the expectations based on trends and new behaviors. The benefit of this training could lead to a more positive learning environment at the study site for several years to come.

Review of the Literature

During my review of the literature, I looked for scholarly support in creating a workshop for faculty to better identify uncivil behavior and create effective behavioral expectations. I conducted searches through the Walden Library, Google Scholar, EBSCO, ERIC, ProQuest, and Thoreau databases using the following key phrases: *professional development workshops, faculty development, development and training, professional development, promoting civility, college classroom management, civility statements, and college syllabus development*. Other databases I used included Sage and ProQuest. Sources older than 5 years were referenced if the source held results that were still

relevant, was a seminal source, established a historical perspective, or contained information that was not found in newer sources. Based on the findings of the research, I explored three key areas from a literature review perspective to help inform the content of the 3-day professional development workshops: professional development, civility in education, and civility in syllabi.

Theoretical Framework

In the proposed professional development workshop, I focused on setting civility expectations in the classroom and designed it to address civility education needs through the application of Mezirow's (1996) transformative learning theory. Mezirow believed that transformative learning relates to how people use critical self-reflecting to consider their beliefs and experiences, resulting in development or change (Malik, 2016). A central tenet of transformative learning is that individuals tend to make meaning out of things experienced in life (Beckett, 2018). Those experiences then shape thought development and beliefs going forward. In order to foster transformative learning, a teacher's role is not to direct learning, but to facilitate experiences that allow a learner to become aware of their assumptions and reflect critically.

The proposed workshop applies the transformational theory through the four main components of the transformative learning process: "experience, critical reflection, reflective discourse, and action" (Merriam, Caffarella, & Baumgartner, 2007, p. 134). Andragogical learning theories indicate that adult learners bring to the learning process their own body of experiences that will impact their view of how the world works (Knowles, 1990; Merriam et al., 2007). Based upon this assertion, each day of the workshop involves time for the faculty attendees to share challenges they have

experienced in the past which are related to civility and managing behavioral expectations. Critical reflection in journals and in class settings enhances the learning process as learners are encouraged to express emotions and experiences as well as reinforce learning (Dunlap, 2001; Dunlap, 2006; Saric & Steh, 2017). As such, each activity during the workshop allows time for discussion with peers and a journaling activity closes each day. Reflective discourse involves not only that private reflection of learned experiences, but also the sharing of those reflections with peers. Therefore, after journaling each day, participants will share components of their critical reflection with others in a group setting to discover themes, articulate ideas, and gain support. Lastly, the workshop also incorporates the opportunity for faculty learners to act, which is the final component of transformational learning theory. The final day of the workshop is focused on developing a civility statement which can be included on syllabi. This activity is further supported by tenants of andragogy, which Ekoto and Gaikwad (2015) noted requires a focus on problem-solving and relevant activities which produce results. The final activity of the professional development experience gives participants the opportunity to create a traffic light-style action plan, in which they will designate one thing they will stop doing, one thing they will continue doing with caution, and one thing they will stop doing as a result of the workshop.

Professional Development

Professional development refers to the formal and informal continuous training of personnel on an individual or group basis to achieve improvements in productivity and practice (Bernhardt, 2015; Evans, 2019). It is delivered in a systematic method with the purpose of providing enhanced or new skill development or knowledge acquisition

(Stewart, 2014; Saleem, Masrur, & Tanveer Afzal, 2014). Hadar and Brody (2017) offered their definition to include the understanding that learning must be carried out continuously to improve the skills, knowledge, and abilities of individual workers. In education, professional development for teachers and faculty follows those same best practices.

The awareness that professional development improves teaching effectiveness is widely understood, and expectations surrounding it are found in most teaching-related contracts (Althausser, 2015; Kennedy, 2016a, 2016b). Most educators at the college level are subject matter experts, yet have little experience working with learners in a formal classroom environment (Filiz, Yurdakul, & Izmirli, 2013; Iglesias-Martinez, Lozano-Cabezas, & Martinez-Ruiz, 2014; Oleson & Hora, 2013). Although growth and development can occur through experience alone, often referred to as implicit learning (Evans, 2019), faculty are also expected to show attention to their professional development through more formal measures.

Throughout their professional careers, faculty members typically engage in a variety of opportunities and activities related to teaching, curriculum development, and their individual subject matter (Knowlton, Fogleman, Reichsman, & de Oliveira, 2015). Professional development activities provide faculty with the opportunity to improve upon their skillset and update their methodology to ensure a high-quality delivery of education (Bernhardt, 2015; Gerken, Beausaert, & Segers, 2016). Faculty members use professional development to learn new pedagogies, keep current with practice and technology, and stay up to date on emerging trends in higher education (Hudson, Sanders, & Pepper, 2013; Kinzie, Landy, Sorcinelli, & Hutchings, 2019). In order to be

considered effective, professional development activities should result in changes in teaching practices (Darling-Hammond, Hyler, & Gardner, 2017). These structured opportunities can include on-campus workshops, professional conferences, for-credit courses, mentoring programs, and online learning.

The method of delivery I selected for this project study was an on-campus workshop. Bayar (2014) identified five elements of an effective professional development workshop. First, the professional development must match the educators' needs. Second, the development activity must align with the school's needs. Third, educators must be involved in the design, planning, and implementation of the activities. Fourth, the workshop should include some active learning strategies. Fifth, facilitators of the workshop should have significant understanding of the topic, the audience, and the local learning environment. When feasible, facilitators with a wide range of experience and background should be used to enhance the diversity of the learning experience (Hinderer, Jarosinski, Seldomridge, & Reid, 2016).

Civility in Educational Environments

Discussing civility in the classroom offers an opportunity for faculty to set expectations and foster an environment that is more conducive to learning (Ward & Yates, 2014). Shanta and Eliason (2014) recommended a two-step approach to fostering civility, which includes communication and accountability. Effective and respectful communication is foundational in any relationship and is a critical element of faculty-student relationships in the educational environment. Well-defined roles that create appropriate boundaries for faculty-student relationships can assist in creating a civil classroom (Chory & Offstein, 2016). Clear and accurate communication from faculty

provides guidance for students regarding expectations for course work, assignment deadlines, and classroom behaviors (Lightner, 2014; Williams, 2017). Students should also be taught how to communicate with faculty, including how to respectfully disagree within the learning environment (Williams & Lauerer, 2013). In higher education, students are encouraged to take an equal and active role in the classroom ecosystem, partnering with faculty to improve the climate. Through advanced communication and discussions, students can consider their own behavior and hold one another accountable with respectful reminders (Pawlowski, 2017). Faculty members coach this behavior through modeling respectful, effective communication in a caring and honest manner that empowers students (Poindexter, 2013; Shanta & Eliason, 2014). Shared responsibility between faculty and students keeps both parties involved and accountable for promoting civility.

Support at a higher level is necessary to expand the civility of individuals into a larger organizational standard. When institutional leaders implement and support faculty members' expectations and policies for students who are uncivil, students understand that they will be held accountable, which motivates them to behave in a responsible and appropriate manner (Klebig, Goldonowicz, Mendes, Miller, & Katt, 2016). Faculty members are in an exclusive position to affect significant change and have a part in creating a culture of civility. With proper training and institutional support, they can play a key role in promoting civility within the learning environment.

Civility in Syllabi

In an era of increased technology and continuous social media use, it is especially necessary for colleges and universities to establish expectations for learners enrolled at

their institution (Thornton & Luthy, 2018). Behavioral expectations of students are expressed through several avenues, such as the student code of conduct, admissions contracts, and classroom syllabus documents. Historically, the concept of the syllabus as a contract in the classroom has been prevalent and encouraged by institutions who use it to formally communicate the purpose, learning objectives, and outcomes for a course (Fornaciari & Lund Dean, 2014). Contractually oriented syllabi are common for a variety of reasons, the great majority of which have to do with regulations, restriction, university policies, and fear of lawsuits (Fornaciari & Lund Dean, 2014). With a focus of concern on civility in the classroom, the syllabus contract has begun to reach beyond the content of the course to include the behavioral expectations of those who are taking it.

An increasingly common component of recommended syllabus design from universities adds a civility statement. A Google web search of “university civility statement examples” returned 1.69 million results. Sample statements can easily be found online at the websites for institutions such as Mt. Holyoke, Florida State University, Illinois State University, Johns Hopkins University, and Purdue University. Western Washington University provides more specific guidance for faculty, advising them to include expectations for students about how to appropriately participate in class discussions, as well as what students can expect from the faculty member. Going a step further, Southeast Missouri State University published a *Common Sense and Civility in the Classroom Resource Guide for Southeast Faculty* in Fall 2015 with the express purpose to promote campus civility through the inclusion of civility statements. Locally, 12 institutions of higher education exist within 30 miles of the study site, including three state colleges, one military college, two private religiously affiliated colleges, and six

private colleges. Of the 12 institutions near the study site, one-third have civility statements available on their websites for faculty to incorporate on syllabus documents (University of ██████████, 2019; ██████████, 2019; xxxxxx University, 2019; ██████████, 2019). As a best practice, civility statements in a syllabus are used to share a faculty member's policy and philosophy about civil discourse and involvement with their students. This statement formalizes the behavioral aspect of the syllabus contract.

Project Description

The professional development workshop I have designed is a 3-day training for faculty focused on three main learning objectives: (a) understanding and defining uncivil behaviors, (b) awareness of students' perspectives of those behaviors, and (c) utilizing syllabi to communicate behavioral expectations in their classrooms. The three key focus areas of the training are reflective of the results of the research, which showed that although faculty and students have similar perspectives of civil behaviors, faculty rarely utilize syllabi to communicate behavioral expectation with students. It also follows recommendations by Nutt (2013) who stated that "informational sessions focused on the nature of incivility should be provided...through faculty workshops and in-service trainings" (p. 93). Researcher also recommended that faculty be provided the opportunity to establish proactive strategies, such as a civility statement to be included in course syllabi (Nutt, 2013). College administration can use this project to give their faculty the needed knowledge, reflection, and action planning needed to effectively address the gap in understanding these topics. Each day of the workshop will focus on one of the three objectives, allowing for the concepts to be taught consecutively or individually as

scheduling allows. The following sections outline the resources, support, barriers, and implementation timetable for the proposed project.

Potential Support and Resources

To make this project successful, I will need the support of the academic dean of the CHM at the study site, as well as each chair of specific academic departments within the college. At the study site, the dean is responsible for the professional development planning for all faculty in their area. Since this is a 3-day training that would be offered between trimesters, the chairs who handle faculty assignments would be important stakeholders in ensuring that faculty are available to attend. Another potential supporter of the program would be the director of the faculty center for excellence and innovation. That independent department offers training support for faculty and determines whether a specific training can be used for hours toward the required continued learning under faculty contract terms. If the center director determines that the training program qualifies for training hours toward contract fulfillment, faculty are more likely to attend and benefit beyond the learning objectives.

Several resources will be required. First, physical space to host the workshop would need to be booked on campus. There are several locations conducive to training on campus, including classrooms, event halls, multipurpose rooms, and hospitality suites. The location will need basic technology, including a screen, laptop connections, sound system, and internet access. The size of the group would be estimated at 20 participants with a varied number of guests each day. Parking would be necessary nearby to accommodate guests. Access to food outlets would be ideal for lunch breaks which participants will take on their own. Based on this, the [REDACTED] Ballroom would be

the space selection for this workshop. It would be booked through the campus events office at least 2 months in advance.

Second, printing resources would be needed to prepare workbooks and activity materials for participants. The study site has a print shop on campus which will complete print requisitions for academic units with a dean's approval. A print request could be submitted through the dean's office at least one week prior to the event to utilize these on campus services at no cost.

Lastly, payment in the form of university gift cards would be offered to facilitators, presenters, and panel members who participate in the program and are not employees of the university. University employees who participate will be otherwise compensated for their time through regular salary, with permission from their supervisor. Each nonemployee guest would be entitled to \$10 per hour of active participation during the workshop, up to a maximum of \$100 per person. For instance, a student panelist who participates in a one-hour session on the second day would receive a \$10 university gift card as compensation and thanks for their time. The funding for these non-employee gifts would be taken from the budget of the dean's office and reported to the university through that budget line.

Potential Barriers

The main barrier to the success of this program would be lack of faculty buy in. Although the week between terms is commonly used for professional development events, faculty could be resistant to attending 3 full days on one subject, particularly if they do not find it of interest to them. Kennedy (2016a) explained that a drawback to mandatory assignments such as this is that attendees, even though they may not actively

resist, will be passive learners who forget about the program content soon after attending. The main strategy to overcome this barrier would be work with the dean to establish optional attendance that is encouraged through clearly communicating the purpose, learning objectives, and outcomes to potential participants. Additionally, the content of the workshop has been designed to address a different learning objective each day, which could allow for the workshop to be taught non-consecutively in the future if a three-day commitment is found to be an insurmountable barrier.

A second barrier would be lack of availability for guests. The training program would utilize panels of students as well as several keynote speakers. If those individuals are unwilling or unavailable to attend on the day and time scheduled, it could create a barrier to effective learning plans for the program. The main strategy to overcome this barrier would be to communicate early and often with identified guests as to the day, time, and commitment expectations. It will also be important to have a backup presenter for each time block in case of unavoidable absences, who would receive the gift card compensation if asked to fill in.

Implementation Timeline

The first step in implementing any project will be to present the study findings with the director of institutional research and the dean of the CHM. This presentation, using a summary PowerPoint presentation (Appendix I), would take approximately 30 minutes, followed by a 30-minute discussion of the project. The goal of the presentation would be to gain approval from the dean to implement the project during the Spring Term Break in March of that academic year.

Once approval is gained, I would need to book the space and send confirmation notices to faculty participants. Following that, I would invite and confirm attendance of panel and keynote speakers at least 2 months in advance. I would notify campus police of the visitors and gain access to parking passes as needed. Finally, I would send materials to be printed for participants at the on-campus print shop at least 1 week prior to the event.

The training schedule would cover three full days of information and activities, starting at 8:30am and ending at 4:30pm. The schedule would include a one-hour lunch break each day as well as two 15-minute breaks in the morning and afternoon. This schedule coincides with both university standards and state laws.

Project Evaluation Plan

Goals-based evaluation (GBE) will be used for this project. GBE is a method used to determine the actual outcome of a project when compared to the goals of the original plan. Performing a GBE helps further develop successful processes and either discard or reconfigure unsuccessful ones (Root, n.d.). Goal-based evaluation is used to determine if the stated goals of the projects, which in this case are learning objectives, have been achieved. This is the typical evaluation with which most are familiar, where a list of objectives is used to design an evaluation which assesses how well each objective was achieved (Manfredi, 2003).

Participants will be asked to complete a paper evaluation at the end of each day of training. The questions will surround the objectives, as well as discovering how they felt about the content, presentations, materials, and overall effectiveness of the program for that day. The evaluation will be anonymous and handed in via drop box at the exit of the

room. Evaluations will be analyzed to make any necessary changes for the next day's presentation and for future training programs. Civility statements drafted by participants at the end of the training program will act as evidence toward the goal-based evaluation, as the ability to create those expectations is a learning objective of the program.

Project Implications

Local

The results of this study could have implications for positive social change at the community level. Instructors will be more confident that the behavior they find uncivil is aligned with the behavior students find uncivil as well, giving validation to the need to address and correct it. Instructors will be able to utilize their syllabus to effectively set expectations surrounding behavior, feeling more empowered to address those items which have already been discussed. Instructors will better understand the role and responsibility they play in not only setting behavioral expectations and addressing them, but also acting as a partner citizen in the classroom environment with their students. With consistent expectations set in a clear manner across all classrooms in the CHM, students will experience a more cohesive and successful environment for their learning. This success could lead to other colleges within the study site's multi-campus system adopting similar expectations, or a university-wide set of behavioral standards being added to the syllabus template for all faculty.

Societal

With incivility on the rise through a variety of educational and social constructs, any progress toward teaching techniques for identifying and mitigating such behavior could have a larger impact. Students who learn to appropriately behave in classrooms, as

well as how to identify inappropriate behavior in those around them, are more likely to carry that skill into the workplace of the future. These students and faculty members who participate and benefit from this study will gain insights which can allow them to flourish in their professional, paraprofessional, and personal lives. The knowledge and skills in this workshop are transferable to other environments and can continue to be adapted to stay relevant for years to come.

Conclusion

The professional development workshop I have designed is a 3-day training for faculty focused on three main learning objectives: (1) understanding and defining uncivil behaviors, (2) awareness of students' perspectives of those behaviors, and (3) utilizing syllabi to communicate behavioral expectations in their classrooms. The three key focus areas of the training correlate to the results of the research, which showed that faculty and students have similar perspectives of civil behaviors and rarely utilize syllabi to communicate behavioral expectations. College administration can use this project to give their faculty the needed knowledge, reflection, and action planning needed to effectively address the gap in understanding these topics.

Section three outlined the support and resources needed for the project, as well as potential barriers, an implementation timeline, and a goal-based evaluation plan. I have also described the possible local and societal implications toward social change. The following section will provide (a) the strengths and limitations of the doctoral project study, (b) alternative approaches to the problem; (c) reflective analysis of personal growth, (d) importance of the work, and (e) future research suggestions related to incivility in the college classroom.

Section 4: Reflections and Conclusions

The final section of this study contains personal reflections and conclusions about the project as it relates to faculty developing knowledge and perspective on civility in the college classroom. Participants of the 3-day professional development workshop will be better able to define uncivil behaviors, understand students' perspectives of those behaviors, and utilize syllabi to communicate behavioral expectations in their classrooms. I will discuss the strengths and limitations of the doctoral project study, alternative approaches to the problem, reflective analysis of personal growth, importance of the work, and future research suggestions related to incivility in the college classroom.

Project Strengths and Limitations

Prior to this research, student and faculty perceptions of civility in the classroom at the study site were unknown, and no information was available regarding how course syllabi and classroom artifacts addressed civility. Now that I have collected and analyzed data regarding this problem, I designed a 3-day professional development project to provide information to faculty at the institution. The workshop content focuses on three main learning objectives: (a) understanding and defining uncivil behaviors, (b) awareness of students' perspectives of those behaviors, and (c) utilizing syllabi to communicate behavioral expectations in their classrooms. These objectives directly relate to the findings, which showed a need to inform the study site of the perspectives faculty and students hold regarding behavior in the classroom, as well as the potential for using syllabus documents to support students and faculty. College administration can use this project to give their faculty the knowledge, reflection, and action planning needed to effectively address the gap in understanding these topics.

When reflecting on this project, a key strength of the workshop is the modularized approach to content delivery. Each day focuses on one of the key learning objectives and they can therefore be delivered in consecutive or non-consecutive days based on the needs and schedule of the institution. This curriculum allows flexibility during times of the year when in-service training cannot occur three days in a row due to scheduling, availability of speakers, availability of participants, or budgetary concerns.

Another strength of the project is the mixed learning modalities offered throughout the agenda. Professional development for adult learners is most effective when it offers a variety of learning activities and allows for active engagement and time for planning (Garet, Porter, Desimone, Birman, & Yoon, 2001). Adult learning techniques include activities that fall into one of 10 categories: reading, written exercise, discussions, lecture, guided discovery, modeling, individual skills practice, multi-skills practice, role plays, and action planning (AchieveGlobal, 2010). The 3-day workshop agenda includes a high level of lecture, guided discovery, discussions, individual skills practice, written exercise, and action planning. Stewart (2014) stated that rather than passively gathering information, this type of approach deepens to a level of professional learning.

A final strength of the project is the limited budget required for its implementation. With space available at no charge on most campuses, a workshop can be coordinated with no cost for the location. By allowing time in the schedule for participants to have breakfast and lunch on their own, food costs will also be negligible. Finally, the speakers and panelists that would be needed for this workshop are voluntary participants as those closest to the institution would be the most effective and not charge

a speaking premium. Financial constraints can be an obstacle when institutions are planning professional development, so this workshop contains features that are designed to keep the cost to a minimum.

When developing a professional development project, limitations must also be considered. One such limitation is that attendance will be small due to the workshop being available only to faculty from the college of study. Although a lower number could affect the discussions, research shows that collective participation of a group of teachers from the same school unit may help contribute to a shared professional culture and a common understanding of the goals (Garet et al., 2001; Stewart, 2014; Whitworth & Chiu, 2015). The issue of attendance is also tied with the lack of generalizability. The results of the project study which form the base of this workshop are specific to this college at the study site. Therefore, generalizability to other faculty across the campus is limited until further research is completed. Finally, as with any professional development workshop, the onus is on the participant to use the information in order to enact desired change. If faculty do not follow through with the action plans put in place during the training and apply the learning in their classrooms, the project will be unsuccessful.

Recommendations for Alternative Approaches

To address the research problem, I chose to survey faculty and first-year students to gain their perspective regarding the severity and frequency of uncivil behaviors, and to conduct a document analysis to discover how those behaviors are address in syllabi and classroom artifacts. With the professional development workshop project my aim was to help faculty define uncivil behaviors, understand students' perspectives of those

behaviors, and utilize syllabi to communicate behavioral expectations in their classrooms. There are several alternative approaches which can be explored by future researchers.

First, a fully online resource could be developed for faculty to access at any time. This civility resource library could house current articles regarding civility, videos from students about civility, and samples of civility statements used in syllabus documents. An online resource would allow the faculty to learn at their own pace and revisit content any time they need a refresher or would like to utilize a new technique.

A second alternative approach would be civility training for students rather than faculty. This training could take place as a part of new student orientation or the first-year learning program during the first semester. This training would allow all incoming student community members a chance to understand why civility is important and how their behavior affects others in the classroom, including their faculty.

A third strategy would be the development of an advisory committee at the campus comprised of faculty, students, and academic leaders. The goal of this committee would be to create partnerships amongst the key stakeholders in the classroom. The committee mission would be to continuously evaluate and update civility initiatives on campus.

Finally, an additional approach that could be taken outside of professional development would be a white paper development for academic leadership. The content would include recommendations to promote a civil classroom based on the research outcomes and current literature. Those recommendations could include civility awareness programming and establishing expectations to include in syllabus templates

campus wide. All the aforementioned approaches could positively impact the civility of the learning environment at the study site.

Scholarship, Project Development and Leadership and Change

Scholarship

I began my journey as a scholar in order to improve my knowledge base and inform my practice in a more purposeful manner. The idea of scholarship has expanded in my mind since the start of this process. At the beginning, scholarship was completely about the knowledge and facts that can be gained through study. However, I came to understand that truly becoming a scholar involves much more.

I have learned the steps of solid research, including identifying problems, reviewing literature, establishing a research purpose, collecting data, analyzing and interpreting data, and reporting findings. As an adult educator and higher education administrator, this knowledge allows me to be more assured in my work as a practitioner. I can use research-based techniques to identify problems in my professional life, then move beyond the standard resolutions and be more confident in researching new ideas to address an issue.

I have also learned that asking for help and being receptive to others' opinions is an important part of scholarship. At several points in my research I was faced with differing opinions from those at the study site, my chair, peer reviewers and participants. Learning to recognize, internalize, and appropriately integrate the views of others in my work has been a difficult transition but one which I know has improved my outcomes. Throughout the writing process I was faced with sections or tasks with which I was unfamiliar, such as literature review. It was a humbling experience to ask for help from

my chair, library personnel, writing center staff, and colleagues. At certain points in a person's career, they may come to a level where they feel they are expected to know all the answers. Participating in this type of scholarly activity allowed me to step back and be a learner once more who does not have all the answers and sometimes needs to stop for advice.

Scholarship is an ongoing process of discovery which allows learners to not only find information, but critically evaluate it to gain further understanding of how it informs a topic. It is about not only investigating issues, but also being able to analyze discoveries and write about them in a logical cohesive manner to help inform others. Now I can identify a problem and actively pursue a solution that is grounded in theory, research, and current best practice. Completing my doctoral studies has prepared me to be a producer of scholarly work rather than only a consumer of others' work.

Project Development

My career path has allowed me to be a part of the creation of many professional development workshops and training programs, mostly in workplace settings with adult learners. I felt well prepared for the project I chose to develop as the process was familiar to me. The difference, however, was in how the purpose of the project was established. In workplace professional development instructors are often teaching to a set of competencies or performance-based indicators established by the company or institution in which they are working. Those parameters often dictate the learning objectives and desired outcomes of the training. In this case, the development of a project from research meant that there were no guiding principles to rely on and the direction of the project needed to come directly from the data analysis and research

problem. It was an interesting shift to be the person who was defining the objective, rather than only the one who was achieving it. Developing this project was a blend of utilizing information that is already in existence while incorporating the new information that came from my study, all while achieving learning objectives that I felt would make a difference in the development of the participants.

Leadership and Change

Although leaders are often the catalysts of change, there are many cases where change happens despite them. I strive to embrace change within the realm of my work as a practitioner and scholar regardless of the role I play within that area. Since matriculating in a doctoral program, I have become more aware of the concerns that plague higher education and adult learning. I have attempted to lead by example through my work as an adjunct faculty member, training coordinator, and professional association leader.

I also believe that I am functioning as a change agent through my research of civility. By exploring the problems selected in my study I have added to the field of incivility research upon which others can learn. I also plan to disseminate my findings through publication and conference presentations in order to enhance discussions among practitioners who can go forward and be the voice of change for civility at their own institutions. I use a quote from Mother Teresa as inspiration, which says, "I alone cannot change the world, but I can cast a stone across the waters to create many ripples." I feel that by taking an active role in continuing the dialogue around civility, I will be casting a stone into the waters of higher education and encouraging ripples to change the dynamic of classrooms beyond my immediate reach.

Beyond Walden University, I have also acted as a leader and mentor for others who are struggling in their doctoral journey. I have shown vulnerability by sharing my failures with others in hopes that they can learn from the mistakes I have made. The project study process is daunting and brings out many insecurities and fears. My hope is that others will be inspired by the fact that fear of trying something new did not stop my progress. I have posted information on social media, had personal conversations with other doctoral students, and served as a panel presenter at a professional organization conference for a session titled, “To Doc or Not?” These experiences have allowed me to encourage others to recognize problems, wonder about the reasons, research the solutions, and ultimately add to the robust knowledge base that our profession is founded upon.

Reflection on Importance of the Work

I believe that civility is an important concept to foster in all areas of our professional and personal lives. There is evidence, as outlined in the first review of literature, that educational institutions carry a burden of responsibility in helping form the civil views and behaviors of students. Unfortunately, incivility is widespread and continues to permeate our lives through personal interactions, social media, politics, and beyond.

Through my research I explored the perceptions of first year students and faculty members regarding the types and frequency of incivility in the college classroom. In addition, through a document analysis of syllabi and classroom artifacts I was able to show that civility expectations are not currently being communicated using these documents. From that mixed-methods data I was able to create a comprehensive

professional development workshop. If successful, this project could be implemented at other colleges within the study site, as well as other institutions of higher education. The topic of civility can be discussed with faculty more comprehensively and with a specific learning guide as a result of this work.

Implications for Social Change

The project's effect on social change is to provide awareness and support to faculty at institutions which see a need for improved civility amongst community members. Research indicates that creating a positive learning environment aids in students being productive members of society. The college that served as the study site for this research was one of several colleges within the private university in the northeast. In turn, the campus is one within a multi-campus system. Positive change with this training workshop could act as a model for positive social change throughout the other colleges and other campuses of this institution, as well as throughout the higher education community. The development of this project shows that positive social change is possible by creating relevant professional development for campus members who have influence over the classroom climate. Educating and promoting further professional development policies in higher education could spark additional learning opportunities in the area of college classroom civility.

Directions for Future Research

Incivility on a college campus can take many forms, both in and out of the classroom. Although a professional development workshop will inform a small part of this topic, it is important for further research to fill the gaps. The efficacy of this workshop would need to be evaluated with multiple faculty groups in order to ensure

validity of the learning objectives. In addition, studies with other student and faculty groups would be recommended to inform more development in the workshop content.

This study took place with faculty and first year students in a hospitality program at a private university in the northeast. Further study with all undergraduate levels could provide a more fully inclusive data set. Study of other academic programs, including comparisons of results, could give insight into whether faculty and students in diverse academic pursuits perceive incivility differently. A document analysis of syllabi and classroom artifacts on a campus-wide level is also recommended to encompass a larger portion of the campus. Further study is recommended at private versus public institutions as well as those in other areas of the country to establish if behavioral norms are dependent upon either type or geographic location of the study site.

Conclusion

When I started this doctoral journey, I was encouraged to find a problem at my local learning environment which sparked a question in my mind. At the time, I was serving on a committee of faculty and student affairs representatives to talk about behavior and share strategies across academic and student affairs. As I sat at a meeting one day, I heard two faculty debating the merits of allowing students to use laptops to take notes in class. One faculty member said that she didn't mind, while the other faculty member vehemently stated that she didn't allow laptops because the "clicking of the keys is distracting to other students." I turned to her and asked, "Have they told you they find it distracting?" That question sparked a conversation that ultimately led me to write about this topic. The problem was that I, along with other faculty, were making decisions about what our students found uncivil without asking them. How did faculty know that

something like the clicking of keyboards was distracting students? How did faculty know that it wasn't simply individual opinion that was being used to set standards of behavior on behalf of the entire classroom? What other behaviors might students see as more important to address because of how severe they are or how frequently they are happening? How can faculty include student opinion more in the establishment of behavioral norms? That is how my topic for this project study was created.

Through my research it became evident that students and faculty are indeed partners in the learning environment and are perceiving behaviors in a similar manner. The types of behaviors they found most severe, and those they were noticing most frequently, were aligned in almost all cases. Yet a main communication tool for classrooms, the syllabus, was found through document analysis to not address those behaviors. A workshop was developed to educate faculty on civil behaviors, perceptions of students, and how to incorporate civility statements into course syllabi. Although the workshop is tailored specifically for the study site, the modular nature of the content is flexible and can be adapted for other faculty groups. Promoting civility in college classrooms starts with the faculty. By learning more about the behaviors which all classroom citizens value, and developing strategies to proactively address behavioral expectations, faculty have the potential to positively impact the lives of their students and everyone in their current and future communities.

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Appendix A: The Project

Timed Agenda**DAY 1: 8:30 am – 4:30 pm**

Time/Duration	Agenda Outline & Section Descriptions	Materials Required
8:30 – 9:00 30 min.	Day 1 Introduction <ul style="list-style-type: none"> • Welcome and Introduce facilitator(s) • Housekeeping details • Participants introduce themselves <ul style="list-style-type: none"> ○ Name, department, length of service 	Participant Manuals, PowerPoint
9:00 – 9:20 20 min.	Background of Research Project & Development	PowerPoint
9:20 – 9:30 10 min.	Learning Objectives & Theme – Day 1 <ul style="list-style-type: none"> • Theme: What is Civility, and Why Should We Care? 	PowerPoint
9:30 – 10:30 60 min.	Exercise: What You Know About Civility <ul style="list-style-type: none"> • Personal Reflection Survey – 5 min (Participant Workbook) • Group Discussion – 20 min <ul style="list-style-type: none"> ○ Discuss the results of your reflection survey at your table. What are your surprises? Where are there similarities and differences? • Group Consensus – 5 min <ul style="list-style-type: none"> ○ Come to consensus on the Top 5 civility behaviors that are impactful to your learning environments. ○ Write them on your chart paper ○ Select a spokesperson to report out • Group Report Out – 25 min <ul style="list-style-type: none"> ○ Share the information on your chart and the discussion you had surrounding it • Debrief – 5 min <ul style="list-style-type: none"> ○ Facilitator prompts: ○ Where do we see similarities around the room? ○ Why is it useful for us to recognize these behaviors? 	Participant Manuals, PowerPoint, Chart Paper, Markers
10:30-10:45 15 min.	Morning Break	
10:45 – 11:00 15 min.	Create Ground Rules for Group <ul style="list-style-type: none"> • Large group discussion with facilitator writing items on chart paper at front of room 	Chart Paper, Markers

	<ul style="list-style-type: none"> • Explain what ground rules are – an agreement of how we will operate in this room together for the next three days • Ask the group which ground rules would they like to have regarding how they will interact and work with one another Ideas if needed: take calls outside the room, limit side conversations, stay engaged, be open-minded, allow others to share ideas equally <p>Closing Point: “What we just completed is an example of setting expectations within a learning group. Setting expectations is a primary pro-active way to decrease uncivil behavior within a classroom setting. We will be revisiting these expectations each day that we are together to make sure that they are still valid and meeting the needs of our group.”</p>	
<p>11:00 – 12:00 15 min.</p>	<p>Identifying Incivility</p> <ul style="list-style-type: none"> • Review Active and Passive Incivility Examples <ul style="list-style-type: none"> • Ask for additional examples from the group • Watch video clip • Partner Share: Together with a partner, answer the following questions in Participant Workbook: <ol style="list-style-type: none"> 1. What types of incivility were occurring in the video? 2. Was the behavior active or passive? 3. What types of incivility have you experienced? 4. In the experience you described, was the student behavior active or passive? • Large Group Debrief: Ask the same questions and have pairs share their thoughts. <p>Closing Point: “To recognize incivility is our first step in addressing it. Our students are often looking for us to take action when things like this occur. After lunch, we will have a keynote speaker who will help us to better understand WHY incivility is happening in higher education right now and what research shows I the impact on learning when it is not recognized/addressed.”</p>	<p>Participant Manuals, PowerPoint, Chart Paper, Markers, Video Link, Sound System</p>
<p>12:00 – 1:00 60 min.</p>	<p style="text-align: center;">Lunch</p>	
<p>1:00-2:30 90 min.</p>	<p>Keynote Address – Guest Speaker: Barbara Frey <i>Civility in Higher Education – Trends and Impacts on Learning</i> <i>Keynote Description: Students talking while the professor is lecturing, disrupting class work with inappropriate behavior, eating up teaching/learning time while they argue</i></p>	<p>PowerPoint, Lariat Microphone, Sound System</p>

	<i>with the teacher, or challenging information or demanding additional class-time attention: these are the students that can make our roles as teachers frustrating and anxiety-ridden. Why does this happen and how does it impact our learning environments?</i>	
2:30 – 2:45 15 min.	Afternoon Break	
2:45 – 3:30 45 min.	Keynote Q&A with Barbara Frey <ul style="list-style-type: none"> • Open floor Q&A with Keynote Speaker 	Lariat Microphone, 3 Additional Wireless Microphones, Sound System
3:30 – 4:15 45 min.	Critical Reflection & Discourse <ul style="list-style-type: none"> • Individual journaling activity in Participant Workbook (10 min) • Table discussion in Participant Workbook (20 min) • Chart 3 Key Learnings (5 min) • Report Out (10 min) 	Participant Manuals, PowerPoint, Chart Paper, Markers
4:00 – 4:30 15 min.	Closure & Day 1 Evaluation <ul style="list-style-type: none"> • Understanding civility and why it is important is the first step in us making improvements to our learning environments • Tomorrow we will be discussing the student perspective of civility and how we can partner with our learners to improve • Thank you for your hard work and interactive discussion today • Thank you to our speaker • There is an evaluation form at the center of your table; please complete before you leave and drop it in the private envelope at the exit. • See you tomorrow at 8:30am 	Evaluation Form

DAY 2: 8:30 am – 4:30 pm

Time/Duration	Agenda Outline & Section Descriptions	Materials Required
8:30 – 9:00 30 min.	Day 2 Introduction <ul style="list-style-type: none"> • Welcome Back! • Reminder of Housekeeping Details: Schedule for the day, materials on the table, phones on silent. 	Participant Manuals, PowerPoint

	<ul style="list-style-type: none"> • Reflection from Day 1 <ul style="list-style-type: none"> ○ What questions or thoughts do you have about what we discussed yesterday? 	
9:00 – 9:15 15 min.	Revisit Ground Rules <ul style="list-style-type: none"> • Review Expectations on the Chart Paper from Yesterday • Ask: <ul style="list-style-type: none"> • How did they work for you yesterday? • What changes would you like to make? <ul style="list-style-type: none"> • Remove anything not needed • Add anything unexpected 	Ground Rules Chart from Day 1; Markers
9:15 – 9:30 15 min.	Learning Objectives & Theme – Day 2 <ul style="list-style-type: none"> • Theme: Students as Partners 	PowerPoint
9:30 – 10:30 60 min.	Exercise: Identifying Challenges in Addressing Uncivil Student Behavior <ul style="list-style-type: none"> • Personal Reflection – 5 min (Participant Workbook) • Group Discussion – 20 min <ul style="list-style-type: none"> ○ At your table, discuss the challenges you have and why • Group Consensus – 5 min <ul style="list-style-type: none"> ○ Come to consensus on the Top 5 challenges your group identified to addressing uncivil student behavior ○ Write them on your chart paper ○ Select a spokesperson to report out • Group Report Out – 25 min <ul style="list-style-type: none"> ○ Share the information on your chart and the discussion you had surrounding it • Debrief – 5 min <ul style="list-style-type: none"> ○ Facilitator prompts: <ul style="list-style-type: none"> ○ Where do we see similarities around the room? ○ Why is it important for us to understand where our challenges are ahead of time? 	Participant Manuals, PowerPoint, Chart Paper, Markers
10:30-10:45 15 min.	Morning Break	
10:45 – 12:15 90 min.	Student Panel <i>The Grass is Always Greener: Civility from the Student Perspective</i> <ul style="list-style-type: none"> • Introductions of 10 student guests <ul style="list-style-type: none"> ○ Hometown, Major, Year of Study • Moderator Questions <ul style="list-style-type: none"> ○ Thinking about the behavior of your peers, what actions bother you the most? 	PowerPoint, Panel Table with Microphones, Sound System

	<ul style="list-style-type: none"> ○ How does the behavior of others impact your ability to focus, learn, and/or enjoy the class? ○ How would you “grade” faculty on their ability to handle uncivil behaviors? ○ What do you wish faculty would do more of or do differently when managing disruptions in the class? <ul style="list-style-type: none"> ● Participant Questions – Open Forum 	
12:15 – 1:45 90 min.	<p style="text-align: center;">Lunch and Q&A with Students</p> <p>Each table will be assigned 1 student from the panel to have lunch with. During lunch, participants are encouraged to continue the discussion about student perspectives of civility and get to know their student further. Note: Emphasize that they will be working with this same student partner throughout the afternoon.</p>	
1:45 – 2:45 60 min.	<p>Faculty/Student Activity – Part One</p> <ul style="list-style-type: none"> ● At your table with your student partner and peers: <ul style="list-style-type: none"> ○ Using research results in Participant Workbook, select three behaviors and draft sample statements that could be included on a syllabus to address them ○ Write statements on chart paper to share with the larger group, identifying which behavior you are addressing ○ Discuss and prepare a plan for how you would include students in the process of finalizing your expectations 	Participant Manuals, PowerPoint, Chart Paper, Markers
2:45 – 3:00 15 min.	Afternoon Break	
3:00 – 3:45 45 min.	<p>Faculty/Student Activity – Part Two</p> <ul style="list-style-type: none"> ● Planning (10 minutes) ● Determine a plan for presenting your discussion and product from Part 1 to the larger group. Be creative! ● Facilitator: Divide 35 minutes by the number of groups you have to determine how long each group will have to present. Share this time frame with the groups for their planning. ● Presenting (35 minutes) ● Groups Report Out 	Participant Manuals, PowerPoint, Chart Paper, Markers
3:45 – 4:15 30 min.	<p>Critical Reflection & Discourse</p> <ul style="list-style-type: none"> ● Individual journaling activity in Participant 	Participant Manuals,

	Workbook (10 min) <ul style="list-style-type: none"> • Table discussion in Participant Workbook (20 min) • Chart 3 Key Learnings (5 min) • Report Out (10 min) 	PowerPoint, Chart Paper, Markers
4:15 – 4:30 15 min.	Closure & Day 2 Evaluation <ul style="list-style-type: none"> • Taking time to ask students what they want and need from us can be a valuable exercise to double check that what we see as important from our perspective is also important from theirs • Involving students in our expectation planning can make the experience more useful for us and gain buy in from the other stakeholders in our classroom environments • Tomorrow we will be discussing how we can use our syllabi to appropriately communicate and document the expectations we have in our classroom • Thank you for your hard work and interactive discussion today • Thank you to our student panel members • There is an evaluation form at the center of your table; please complete before you leave and drop it in the private envelope at the exit. • See you tomorrow at 8:30am 	Evaluation Form

DAY 3: 8:30 am – 4:30 pm

Time/Duration	Activities & Facilitator	Materials Required
8:30 – 9:00 30 min.	Day 3 Introduction <ul style="list-style-type: none"> • Welcome Back! • Reminder of Housekeeping Details: Schedule for the day, materials on the table, etc. • Reflection from Day 2 • What questions or thoughts do you have about what we discussed yesterday? 	Participant Manuals, PowerPoint
9:00 – 9:15 15 min.	Revisit Ground Rules <ul style="list-style-type: none"> • Review Expectations on the Chart Paper from last 2 days • Ask: <ul style="list-style-type: none"> • How are these working? • What changes would you like to make for our final day? 	Ground Rules Chart from Day 1 and 2; Markers

	<ul style="list-style-type: none"> • Remove anything not needed • Add anything unexpected 	
9:15 – 9:30 15 min.	Learning Objectives & Theme – Day 3 <ul style="list-style-type: none"> • Reminder of our Learning Objectives • Understanding and defining uncivil behaviors • Awareness of students’ perspectives of those behaviors <ul style="list-style-type: none"> ○ Yesterday we discussed how we can partner with students, and spent time working with a student in our workshop to gain insight into student needs. • Utilizing syllabi to communicate behavioral expectations in their classrooms <ul style="list-style-type: none"> ○ Today, we will be talking about how to go from expectations to action...what are the ways we can communicate expectations with students, specifically in how we develop and write our course syllabus. • Theme: From Expectation to Action 	Participant Manuals, PowerPoint
9:30 – 10:30 60 min.	Exercise: Identifying Challenges in Setting Expectations <ul style="list-style-type: none"> • Personal Reflection – 5 min (Participant Workbook) • Group Discussion – 20 min <ul style="list-style-type: none"> ○ At your table, discuss the challenges you have and why • Group Consensus – 5 min <ul style="list-style-type: none"> ○ Come to consensus on the Top 5 challenges your group identified to addressing uncivil student behavior ○ Write them on your chart paper ○ Select a spokesperson to report out • Group Report Out – 25 min <ul style="list-style-type: none"> ○ Share the information on your chart and the discussion you had surrounding it • Debrief – 5 min <ul style="list-style-type: none"> ○ Facilitator prompts: <ul style="list-style-type: none"> ▪ Where do we see similarities around the room? ▪ How can we overcome some of these challenges by better utilizing our syllabus? 	
10:30-10:45 15 min.	Morning Break	
10:45 – 12:15 90 min.	Web Keynote Address – Guest Speakers: Charles Fornaciari and Kathy Lund Dean	

	<p><i>The Syllabus as...</i> <i>Keynote Description: Authors of The 21st Century Syllabus: From Pedagogy to Andragogy will join us online to outline the current approaches to syllabus development – syllabus as contract, as power, as communication or signaling device, and as collaboration. Using current and andragogically revised excerpts from their own syllabi, Drs. Fornaciari and Lund Dean will give examples of how traditional syllabus language can be reworded to adopt an andragogical lens.</i></p>	
12:15 – 1:15 60 min.	Lunch	
1:15-2:45 90 min.	<p>Paired Activity: Creating a Civility Statement for Your Syllabus</p> <ul style="list-style-type: none"> • With a partner, review the sample civility statements in Participant Workbook. • Working together, create a sample civility statement that you could use in your next syllabus. <ul style="list-style-type: none"> • Write final version on chart paper • Be prepared to share with the group • You have 60 minutes to collaborate and 5 minutes to present 	
2:45 – 3:00 15 min.	Afternoon Break	
3:00 – 3:45 45 min.	<p>Departmental Action Planning – 5 Key Learnings</p> <ul style="list-style-type: none"> • Sit at a table with your department team • Discuss and come to consensus on 5 key learnings from the 3-day workshop <ul style="list-style-type: none"> • Do not write anything down for at least 5 minutes • Select a spokesperson to share with the group 	
3:45 – 4:15 30 min.	<p>Journal Reflection & Individual Actions</p> <ul style="list-style-type: none"> • Complete Journaling Activity in Participant Workbook (10 min) • Once complete, turn final page and complete the Stoplight Action Plan (5 min) <ul style="list-style-type: none"> • What will you stop doing (red light)? • What will you continue with caution (yellow light)? • What will you start doing (green light)? • When complete, at your table discuss your plan and share at least one of your “lights” (15 min) 	
4:15 – 4:30	Closure & Day 3 Evaluation	Evaluation

15 min.	<ul style="list-style-type: none">• You have several take-aways on how you can incorporate what we learned over the last 3 days in your syllabus and as a department.• Thank you to our web speakers for calling in• There is an evaluation form at the center of your table; please complete before you leave and drop it in the private envelope at the exit.• You will also get a follow up survey in 10 days regarding the entire 3-day workshop. We appreciate your feedback.• Thank you all again for your participation and taking time to come and discuss civility in our classrooms.	Form
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Facilitator Guide with Slides

The Project

Facilitator Guide

Acknowledgements

Development of this program is in partial fulfillment of the requirements for the degree of Doctor of Education, Walden University.

Purpose

The purpose of this professional development workshop is to fulfill the requirements of a project study for the completion of the degree of Doctor of Education at Walden University.

This project study is a result of research conducted at a private university in the northeast. The study was designed to answer the four following research questions:

1. What are first-year students' perceptions regarding the types and frequency of uncivil behaviors present in the classroom?
2. What are faculty perceptions regarding the types and frequency of uncivil behaviors present in the classroom?
3. Is there a statistically significant difference in first-year students' perceptions and faculty perceptions regarding the types and frequency of uncivil behaviors in the classroom?
 H_0 : There is not a statistically significant difference between first-year students' perceptions and faculty perceptions regarding the types and frequency of uncivil behavior in the classroom.
 H_a : There is a statistically significant difference between first-year students' perceptions and faculty perceptions regarding the types and frequency of uncivil behaviors in the classroom.
4. How are the most severe and most frequent types of uncivil behaviors addressed in course syllabi and classroom artifacts?

Learning Objectives

The objective of the training will be to educate faculty at a private university in the northeast on three key learning objectives based on research findings:

- Understand and be able to define uncivil behaviors
- Discuss and gain awareness of students' perspectives of uncivil behaviors
- Practice utilizing syllabi to communicate behavioral expectations in their classrooms

The training includes three days of information sharing, group activities, panel discussions, individual reflections, and action planning.

Day 1

Day 1 Introduction



Time to complete this lesson: 60 minutes

Slide



Setting Civility Expectations in Your Classroom

Day 1: What is Civility and Why Should We Care?



1



Welcome Slide

Display as people arrive and get settled

Slide



Introduction, Orientation & Overview

- Welcome!
- Housekeeping details
- Let's Get to Know One Another....

Name
Department
Length of Service



2

Day 1 Introduction



8:30am-9:00am

30 Minutes

Day 1 Introduction, Orientation & Overview

Welcome and Introduce facilitator(s)

Housekeeping details

1. Agenda, bathroom locations, break times, lunch, workbook and table materials

Participants introduce themselves

2. Name, department, length of service



Background of Research Project & Development

- Where did the idea start?
- Purpose
- Research Questions
- Data Collection



9:00-9:20am

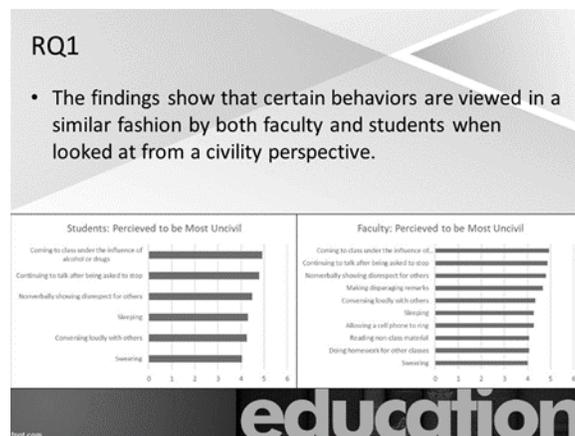
20 Minutes

Background of Research Project & Development

The idea for this study came during a committee meeting where several faculty were discussing whether or not they allow laptops in the classroom. One faculty argued that it was necessary, while another said that the clicking of keys is distracting to other students. A third member asked, "Have you ever asked them if it distracts them, or are you just assuming?" And with that, a research study was born!

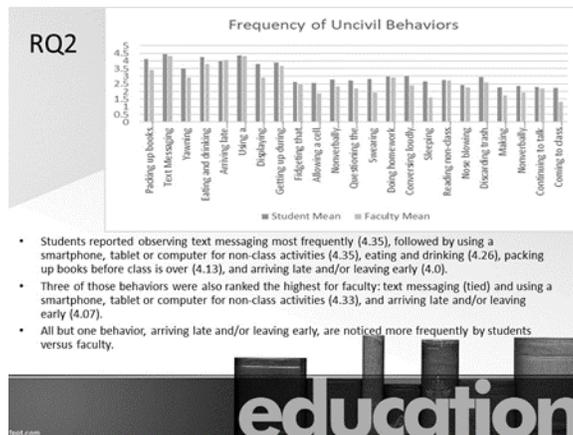
Day 1 Introduction

While researchers have identified student incivility as a problem in higher education in the US, little is known about how students and faculty perceive the issue within the classroom environment at this campus. Uncivil behavior can negatively impact the learning environment. The purpose of this mixed-methods case study was to compare students' and faculty's perceptions of civility in the classrooms and explore how civility is addressed in course syllabi and artifacts. The theoretical framework was Clark's continuum of incivility, and conceptual framework was Bandura's social cognitive theory. Types and frequency of uncivil behaviors were measured using Bjorklund and Rehling's survey tool. Faculty members and first-year students selected using purposeful sampling participated in an electronic survey, and data was analyzed statistically. A document analysis was conducted using coding and thematic analysis of key words related to civility.



The survey results show that behaviors are viewed in a similar fashion by both faculty and students when looked at from a civility perspective.

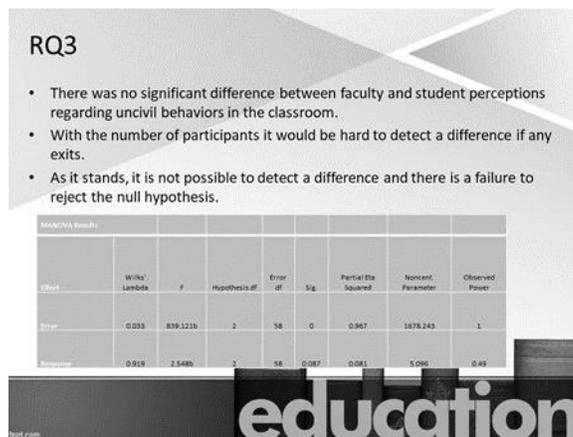
Day 1 Introduction



Students reported observing text messaging most frequently (4.35), followed by using a smartphone, tablet or computer for non-class activities (4.35), eating and drinking (4.26), packing up books before class is over (4.13), and arriving late and/or leaving early (4.0).

Three of those behaviors were also ranked the highest for faculty: text messaging (tied) and using a smartphone, tablet or computer for non-class activities (4.33) and arriving late and/or leaving early (4.07).

All but one behavior, arriving late and/or leaving early, are noticed more frequently by students versus faculty.



Day 1 Introduction



There was no significant difference between faculty and student perceptions regarding uncivil behaviors in the classroom.

With the number of participants it would be hard to detect a difference if any exists. As it stands, it is not possible to detect a difference and there is a failure to reject the null hypothesis.



Slide

RQ4

Syllabus:

- The uncivil behaviors mentioned by faculty in syllabus documents were, in order of most mentioned to least mentioned: Allowing a cell phone to ring (7); arriving late and/or leaving early (6); eating and drinking, text messaging, or getting up during class, leaving and returning (5); using a smartphone, tablet or computer for non-class activities (4); nonverbally showing disrespect for others (3); Making disparaging remarks(2); and Displaying inattentive posture or facial expressions sleeping (2).
- Only 25.8% of the syllabus documents included customized expectations
- Conclusion: If syllabus documents are to be utilized to communicate behavioral expectations, there is opportunity to expand the adherence to template as well as the opportunity for individual faculty contribution.

Artifacts:

- Of 191 items observed, only 38 directly related to the 23 behaviors evaluated in this study
- Conclusion: Artifacts, mainly in the form of posters and signage, are used to communicate with the campus population. However, the majority of behaviors studied in this research were not addressed through this method.



Syllabus Review:

The uncivil behaviors mentioned by faculty in syllabus documents were, in order of most mentioned to least mentioned: Allowing a cell phone to ring (7); arriving late and/or leaving early (6); eating and drinking, text messaging, or getting up during class, leaving and returning (5); using a smartphone, tablet or computer for non-class activities (4); nonverbally showing disrespect for others (3); Making disparaging remarks(2); and Displaying inattentive posture or facial expressions sleeping (2).

Only 25.8% of the syllabus documents included customized expectations

Conclusion: If syllabus documents are to be utilized to communicate behavioral expectations, there is opportunity to expand the adherence to template as well as the opportunity for individual faculty contribution.

Artifact Review:

Of 191 items observed, only 38 directly related to the 23 behaviors evaluated in this study

Day 1 Introduction

Conclusion: Artifacts, mainly in the form of posters and signage, are used to communicate with the campus population. However, the majority of behaviors studied in this research were not addressed through this method.

Summary of findings:

Both students and faculty members view behaviors in a similar manner, yet few of the most severe and most frequent behaviors are currently addressed in course syllabi and classroom artifacts. These findings lead directly to the Learning Objectives of our program.



Learning Objectives

By the end of our time together, participants will:

- Understand and be able to define uncivil behaviors
- Discuss and gain awareness of students' perspectives of uncivil behaviors
- Practice utilizing syllabi to communicate behavioral expectations in their classrooms

Day 1 Theme: What is Civility & Why Should We Care?



9:20am-9:30am

10 Minutes

Learning Objectives & Theme – Day 1

Day 1 Theme: What is Civility, and Why Should We Care?

Learning Objectives

Understanding and defining uncivil behaviors

Awareness of students' perspectives of those behaviors

Utilizing syllabi to communicate behavioral expectations in their classrooms

What is Civility & Why Should We Care?



Time to complete this lesson: 210 minutes

Slide



ACTIVITY
Your Civility Experience

- Personal Reflection on Page 2
- Group Discussion
- Group Consensus
- Group Report Out
- Debrief

education

- Personal Reflection on Page 2
- Group Discussion
- Group Consensus
- Group Report Out
- Debrief

What is Civility & Why Should We Care?



9:30am-10:30am

60 minutes

Activity: Your Civility Experience

Personal Reflection Survey – 5 min (Participant Workbook)

Group Discussion – 20 min

3. Discuss the results of your reflection survey at your table. What are your surprises? Where are there similarities and differences?

Group Consensus – 5 min

4. Come to consensus on the Top 5 civility behaviors that are impactful to your learning environments.
5. Write them on your chart paper
6. Select a spokesperson to report out

Group Report Out – 25 min

7. Share the information on your chart and the discussion you had surrounding it

Debrief – 5 min

8. Facilitator prompts:
 9. Where do we see similarities around the room?
 10. Why is it useful for us to recognize these behaviors?
-

What is Civility & Why Should We Care?



10:30am-10:45am

15 minutes

Break



10:45am-11:00am

15 minutes

Activity: Creating Group Ground Rules

Large group discussion with facilitator writing items on chart paper at front of room

Explain what ground rules are – an agreement of how we will operate in this room together for the next three days

What is Civility & Why Should We Care?

Ask the group which ground rules would they like to have regarding how they will interact and work with one another
 Ideas if needed: take calls outside the room, limit side conversations, stay engaged, be open-minded, allow others to share ideas equally

Closing Point: "What we just completed is an example of setting expectations within a learning group. Setting expectations is a primary pro-active way to decrease uncivil behavior within a classroom setting. We will be revisiting these expectations each day that we are together to make sure that they are still valid and meeting the needs of our group."



Identifying Incivility

<p>Passive Examples:</p> <ul style="list-style-type: none"> • Sleeping • Texting • Arriving late • Leaving early • Inattention or lack of interest 	<p>Active Examples:</p> <ul style="list-style-type: none"> • Uncivil comments • Challenging students or faculty • Scoffing, rolling eyes, or rudeness when another speaks • Aggressiveness/Threats
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education



11:00am-12:00pm

60 minutes

Identifying Incivility

Review Active and Passive Incivility Examples

Ask for additional examples from the group

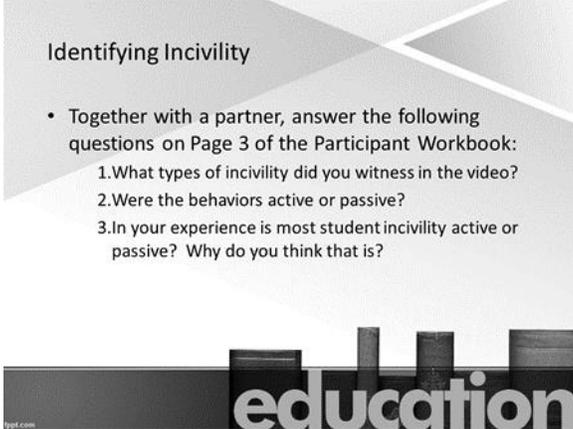
Watch video clip

What is Civility & Why Should We Care?



Identifying Incivility

- Together with a partner, answer the following questions on Page 3 of the Participant Workbook:
 1. What types of incivility did you witness in the video?
 2. Were the behaviors active or passive?
 3. In your experience is most student incivility active or passive? Why do you think that is?




Partner Share: Together with a partner, answer the following questions in Participant Workbook:

11. What types of incivility did you witness in the video?
12. Were the behaviors active or passive?
13. In your experience is most student incivility active or passive? Why do you think that is?

Large Group Debrief:

14. Ask the same questions and have pairs share their thoughts

Closing Point: To recognize incivility is our first step in addressing it. Our students are often looking for us to take action when things like this occur. After lunch, we will have a keynote speaker who will help us to better understand WHY incivility is happening in higher education right now and what research shows is the impact on learning when it is not recognized/addressed.

Keynote Speaker



Time to complete this lesson: 150 minutes



1:00pm-2:30pm

60 minutes

Keynote Speaker

Guest Speaker: Barbara Frey

Keynote Description: Students talking while the professor is lecturing, disrupting class work with inappropriate behavior, eating up teaching/learning time while they argue with the teacher, or challenging information or demanding additional class-time attention: these are the students that can make our roles as teachers frustrating and anxiety-ridden. Why does this happen and how does it impact our learning environments?

About Dr. Barbara Frey: Barbara A. Frey received her D.Ed. from Pennsylvania State University and her M.Ed. from the University of Pittsburgh. She is a senior instructional designer in the Center for Instructional Development and Distance Education at the University of Pittsburgh, where she provides support and training to faculty on a variety of teaching and

Keynote Speaker

learning projects. In addition, she teaches as an adjunct assistant professor in the Learning and Performance Systems Department of Pennsylvania State University World Campus. Her research interests include web-based distance education, program evaluation, and human resource development. In addition to her work with instructional design, she has done presentations on promoting classroom civility. (IUP, 2008)

Slide



2:30pm-2:45pm

15 minutes

Break

Slide



Q&A with Keynote Speaker

Barbara Frey, Ph.D.

Keynote Speaker



2:45pm-3:30pm

45 minutes

Keynote Q&A with Barbara Frey

Critical Reflection & Discourse



Time to complete this lesson: 60 minutes



Critical Reflection & Discourse

- Individual journaling activity on page 4 of Participant Workbook
- Table Discussion
- Chart 3 Key Learnings
- Report Out



3:30pm-4:15pm

45 minutes

Critical Reflection & Discourse

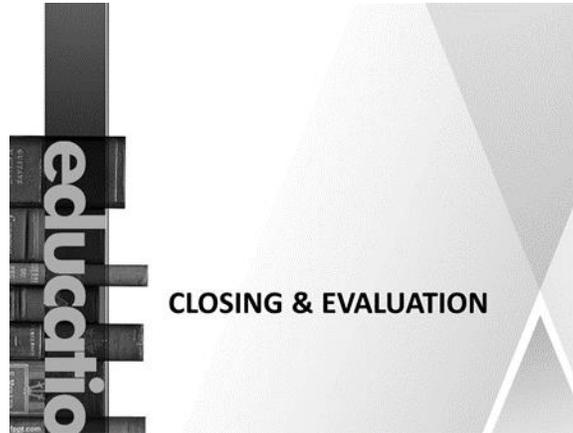
Individual journaling activity in Participant Workbook (10 min)

Table discussion in Participant Workbook (20 min)

Chart 3 Key Learnings (5 min)

Report Out (10 min)

Critical Reflection & Discourse



4:15pm-4:30pm

15 minutes

Closure & Day 1 Evaluation

Understanding civility and why it is important is the first step in us making improvements to our learning environments

Tomorrow we will be discussing the student perspective of civility and how we can partner with our learners to improve

Thank you for your hard work and interactive discussion today

Thank you to our speaker

There is an evaluation form at the center of your table; please complete before you leave and drop it in the private envelope at the exit.

See you tomorrow at 8:30am

Day 2

Introduction



Time to complete this lesson: 60 minutes

Slide



Setting Civility Expectations in Your Classroom

Day 2: Students as Partners



Welcome Slide

Display as people arrive and get settled

Slide



Day 2 Introduction

- Welcome Back
- Housekeeping Details
- Questions & Comments from Day 1



Introduction



8:30am-9:00am

30 Minutes

Day 2 Introduction

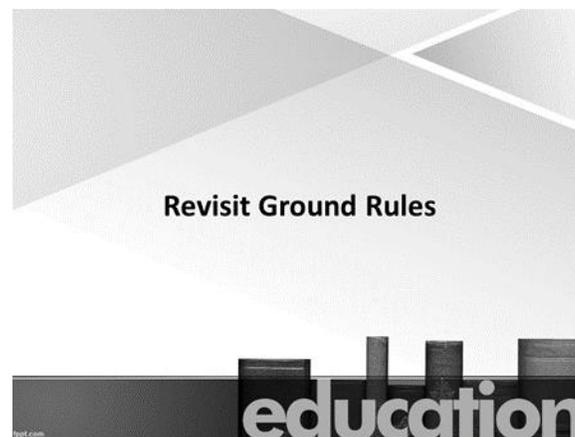
Welcome Back!

Reminder of Housekeeping Details: Schedule for the day, materials on the table, etc.

Reflection from Day 1

15. What questions or thoughts do you have about what we discussed yesterday?

Slide



22



9:00am-9:15am

15 Minutes

Revisit Ground Rules

Review Expectations on the Chart Paper from Yesterday

Ask:

16. How did they work for you yesterday?
17. What changes would you like to make?
18. Remove anything not needed
19. Add anything unexpected

Introduction



Learning Objectives - Reminder

By the end of our time together, participants will:

- Understand and be able to define uncivil behaviors
- Discuss and gain awareness of students' perspectives of uncivil behaviors
- Practice utilizing syllabi to communicate behavioral expectations in their classrooms

Day 2 Theme: Students as Partners



9:15am-9:30am

15 Minutes

Learning Objectives & Theme – Day 2

Reminder of our Learning Objectives

Understanding and defining uncivil behaviors

Yesterday this is what we spent time on this and discussed what is uncivil and the impact it has

Awareness of students' perspectives of those behaviors

Today we will be discussing "Students as Partners"...we will spend time gaining understanding of their needs and why it is important to incorporate their perspective in our expectation planning

Utilizing syllabi to communicate behavioral expectations in their classrooms

Students as Partners



Time to complete this lesson: 255 minutes

Slide



24

ACTIVITY

Identifying Challenges in Addressing
Uncivil Student Behavior

- Personal Reflection on Page 5
- Group Discussion
- Group Consensus
- Group Report Out
- Debrief

education

Students as Partners



9:30am-10:30am

60 Minutes

Activity: Identifying Challenges in Addressing Uncivil Student Behavior

Personal Reflection – 5 min (Participant Workbook)

Group Discussion – 20 min

20. At your table, discuss the challenges you have and why

Group Consensus – 5 min

21. Come to consensus on the Top 5 challenges your group identified to addressing uncivil student behavior

22. Write them on your chart paper

23. Select a spokesperson to report out

Group Report Out – 25 min

24. Share the information on your chart and the discussion you had surrounding it

Debrief – 5 min

25. Facilitator prompts:

26. Where do we see similarities around the room?

27. Why is it important for us to understand where our challenges are ahead of time?

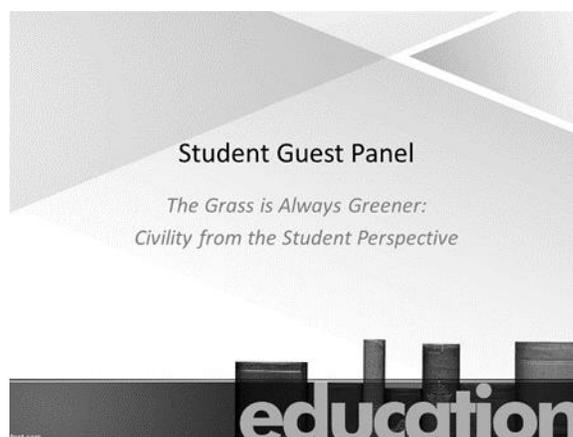
Students as Partners



10:30am-10:45am

15 Minutes

Break



10:45am-12:15pm

90 Minutes

Student Guest Panel

Introductions of 10 student guests
Hometown, Major, Year of Study

Students as Partners



Guiding Questions

- Thinking about the behavior of your peers, what actions bother you the most and why?
- How does the behavior of others impact your ability to focus, learn, and/or enjoy the class?
- How would you “grade” your faculty on their ability to address uncivil behavior?
- What do you wish faculty would do more of or do differently when managing disruptions in class?
- Open Forum – Questions from the Faculty



Moderator Questions

Thinking about the behavior of your peers, what actions bother you the most?

How does the behavior of others impact your ability to focus, learn, and/or enjoy the class?

How would you “grade” faculty on their ability to handle uncivil behaviors?

What do you wish faculty would do more of or do differently when managing disruptions in the class?

Participant Questions – Open Forum



Lunch with Students – 1.5 Hour



Students as Partners



12:15pm-1:45pm

90 Minutes

Lunch with Students

Each table will be assigned 1 student from the panel to have lunch with. During lunch, participants are encouraged to continue the discussion about student perspectives of civility and get to know their student further. Note: Emphasize that they will be working with this same student partner throughout the afternoon.

Faculty & Student Activity



Time to complete this lesson: 120 minutes

Slide



29

Faculty/Student Activity – Part 1

- At your table with your student partner and peers:
 - Using research results on pg. 6, select three behaviors and draft sample statements that could be included on a syllabus to address them
 - Write statements on chart paper to share with the larger group, identifying which behavior you are addressing
 - Discuss and prepare a plan for how you would include students in the process of finalizing your expectations



1:45pm-2:45pm

60 Minutes

Faculty/Student Activity – Part 1

At your table with your student partner and peers:

Using research results in Participant Workbook, select three behaviors and draft sample statements that could be included on a syllabus to address them

Write statements on chart paper to share with the larger group, identifying which behavior you are addressing

Discuss and prepare a plan for how you would include students in the process of finalizing your expectations

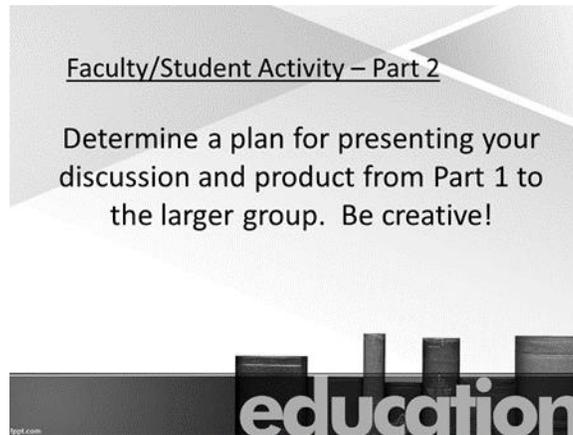
Faculty & Student Activity



2:45pm-3:00pm

15 Minutes

Break



Faculty & Student Activity



3:00pm-3:45pm

45 Minutes

Faculty/Student Activity – Part 2

Planning (10 minutes)

28. Determine a plan for presenting your discussion and product from Part 1 to the larger group. Be creative!
29. Facilitator: Divide 35 minutes by the number of groups you have to determine how long each group will have to present. Share this time frame with the groups for their planning.

Presenting (35 minutes)

Critical Reflection & Discourse



Time to complete this lesson: 45 minutes

Slide



Critical Reflection & Discourse

- Individual journaling activity on page 7 of Participant Workbook
- Group Discussion
- Chart 3 Key Learnings
- Report Out



3:45pm-4:15

30 Minutes

Critical Reflection & Discourse

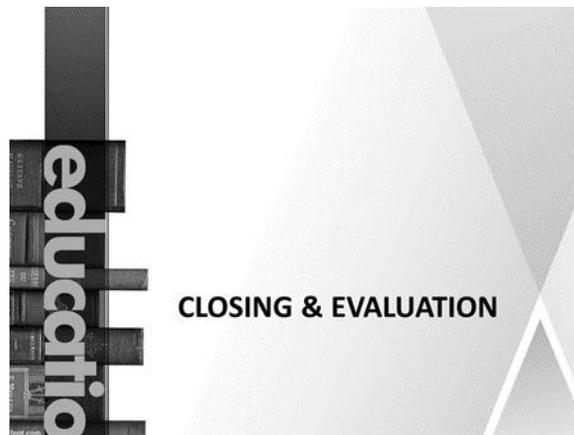
Individual journaling activity in Participant Workbook (10 min)

Table discussion in Participant Workbook (20 min)

Chart 3 Key Learnings (5 min)

Report Out (10 min)

Critical Reflection & Discourse



4:15pm-4:30pm

15 minutes

Closure & Day 2 Evaluation

Day 3

Day 3 Introduction



Time to complete this lesson: 60 minutes

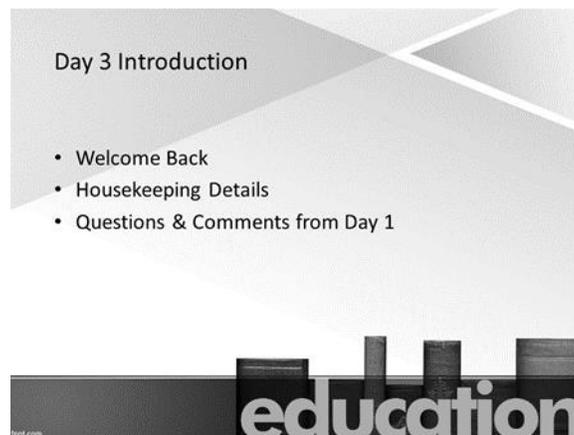
Slide



Welcome Slide

Display as people arrive and get settled

Slide



Day 3 Introduction



8:30am-9:00am

30 Minutes

Day 3 Introduction

Welcome Back!

Reminder of Housekeeping Details: Schedule for the day,
materials on the table, etc.

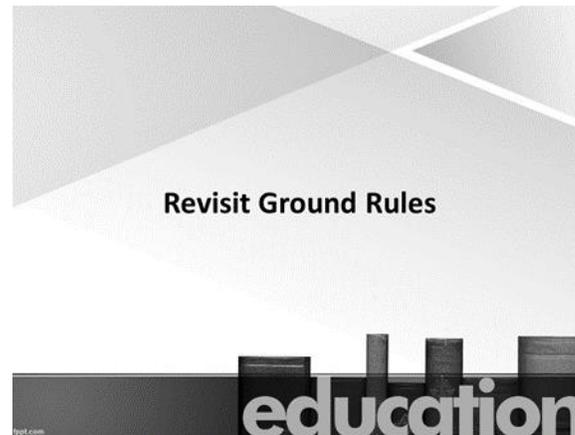
Reflection from Day 2

30. What questions or thoughts do you have about what
we discussed yesterday?

Slide



36



Day 3 Introduction



9:00am-9:15am

15 Minutes

Revisit Ground Rules

Review Expectations on the Chart Paper from last 2 days

Ask:

31. How are these working?
32. What changes would you like to make for our final day?
33. Remove anything not needed
34. Add anything unexpected

Slide



Learning Objectives - Reminder

By the end of our time together, participants will:

- Understand and be able to define uncivil behaviors
- Discuss and gain awareness of students' perspectives of uncivil behaviors
- Practice utilizing syllabi to communicate behavioral expectations in their classrooms

Day 3 Theme: From Expectations to Action

education



9:15am-9:30am

15 Minutes

Learning Objectives & Theme – Day 3

Reminder of our Learning Objectives

Understanding and defining uncivil behaviors

Awareness of students' perspectives of those behaviors

35. Yesterday we discussed how we can partner with students, and spent time working with a student in

Day 3 Introduction

our workshop to gain insight into student needs.

Utilizing syllabi to communicate behavioral expectations in their classrooms

36. Today, we will be talking about how to go from expectations to action...what are the ways we can communicate expectations with students, specifically in how we develop and write our course syllabus.

From Expectation to Action



Time to complete this lesson: 75 minutes

Slide



38

ACTIVITY

Identifying Challenges in Setting Expectations

- Personal Reflection on Page 8
- Group Discussion
- Group Consensus
- Group Report Out
- Debrief

education

From Expectation to Action



9:30am-10:30am

15 Minutes

Activity: Identifying Challenges in Setting Expectations

Personal Reflection – 5 min (Participant Workbook)

Group Discussion – 20 min

37. At your table, discuss the challenges you have and why

Group Consensus – 5 min

38. Come to consensus on the Top 5 challenges your group identified to addressing uncivil student behavior

39. Write them on your chart paper

40. Select a spokesperson to report out

Group Report Out – 25 min

41. Share the information on your chart and the discussion you had surrounding it

Debrief – 5 min

42. Facilitator prompts:

43. Where do we see similarities around the room?

44. How can we overcome some of these challenges by better utilizing our syllabus?

From Expectation to Action



10:30am-10:45am

15 Minutes

Break

The Syllabus



Time to complete this lesson: 240 minutes



10:45am-12:15pm

90 minutes

Keynote Speaker – Web Based

Guest Speakers: Charles Fornaciari and Kathy Lund Dean,
 Authors of: *The 21st Century Syllabus: From Pedagogy to Andragogy*

Keynote Description: Authors of *The 21st Century Syllabus: From Pedagogy to Andragogy* outline the current approaches to syllabus development – syllabus as contract, as power, as communication or signaling device, and as collaboration. Using current and andragogically revised excerpts from their own syllabi, Drs. Fornaciari and Lund Dean will give examples of how traditional syllabus language can be reworded to adopt an andragogical lens.

The Syllabus

About Dr. Fornaciari: Charles Fornaciari is a professor of management in the School of Business at La Salle University in Philadelphia, PA. His teaching areas are business strategy, ethics, corporate governance, and organizational behavior. His research interests include the business of business schools, spirituality and religion in organizations, business ethics, and effective teaching practices. Dr. Fornaciari serves as an associate editor for the Journal of Management Education. He also serves on the editorial boards of the Academy of Management Learning & Education journal and the Journal of Management, Spirituality & Religion. He received an MBA in finance and a Ph.D. in strategic management from Florida State University in Tallahassee, FL.

About Dr. Lund Dean: Kathy Lund Dean is the Board of Trustees Distinguished Professor of Leadership and Ethics, Professor of Management in Economics and Management, and Interim Co-Director in Center for International and Cultural Education at Gustavus Adolphus College in Saint Peter, MN. Her scholarship activities include editorial work in education journals and ethics scholarship, including co-authoring "The Ethical Professor: A Practical Guide to Research, Teaching and Professional Life" (2018). She holds a Ph.D. in Organizational Behavior and Ethics from Saint Louis University, a M.M. from Aquinas Collage, and a B.A. in French and Business from the University of Notre Dame.

Slide



The Syllabus



12:15pm-1:15pm

60 minutes

Lunch

Slide



PAIRED ACTIVITY

- With a partner, review the sample civility statements at your table.
- Working together, on Page 9 create a sample civility statement that you could use in your next syllabus.
 - Write final version on chart paper
 - Be prepared to share with the group
 - You have 60 minutes to collaborate and 5 minutes to present

education



1:15pm-2:45pm

90 minutes

Paired Activity: Creating a Civility Statement for Your Syllabus

With a partner, review the sample civility statements in your Participant Workbook.

Working together, create a sample civility statement that you could use in your next syllabus.

Write final version on chart paper

Be prepared to share with the group

You have 60 minutes to collaborate and 5 minutes to present

The Syllabus



2:45pm-3:00pm

15 minutes

Break

Action Planning



Time to complete this lesson: 75 minutes

Slide



Departmental Action Planning

- Sit at a table with your department team
- Discuss and come to consensus on 5 key learnings from the 3 day workshop on how you can make improvements as a team
 - Write them on chart paper
 - Select a spokesperson to share

education



3:00pm-3:45pm

45 minutes

Departmental Action Planning

Sit at a table with your department team

Discuss and come to consensus on 5 key learnings from the 3-day workshop on how you can make improvements as a team

Write them on chart paper

Select a spokesperson to share

Action Planning




Critical Reflection & Action Plans

- Turn to Page 10 and complete the Stoplight Action Plan
 - What will you stop doing (red light)
 - What will you continue with caution (yellow light)
 - What will you start doing (green light)
- Share one of the lights with your table



3:45pm-4:15pm

30 minutes

Critical Reflection & Action Plans

Complete Journaling Activity in Participant Workbook (10 min)

Once complete, turn to final page and complete the Stoplight Action Plan (5 min)

45. What will you stop doing (red light)?

46. What will you continue with caution (yellow light)?

47. What will you start doing (green light)?

When complete, at your table discuss your plan and share at least one of your "lights" (15 min)

Action Planning



4:15pm-4:30pm

15 minutes

Closure & Day 3 Evaluation

You have several take-aways on how you can incorporate what we learned over the last 3 days in your syllabus and as a department.

Thank you to our web speakers for calling in

There is an evaluation form at the center of your table; please complete before you leave and drop it in the private envelope at the exit.

You will also get a follow up survey in 10 days regarding the entire 3-day workshop. We appreciate your feedback.

Thank you all again for your participation and taking time to come and discuss civility in our classrooms.

Action Planning



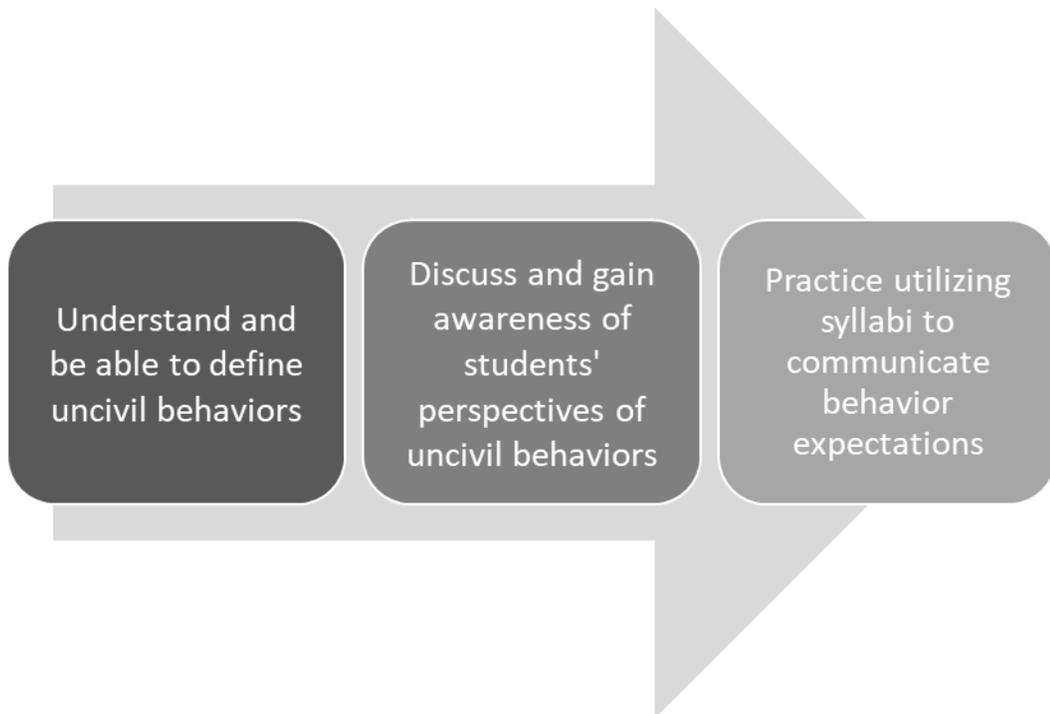
Closing Slide

Display as people pack up and leave

Participant Workbook

Faculty Development: Civility in the College Classroom

Participant Guide



Day 1: What is Civility & Why Does it Matter?

Activity: Your Civility Experience

Instructions: Complete the following checklist. Discuss with your table group.

	This Impacts My Classroom	I Feel Comfortable Addressing This	I Choose Not to Address This
Text messaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Packing up books before class is over	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yawning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eating and drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arriving late and/or leaving early	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a smartphone, tablet or computer for nonclass activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displaying inattentive posture or facial expressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting up during class, leaving, and returning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fidgeting that distracts others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allowing a cell phone to ring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nonverbally indicating dissatisfaction with assignment or activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Questioning the value of an assignment or activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Swearing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing homework for other classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conversing loudly with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sleeping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading non-class material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nose blowing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discarding trash after class has begun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making disparaging remarks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nonverbally showing disrespect for others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continuing to talk after being asked to stop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coming to class under the influence of alcohol or drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Video: Identifying Incivility

1. What types of incivility did you witness in the video?
2. Were the behaviors active or passive?
3. In your experience, is most student incivility active or passive? Why do you think that is?

Reflection: Journaling

What are the benefits of having a civil classroom?

What qualities and civil behaviors do you personally value most?

What do you feel was the biggest takeaway for you from our keynote speaker?

Day 2: Students as Partners

Activity: Identifying Challenges in Addressing Uncivil Student Behavior

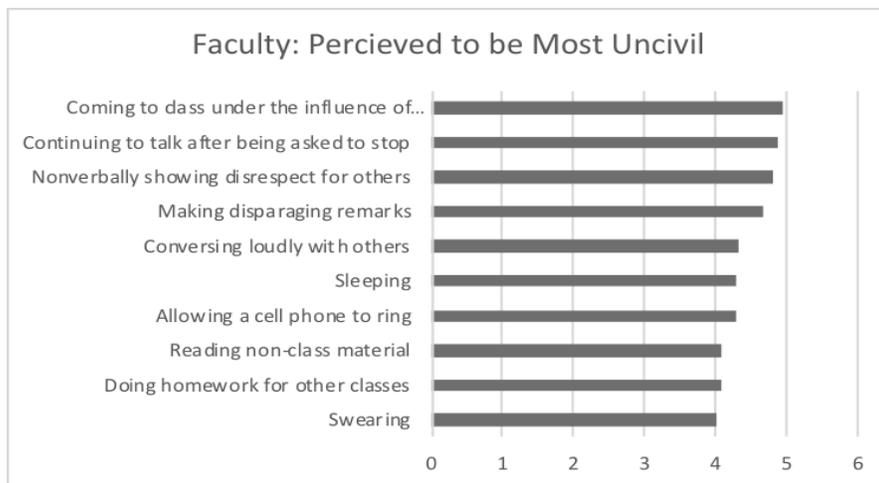
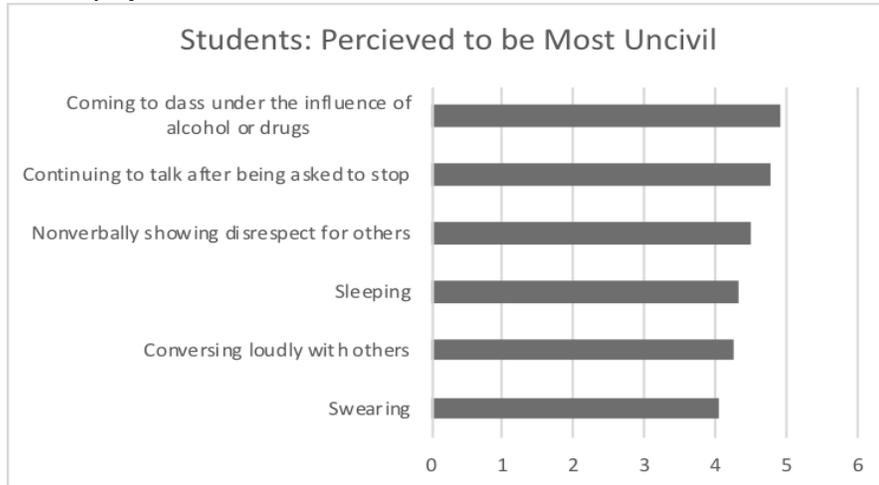
People experience different challenges when it comes to addressing behavior. What may be easy for one person is uncomfortable for another. Write your answer to the following question below. You will be discussing the in a small group.

What are my three biggest challenges in addressing uncivil student behavior?

Is it important to me to overcome these challenges? Why or why not?

Research Results

Severity of Behaviors



Frequency of Behaviors

Students reported observing text messaging most frequently (4.35), followed by using a smartphone, tablet, or computer for non-class activities (4.35), eating and drinking (4.26), packing up books before class is over (4.13), and arriving late and/or leaving early (4.0). Three of those behaviors were also ranked the highest for faculty: text messaging (tied) and using a smartphone, tablet or computer for non-class activities (4.33) and arriving late and/or leaving early (4.07). Sixty-percent of faculty reported that text messaging and using a device for non-class activities is observed at a frequent rate.

Reflection: Journaling

Do you feel it is important to include students in creating expectations? Why or why not?

What do you currently do to communicate expectations to students?

What is one “aha” you have from the student panel or working with your student partner today?

Day 3: From Expectation to Action**Activity: Identifying Challenges in Setting Expectations**

What are my three biggest challenges in setting expectations?

What is the primary way(s) I communicate my expectations to students?

Activity: Civility Statements

Instructions: With a partner, review the sample civility statements provided at your table. Then, working together, create the draft of an example civility statement that you or another faculty member at the institution could use in your next syllabus.

Ask yourself: Which key words or phrases do you want to include in your completed statement?

Draft of Civility Statement

Evaluation Form

Date: _____

Name (Optional): _____

Thank you for attending the professional development workshop. Your feedback is important. Please take a moment to fill out the following survey about today’s content.

INSTRUCTIONS: Please place a check mark in the box that most closely aligns with your level of agreement.

	1 Strongly Disagree	2	3 Neutral	4	5 Strongly Agree
The content today helped me achieve the learning objective.					
The presentation was well organized and easy to follow.					
The physical environment was conducive to learning.					
The material was presented in sufficient depth.					
The presentation enhanced my understanding of the subject.					
The interactive discussions and activities enhanced presentation content.					
The facilitator was able to explain the topics and concepts in a way that was easy to follow and understand.					
The guest speaker(s) were knowledgeable and added value to the program.					

How does the content discussed today add to your knowledge or ability regarding increasing civility in the classroom?

What suggestions for improvement do you have?

EN: Entrance or Doorway

S: Stairwell

C: Classroom

BB: Bulletin Board

CL: Computer Lab

RR: Restroom

O: Other (Provide Notes)

Source Code Key

SO: Student Organization Sponsored

UD: University or Department Sponsored

FA: Faculty

IS: Individual Student

OT: Other (Provide Notes)

Appendix C: Faculty Survey

1. Are you currently teaching a class within the College of Hospitality Management?*
- Yes
 - No
2. Which of the following best describes your role at the university?
- Department Chair or Full-time Faculty Member
 - Lecturer
 - Adjunct Faculty Member
3. What is your gender identity?
Drop down menu options:
Man
Woman
Another gender identity
I prefer not to respond
4. What is your racial or ethnic identification? (Check all that apply)
- American Indian or Alaska Native
 - Asian
 - Black or African American
 - Hispanic or Latino
 - Native Hawaiian or Other Pacific Islander
 - White
 - Other
 - I prefer not to respond
5. What is your age?
Drop down menu options:
18-27
28-37
38-47
48-57
58+
I prefer not to respond
6. To what degree do you consider the following behaviors to be uncivil?

	1 Not Uncivil	2	3	4	5 Extremely Uncivil
Text messaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Packing up books before class is over	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yawning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eating and drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arriving late and/or leaving early	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a smartphone, tablet or computer for nonclass activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displaying inattentive posture or facial expressions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting up during class, leaving, and returning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fidgeting that distracts others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Allowing a cell phone to ring	<input type="radio"/>				
Nonverbally indicating dissatisfaction with assignment or activity	<input type="radio"/>				
Questioning the value of an assignment or activity	<input type="radio"/>				
Displaying attentive posture or facial expressions	<input type="radio"/>				
Swearing	<input type="radio"/>				
Doing homework for other classes	<input type="radio"/>				
Conversing loudly with others	<input type="radio"/>				
Sleeping	<input type="radio"/>				
Reading nonclass material	<input type="radio"/>				
Nose blowing	<input type="radio"/>				
Nodding or smiling in response to others'	<input type="radio"/>				

comments					
Discarding trash after class has begun	<input type="radio"/>				
Making disparaging remarks	<input type="radio"/>				
Nonverbally showing disrespect for others	<input type="radio"/>				
Continuing to talk after being asked to stop	<input type="radio"/>				
Coming to class under the influence of alcohol or drugs	<input type="radio"/>				

7. How frequently do you observe each of the following behaviors in the classroom?

	1 Never	2	3	4	5 Frequently
Text messaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Packing up books before class is over	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yawning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eating and drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Arriving late and/or leaving early	<input type="radio"/>				
Using a smartphone, tablet or computer for nonclass activities	<input type="radio"/>				
Displaying inattentive posture or facial expressions	<input type="radio"/>				
Getting up during class, leaving, and returning	<input type="radio"/>				
Fidgeting that distracts others	<input type="radio"/>				
Allowing a cell phone to ring	<input type="radio"/>				
Nonverbally indicating dissatisfaction with assignment or activity	<input type="radio"/>				
Questioning the value of an assignment or activity	<input type="radio"/>				
Displaying attentive posture or facial	<input type="radio"/>				

expressions					
Swearing	<input type="radio"/>				
Doing homework for other classes	<input type="radio"/>				
Conversing loudly with others	<input type="radio"/>				
Sleeping	<input type="radio"/>				
Reading nonclass material	<input type="radio"/>				
Nose blowing	<input type="radio"/>				
Nodding or smiling in response to others' comments	<input type="radio"/>				
Discarding trash after class has begun	<input type="radio"/>				
Making disparaging remarks	<input type="radio"/>				
Nonverbally showing disrespect for others	<input type="radio"/>				
Continuing to talk after being asked to stop	<input type="radio"/>				

Coming to class under the influence of alcohol or drugs	<input type="radio"/>				
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*A “no” response to Q1 will direct the participant to a notice that they are ineligible to participate and thanking them for their time.

Appendix D: Student Survey

1. Are you over the age of 18 years old as of today?*
- Yes
- No
2. Are you currently enrolled in a major within the College of Hospitality Management?*
- Yes
- No
3. Please indicate your major of study:
Drop down menu options:
 - Hotel & Lodging Management
 - Tourism & Hospitality Management
 - Restaurant, Food & Beverage Management
 - Sports, Entertainment, Event Management
 - Other: (Please describe)
4. Are you a Continuing Education (CE) student?
- Yes
- No
5. Are you an International Student?
- Yes
- No
6. What is your gender identity?
Drop down menu options:
 - Man
 - Woman
 - Another gender identity
 - I prefer not to respond
7. What is your racial or ethnic identification? (Check all that apply)
- American Indian or Alaska Native
- Asian

- Black or African American
 Hispanic or Latino
 Native Hawaiian or Other Pacific Islander
 White
 Other
 I prefer not to respond

8. What is your age?

Drop down menu options:

18-27

28-37

38-47

48-57

58+

I prefer not to respond

9. To what degree do you consider the following behaviors to be uncivil?

	1				5
	Not	2	3	4	Extremely
	Uncivil				Uncivil
Text messaging	<input type="radio"/>				
Packing up books before class is over	<input type="radio"/>				
Yawning	<input type="radio"/>				
Eating and drinking	<input type="radio"/>				
Arriving late and/or leaving early	<input type="radio"/>				
Using a smartphone, tablet	<input type="radio"/>				

or computer for nonclass activities					
Displaying inattentive posture or facial expressions	<input type="radio"/>				
Getting up during class, leaving, and returning	<input type="radio"/>				
Fidgeting that distracts others	<input type="radio"/>				
Allowing a cell phone to ring	<input type="radio"/>				
Nonverbally indicating dissatisfaction with assignment or activity	<input type="radio"/>				
Questioning the value of an assignment or activity	<input type="radio"/>				
Displaying attentive posture or facial expressions	<input type="radio"/>				
Swearing	<input type="radio"/>				
Doing homework for other	<input type="radio"/>				

classes					
Conversing loudly with others	<input type="radio"/>				
Sleeping	<input type="radio"/>				
Reading nonclass material	<input type="radio"/>				
Nose blowing	<input type="radio"/>				
Nodding or smiling in response to others' comments	<input type="radio"/>				
Discarding trash after class has begun	<input type="radio"/>				
Making disparaging remarks	<input type="radio"/>				
Nonverbally showing disrespect for others	<input type="radio"/>				
Continuing to talk after being asked to stop	<input type="radio"/>				
Coming to class under the influence of alcohol or drugs	<input type="radio"/>				

10. How frequently do you observe each of the following behaviors in the classroom?

	1 Never	2	3	4	5 Frequently
Text messaging	<input type="radio"/>				
Packing up books before class is over	<input type="radio"/>				
Yawning	<input type="radio"/>				
Eating and drinking	<input type="radio"/>				
Arriving late and/or leaving early	<input type="radio"/>				
Using a smartphone, tablet or computer for nonclass activities	<input type="radio"/>				
Displaying inattentive posture or facial expressions	<input type="radio"/>				
Getting up during class, leaving, and returning	<input type="radio"/>				
Fidgeting that distracts others	<input type="radio"/>				
Allowing a cell phone to	<input type="radio"/>				

ring					
Nonverbally indicating dissatisfaction with assignment or activity	<input type="radio"/>				
Questioning the value of an assignment or activity	<input type="radio"/>				
Displaying attentive posture or facial expressions	<input type="radio"/>				
Swearing	<input type="radio"/>				
Doing homework for other classes	<input type="radio"/>				
Conversing loudly with others	<input type="radio"/>				
Sleeping	<input type="radio"/>				
Reading nonclass material	<input type="radio"/>				
Nose blowing	<input type="radio"/>				
Nodding or smiling in response to others' comments	<input type="radio"/>				

Discarding trash after class has begun	<input type="radio"/>				
Making disparaging remarks	<input type="radio"/>				
Nonverbally showing disrespect for others	<input type="radio"/>				
Continuing to talk after being asked to stop	<input type="radio"/>				
Coming to class under the influence of alcohol or drugs	<input type="radio"/>				

*A “no” response to either Q1 or Q2 will direct the participant to a notice that they are ineligible to participate and thanking them for their time.

2	BB	SO	Badminton Friendly Game
2	BB	UD	Circle of Friends with a Global Bond Get Involved! We are looking for fun, energetic students!
2	BB	SO	energetic students!
2	EN	UD	Prayer room available on campus ████████ Center. Building Relationships.
3	EN	UD	Intercultural Dialogue. Global Engagement. ████████ Goes Global. Celebrate world culture, international awareness and global citizenship through a month long series of events.
2	EN	UD	Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront", "remain calm", "move all people to safety"
3	C	UD	Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront", "remain calm", "move all people to safety"
3	C	UD	"remain calm", "move all people to safety"

			Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
3	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
3	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
3	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
3	C	UD	"remain calm", "move all people to safety"

			Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
3	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
3	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
3	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
3	C	UD	"remain calm", "move all people to safety"

			Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
3	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety"

			Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety"

			Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety"

			In Memory...Served the University with
4	EN	UD	integrity and candor
5	EN	FA	Love is Louder
			A course grade is neither a reward or a
5	EN	FA	punishment
			You can do it! Opportunities don't
1	BB	UD	happen...you make them"
1	O	UD	Proud to be Tobacco Free
			Emergency Procedures Quick Reference.
			"help", "remain calm", "remain calm", "make
			use of nearby items to incapacitate the
			attacker", "do not physically confront",
LL	L	UD	"remain calm", "move all people to safety"
			Emergency Procedures Quick Reference.
			"help", "remain calm", "remain calm", "make
			use of nearby items to incapacitate the
			attacker", "do not physically confront",
3	C	UD	"remain calm", "move all people to safety"
			Emergency Procedures Quick Reference.
			"help", "remain calm", "remain calm", "make
3	C	UD	use of nearby items to incapacitate the

attacker", "do not physically confront",
 "remain calm", "move all people to safety"

LL	C	UD	No Food or Drink in Classroom
LL	C	UD	No Food or Drink in Classroom
			<p>█ Goes Global. Celebrate world culture, international awareness and global citizenship through a month long series of</p>
3	EN	UD	<p>events.</p> <p>█ Goes Global. Celebrate world culture, international awareness and global citizenship through a month long series of</p>
3	L	UD	<p>events.</p> <p>█ Goes Global. Celebrate world culture, international awareness and global citizenship through a month long series of</p>
2	L	UD	<p>events.</p> <p>█ Goes Global. Celebrate world culture, international awareness and global citizenship through a month long series of</p>
2	L	UD	<p>events.</p>

			Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety"

			Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety"

			Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety"

			Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety"

2	C	FA	Notice: No Food, No Drink Allowed
1	BB	UD	Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
LL	L	UD	"remain calm", "move all people to safety" Consent is...conduct that signifies through words or behaviors that the parties have indicated agreement to engage in sexual activity. Consent is intelligent, knowing and
1	BB	UD	voluntary.
1	BB	IS	"Imperial Sucks Balls"
1	BB	IS	All mothafuckas ya heard
1	L	UD	Mission Statement Be a part of the solution. How can you make
1	BB	UD	a difference?
1	BB	UD	Show support for someone you know. Emergency Procedures Quick Reference.
1	BB	UD	"help", "remain calm", "remain calm", "make

			use of nearby items to incapacitate the attacker", "do not physically confront", "remain calm", "move all people to safety"
			Engaging New Voices: Use your voice to change the culture.
2	BB	UD	Remember this, that very little is needed to make a happy life
5	BB	FA	Enjoy this day. Be present. Breathe deeply. Show gratitude. Live with intention. Be fearless. Try new things.
5	BB	FA	The Alphabet of Living Right: Appreciate yourself; Bounce on the bed; Create a poem; Declare world peace; Explode a myth; Flabbergast a neighbor; Get up late; Help yourself to seconds; Imagine it and do it; Jump at the chance; Kindle a flame; Leave your troubles behind; Meet someone new; Nourish your soul; Opt for ice cream; Play all day; Quench your desires; Revel at random; Sing loudly, smile widely; Touch the sky; Uncork the champagne; Vamoose; Watch

whatever you want; X-ercise your right not to; Yearn for the best; Zip, zap, zing, and zone out.

			Sometimes to get what you want the most
5	BB	FA	you have to do what you want the least. Be happy. Live life on purpose. Dream big. Enjoy every moment. Laugh out loud. Let it be. Enjoy the journey. Wake up & be awesome. Travel often. The best is yet to
5	BB	FA	come. Shine bright. Consent is...conduct that signifies through words or behaviors that the parties have indicated agreement to engage in sexual activity. Consent is intelligent, knowing and
5	BB	UD	voluntary. Food or drink are not to be consumed in the
5	EN	UD	classrooms Food or drink are not to be consumed in the
4	EN	UD	classrooms

			Food or drink are not to be consumed in the
4	EN	UD	classrooms
			Emergency Procedures Quick Reference.
			"help", "remain calm", "remain calm", "make
			use of nearby items to incapacitate the
			attacker", "do not physically confront",
5	C	UD	"remain calm", "move all people to safety"
			Emergency Procedures Quick Reference.
			"help", "remain calm", "remain calm", "make
			use of nearby items to incapacitate the
			attacker", "do not physically confront",
5	C	UD	"remain calm", "move all people to safety"
			Emergency Procedures Quick Reference.
			"help", "remain calm", "remain calm", "make
			use of nearby items to incapacitate the
			attacker", "do not physically confront",
5	C	UD	"remain calm", "move all people to safety"
			Emergency Procedures Quick Reference.
			"help", "remain calm", "remain calm", "make
			use of nearby items to incapacitate the
			attacker", "do not physically confront",
5	C	UD	attacker", "do not physically confront",

"remain calm", "move all people to safety"

Emergency Procedures Quick Reference.

"help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",

5 C UD "remain calm", "move all people to safety"

Emergency Procedures Quick Reference.

"help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",

5 C UD "remain calm", "move all people to safety"

Emergency Procedures Quick Reference.

"help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",

5 C UD "remain calm", "move all people to safety"

Outstanding Service Award...For dedication, commitment and leadership in the College of

4 BB UD ***

4 BB UD Outstanding Service Award...For dedication,

			commitment and leadership in the College of *** Outstanding Service Award...For dedication, commitment and leadership in the College of ***
4	BB	UD	*** Outstanding Service Award...For dedication, commitment and leadership in the College of ***
4	BB	UD	*** Outstanding Service Award...For dedication, commitment and leadership in the College of ***
4	BB	UD	*** [REDACTED] Center. Building Relationships.
4	BB	UD	Intercultural Dialogue. Global Engagement. Community Engagement: [REDACTED] Days of Service & Programs, Alternative Spring Break, Community Engagement Fairs, Pay it Forward Fridays; On-Campus Volunteer Opportunities
3	BB	UD	Consent is...conduct that signifies through words or behaviors that the parties have
4	BB	UD	indicated agreement to engage in sexual

activity. Consent is intelligent, knowing and voluntary.

3	EN	FA	<p>Be Great.</p> <p>Emergency Procedures Quick Reference.</p> <p>"help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",</p>
4	C	UD	<p>"remain calm", "move all people to safety"</p> <p>Emergency Procedures Quick Reference.</p> <p>"help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",</p>
4	C	UD	<p>"remain calm", "move all people to safety"</p> <p>Emergency Procedures Quick Reference.</p> <p>"help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",</p>
4	C	UD	<p>"remain calm", "move all people to safety"</p> <p>Emergency Procedures Quick Reference.</p> <p>"help", "remain calm", "remain calm", "make</p>
4	C	UD	<p>use of nearby items to incapacitate the</p>

			attacker", "do not physically confront", "remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
3	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
3	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
3	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
3	C	UD	attacker", "do not physically confront",

"remain calm", "move all people to safety"

In loving memory of **. Outstanding employee, esteemed colleague, mentor and friend. ** was a woman of character, integrity, and selfless caring. She touched the lives of many through her compassion for students, leadership ability, positivity and friendship to many.

3	BB	FA	Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	CL	UD	"remain calm", "move all people to safety" ████████ Center. Building Relationships.
2	CL	UD	Intercultural Dialogue. Global Engagement. Computer Lab Rules and Regulations.
2	CL	UD	Respect those around you. Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make
2	CL	UD	use of nearby items to incapacitate the

			attacker", "do not physically confront", "remain calm", "move all people to safety"
			████████ Center. Building Relationships.
2	CL	UD	Intercultural Dialogue. Global Engagement. Computer Lab Rules and Regulations.
2	CL	UD	Respect those around you. Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	CL	UD	"remain calm", "move all people to safety" ████████ Center. Building Relationships.
2	CL	UD	Intercultural Dialogue. Global Engagement. Computer Lab Rules and Regulations.
2	CL	UD	Respect those around you. Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
2	CL	UD	"remain calm", "move all people to safety"
2	CL	UD	████████ Center. Building Relationships.

			Intercultural Dialogue. Global Engagement. Computer Lab Rules and Regulations.
2	CL	UD	Respect those around you. Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront", "remain calm", "move all people to safety" ████████ Center. Building Relationships.
2	CL	UD	Intercultural Dialogue. Global Engagement. Computer Lab Rules and Regulations.
2	CL	UD	Respect those around you. Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront", "remain calm", "move all people to safety" ████████ Center. Building Relationships.
2	CL	UD	Intercultural Dialogue. Global Engagement. Computer Lab Rules and Regulations.
2	CL	UD	Respect those around you.

2	CL	UD	State and Federal Employment Laws Consent is...conduct that signifies through words or behaviors that the parties have indicated agreement to engage in sexual activity. Consent is intelligent, knowing and
2	CL	UD	voluntary. Consent is...conduct that signifies through words or behaviors that the parties have indicated agreement to engage in sexual activity. Consent is intelligent, knowing and
2	CL	UD	voluntary. Consent is...conduct that signifies through words or behaviors that the parties have indicated agreement to engage in sexual activity. Consent is intelligent, knowing and
2	CL	UD	voluntary.
2	CL	IS	Haters Gonna Hate...Shake it Off! Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the
1	C	UD	attacker", "do not physically confront",

"remain calm", "move all people to safety"

Emergency Procedures Quick Reference.

"help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",

1 C UD "remain calm", "move all people to safety"

Emergency Procedures Quick Reference.

"help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",

1 C UD "remain calm", "move all people to safety"

Emergency Procedures Quick Reference.

"help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",

1 C UD "remain calm", "move all people to safety"

Emergency Procedures Quick Reference.

"help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",

1 C UD

"remain calm", "move all people to safety"

SEEM Buzz Newsletter. The Recreation

Project: A partnership between the City of **

Parks and Recreation Department and **

University. Congratulations for being

honored with Leadership ** Emerging

Leader Award. Students volunteer to raise

awareness about sexual violence. Faculty

1	BB	SO	Accomplishments.
1	EN	UD	Internship Success Stories
1	EN	UD	Internship Success Stories
1	EN	UD	Internship Success Stories
1	EN	UD	Internship Success Stories
1	EN	UD	Internship Success Stories
1	EN	UD	Internship Success Stories
1	EN	UD	Internship Success Stories
1	EN	UD	Internship Success Stories
1	EN	UD	Internship Success Stories
LL	EN	UD	Mission Statement
1	BB	UD	Join the Festivities

			Thank you for the most wonderful 1st term
			any freshman could ask for. You are funny,
2	O	IS	intelligent + so vibrant. You are the best!
			Get Involved! Cultural, Club Sports,
			Sororities, Social Fellowships, Fraternities,
LL	BB	UD	Programming, Special Interests, Academic.
			Be Great. We create, we advance, we
2	BB	O	inspire.
			Emergency Procedures Quick Reference.
			"help", "remain calm", "remain calm", "make
			use of nearby items to incapacitate the
			attacker", "do not physically confront",
2	C	UD	"remain calm", "move all people to safety"
			Consent is...conduct that signifies through
			words or behaviors that the parties have
			indicated agreement to engage in sexual
			activity. Consent is intelligent, knowing and
2	BB	UD	voluntary.
			Publications SEE students should be reading
2	BB	FA	to prepare for their career

			Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
LL	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
LL	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
LL	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
LL	C	UD	"remain calm", "move all people to safety"

			Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
LL	C	UD	"remain calm", "move all people to safety" Emergency Procedures Quick Reference. "help", "remain calm", "remain calm", "make use of nearby items to incapacitate the attacker", "do not physically confront",
LL	C	UD	"remain calm", "move all people to safety" Bringing Best Buddies to **. Want to Make a Difference? Be the change in someone's life! Become someone's friend today!
LL	BB	O	Everyone deserves meaningful friendships! Bringing Best Buddies to **. Want to Make a Difference? Be the change in someone's life! Become someone's friend today!
LL	BB	O	Everyone deserves meaningful friendships! Consent is...conduct that signifies through words or behaviors that the parties have
LL	BB	UD	indicated agreement to engage in sexual

activity. Consent is intelligent, knowing and voluntary.

Consent is...conduct that signifies through words or behaviors that the parties have indicated agreement to engage in sexual activity. Consent is intelligent, knowing and voluntary.

LL BB UD

Consent is...conduct that signifies through words or behaviors that the parties have indicated agreement to engage in sexual activity. Consent is intelligent, knowing and

LL BB UD

voluntary.

1 O UD

Proud to be Tobacco Free

Location Code Key

C: Classroom

CL: Computer Lab

BB: Bulletin Board

S: Stairwell

EN: Entrance

L: Lobby

O: Other

Source Code Key

UD: University or Department

SO: Student Organization

IS: Individual Student

FA: Faculty

O: Other/Unknown

Appendix F: Demographic Survey Response Data

Faculty Demographics

Q: Are you currently teaching a class within the College of Hospitality Management?		
Yes	100.00%	15
No	0.00%	0
Q: Which of the following best describes your role at the university?		
Department Chair or Full-time Faculty Member	100.00%	15
Lecturer	0.00%	0
Adjunct Faculty Member	0.00%	0
Q: What is your gender identity?		
Man	53.33%	8
Woman	46.67%	7
Another gender identity	0.00%	0
I prefer not to respond	0.00%	0
Q: What is your racial or ethnic identification? (Select all that apply)		
American Indian or Alaska Native	0.00%	0
Asian	0.00%	0
Black or African American	0.00%	0
Hispanic or Latinx	6.67%	1
Native Hawaiian or Other Pacific Islander	0.00%	0
White	100.00%	15
Other	0.00%	0

I prefer not to respond	0.00%	0
Q: What is your age?		
18-27	0.00%	0
28-37	0.00%	0
38-47	13.33%	2
48-57	66.67%	10
58+	20.00%	3
I prefer not to respond	0.00%	0

Student Demographics

Q: Are you over the age of 18 years old as of today?		
Yes	100.00%	46
No	0.00%	0
Q: Are you currently enrolled in a major within the College of Hospitality Management?		
Yes	100.00%	46
No	0.00%	0
Q: Please indicate your major of study:		
Hotel & Lodging Management	26.09%	12
Tourism & Hospitality Management	30.43%	14
Restaurant, Food & Beverage Management	13.04%	6
Sports, Entertainment, Event Management	28.26%	13
Other	2.17%	1
Q: What is your gender identity?		

Man	17.39%	8
Woman	82.61%	38
Another gender identity	0.00%	0
I prefer not to respond	0.00%	0
Q: What is your racial or ethnic identification? (Select all that apply)		
American Indian or Alaska Native	8.70%	4
Asian	0.00%	0
Black or African American	30.43%	14
Hispanic or Latinx	8.70%	4
Native Hawaiian or Other Pacific Islander	0.00%	0
White	58.70%	27
Other	8.70%	4
I prefer not to respond	2.17%	1
Q: What is your age?		
Under 18	0.00%	0
18-27	100.00%	46
28-37	0.00%	0
38-47	0.00%	0
48-57	0.00%	0
58+	0.00%	0
I prefer not to respond	0.00%	0

Appendix G: Actual Response and Percentages for Behavioral Question 1

Status	1 - Not Uncivil		2		3		4		5 - Extremely Uncivil		Weighted Average
Text messaging											
Faculty	0.00%	2	0.00%	1	26.67%	1	20.00%	6	53.33%	5	3.61
Student	0.00%	0	12.00%	8	40.00%	15	26.00%	16	14.00%	11	3.26
Packing up books before class is over											
Faculty	26.67%	4	26.67%	4	13.33%	2	13.33%	2	20.00%	3	2.73
Student	20.00%	10	16.00%	8	32.00%	16	4.00%	2	28.00%	14	3.04
Yawning											
Faculty	33.33%	5	20.00%	3	20.00%	3	13.33%	2	13.33%	2	2.53
Student	52.00%	26	24.00%	12	12.00%	6	4.00%	2	8.00%	4	1.92
Eating and drinking											
Faculty	40.00%	6	26.67%	4	20.00%	3	13.33%	2	0.00%	0	2.07
Student	40.00%	20	20.00%	10	28.00%	14	12.00%	6	0.00%	0	2.12
Arriving late and/or leaving early											
Faculty	0.00%	0	20.00%	3	26.67%	4	20.00%	3	33.33%	5	3.67
Student	4.00%	2	16.00%	8	32.00%	16	32.00%	16	16.00%	8	3.4
Using a smartphone, tablet or computer for nonclass activities											
Faculty	13.33%	2	13.33%	2	0.00%	0	40.00%	6	33.33%	5	3.67
Student	0.00%	0	16.00%	8	28.00%	14	34.00%	17	22.00%	11	3.62
Displaying inattentive posture or facial expressions											
Faculty	13.33%	2	20.00%	3	6.67%	1	40.00%	6	20.00%	3	3.33

Student	8.00%	4	12.00%	6	40.00%	20	26.00%	13	14.00%	7	3.26
Getting up during class, leaving, and returning											
Faculty	20.00%	3	26.67%	4	6.67%	1	20.00%	3	26.67%	4	3.07
Student	32.00%	16	32.00%	16	16.00%	8	12.00%	6	8.00%	4	2.32
Fidgeting that distracts others											
Faculty	20.00%	3	6.67%	1	40.00%	6	20.00%	3	13.33%	2	3
Student	8.00%	4	8.00%	4	44.00%	22	12.00%	6	28.00%	14	3.44
Allowing a cell phone to ring											
Faculty	0.00%	0	0.00%	0	26.67%	4	20.00%	3	53.33%	8	4.27
Student	4.00%	2	4.00%	2	28.00%	14	36.00%	18	28.00%	14	3.8
Nonverbally indicating dissatisfaction with assignment or activity											
Faculty	6.67%	1	0.00%	0	20.00%	3	46.67%	7	26.67%	4	3.87
Student	8.00%	4	4.00%	2	32.00%	16	32.00%	16	24.00%	12	3.6
Questioning the value of an assignment or activity											
Faculty	6.67%	1	6.67%	1	40.00%	6	33.33%	5	13.33%	2	3.4
Student	22.00%	11	22.00%	11	20.00%	10	24.00%	12	12.00%	6	2.82
Displaying attentive posture or facial expressions											
Faculty	80.00%	12	0.00%	0	13.33%	2	6.67%	1	0.00%	0	1.47
Student	64.00%	32	12.00%	6	20.00%	10	2.00%	1	2.00%	1	1.66
Swearing											
Faculty	0.00%	0	13.33%	2	20.00%	3	20.00%	3	46.67%	7	4
Student	4.00%	2	4.00%	2	12.00%	6	36.00%	18	44.00%	22	4.12
Doing homework for other classes											

Faculty	6.67%	1	6.67%	1	13.33%	2	20.00%	3	53.33%	8	4.07
Student	12.00%	6	12.00%	6	36.00%	18	32.00%	16	8.00%	4	3.12
Conversing loudly with others											
Faculty	0.00%	0	0.00%	0	20.00%	3	26.67%	4	53.33%	8	4.33
Student	0.00%	0	0.00%	0	20.00%	10	36.00%	18	44.00%	22	4.24
Sleeping											
Faculty	0.00%	0	13.33%	2	13.33%	2	6.67%	1	66.67%	10	4.27
Student	0.00%	0	0.00%	0	24.00%	12	24.00%	12	52.00%	26	4.28
Reading nonclass material											
Faculty	0.00%	0	6.67%	1	33.33%	5	6.67%	1	53.33%	8	4.07
Student	8.00%	4	20.00%	10	36.00%	18	16.00%	8	20.00%	10	3.2
Nose blowing											
Faculty	73.33%	11	13.33%	2	0.00%	0	0.00%	0	13.33%	2	1.67
Student	48.00%	24	20.00%	10	12.00%	6	8.00%	4	12.00%	6	2.16
Nodding or smiling in response to others' comments											
Faculty	86.67%	13	6.67%	1	6.67%	1	0.00%	0	0.00%	0	1.2
Student	74.00%	37	8.00%	4	14.00%	7	2.00%	1	2.00%	1	1.5
Discarding trash after class has begun											
Faculty	26.67%	4	33.33%	5	26.67%	4	6.67%	1	6.67%	1	2.33
Student	44.00%	22	20.00%	10	24.00%	12	8.00%	4	4.00%	2	2.08
Making disparaging remarks											
Faculty	0.00%	0	0.00%	0	0.00%	0	33.33%	5	66.67%	10	4.67

Student	0.00%	0	12.00%	6	20.00%	10	36.00%	18	32.00%	16	3.88
Nonverbally showing disrespect for others											
Faculty	0.00%	0	0.00%	0	0.00%	0	20.00%	3	80.00%	12	4.8
Student	0.00%	0	4.00%	2	8.00%	4	28.00%	14	60.00%	30	4.44
Continuing to talk after being asked to stop											
Faculty	0.00%	0	0.00%	0	0.00%	0	13.33%	2	86.67%	13	4.87
Student	0.00%	0	4.00%	2	0.00%	0	8.00%	4	88.00%	44	4.8
Coming to class under the influence of alcohol or drugs											
Faculty	0.00%	0	0.00%	0	0.00%	0	6.67%	1	93.33%	14	4.93
Student	0.00%	0	0.00%	0	0.00%	0	8.00%	4	92.00%	46	4.92

Appendix H: Actual Response and Percentages for Behavioral Question 2

Status	1 - Never		2		3		4		5 - Frequently		Weighted Average
Text messaging											
Faculty	0.00%	0	6.67%	1	13.33%	2	20.00%	3	60.00%	9	4.33
Student	0.00%	0	0.00%	0	19.56%	9	15.22%	7	65.21%	30	4.46
Packing up books before class is over											
Faculty	6.67%	1	20.00%	3	26.67%	4	20.00%	3	26.67%	4	3.40
Student	0.00%	0	0.00%	0	34.78%	16	17.39%	8	47.83%	22	4.13
Yawning											
Faculty	6.67%	1	40.00%	6	20.00%	3	20.00%	3	13.33%	2	2.93
Student	4.35%	2	21.74%	10	21.74%	10	21.74%	10	30.43%	14	3.52
Eating and drinking											
Faculty	0.00%	0	13.33%	2	33.33%	5	13.33%	2	40.00%	6	3.80
Student	0.00%	0	8.70%	4	8.70%	4	30.43%	14	52.17%	24	4.26
Arriving late and/or leaving early											
Faculty	0.00%	0	13.33%	2	6.67%	1	40.00%	6	40.00%	6	4.07
Student	0.00%	0	17.39%	8	21.74%	10	4.35%	2	56.52%	26	4.00
Using a smartphone, tablet or computer for nonclass activities											
Faculty	0.00%	0	6.67%	1	13.33%	2	20.00%	3	60.00%	9	4.33
Student	0.00%	0	0.00%	0	26.09%	12	13.04%	6	60.87%	28	4.35
Displaying inattentive posture or facial expressions											
Faculty	0.00%	0	13.33%	2	6.67%	1	46.67%	7	33.33%	5	4.00

Student	0.00%	0	13.04%	6	32.61%	15	15.22%	7	39.13%	18	3.80
Getting up during class, leaving, and returning											
Faculty	0.00%	0	20.00%	3	26.67%	4	20.00%	3	33.33%	5	3.67
Student	0.00%	0	13.04%	6	26.09%	12	17.39%	8	43.48%	20	3.91
Fidgeting that distracts others											
Faculty	13.33%	2	46.67%	7	26.67%	4	6.67%	1	6.67%	1	2.47
Student	23.91%	11	30.43%	14	23.91%	11	4.35%	2	17.39%	8	2.61
Allowing a cell phone to ring											
Faculty	26.67%	4	60.00%	9	13.33%	2	0.00%	0	0.00%	0	1.87
Student	21.74%	10	26.08%	12	34.78%	16	8.70%	4	8.70%	4	2.57
Nonverbally indicating dissatisfaction with assignment or activity											
Faculty	6.67%	1	66.67%	10	13.33%	2	13.33%	2	0.00%	0	2.33
Student	17.39%	8	21.74%	10	39.13%	18	6.52%	3	15.22%	7	2.80
Questioning the value of an assignment or activity											
Faculty	6.67%	1	73.33%	11	13.33%	2	6.67%	1	0.00%	0	2.20
Student	23.91%	11	23.91%	11	17.39%	8	26.09%	12	8.70%	4	2.72
Displaying attentive posture or facial expressions											
Faculty	0.00%	0	46.67%	7	33.33%	5	0.00%	0	20.00%	3	2.93
Student	0.00%	0	10.87%	5	28.26%	13	39.13%	18	21.74%	10	3.72
Swearing											
Faculty	33.33%	3	46.67%	7	13.33%	2	6.67%	1	0.00%	0	1.93
Student	21.74%	10	21.74%	10	26.09%	12	13.04%	6	17.39%	8	2.83
Doing homework for other classes											

Faculty	6.67%	1	33.33%	5	33.33%	5	13.33%	2	13.33%	2	2.93
Student	21.74%	10	15.22%	7	23.91%	11	21.74%	10	17.39%	8	2.98
Conversing loudly with others											
Faculty	6.67%	1	60.00%	9	20.00%	3	13.33%	2	0.00%	0	2.40
Student	13.04%	6	21.74%	10	30.43%	14	21.74%	10	13.04%	6	3.00
Sleeping											
Faculty	46.67%	7	46.67%	7	6.67%	1	0.00%	0	0.00%	0	1.60
Student	34.78%	16	8.70%	4	34.78%	16	0.00%	0	21.74%	10	2.65
Reading nonclass material											
Faculty	0.00%	0	60.00%	9	13.33%	2	20.00%	3	6.67%	1	2.73
Student	26.09%	12	17.39%	8	30.43%	14	8.70%	4	17.39%	8	2.74
Nose blowing											
Faculty	13.33%	2	53.33%	8	26.67%	4	6.67%	1	0.00%	0	2.27
Student	30.43%	14	26.09%	12	26.09%	12	4.35%	2	13.04%	6	2.43
Nodding or smiling in response to others' comments											
Faculty	0.00%	0	6.67%	1	26.67%	4	33.33%	5	33.33%	5	3.93
Student	6.52%	3	21.74%	10	36.96%	17	17.39%	8	17.39%	8	3.17
Discarding trash after class has begun											
Faculty	13.33%	2	26.67%	4	46.67%	7	13.33%	2	0.00%	0	2.60
Student	8.70%	4	30.43%	14	30.43%	14	17.39%	8	13.04%	6	2.96
Making disparaging remarks											
Faculty	33.33%	5	60.00%	9	6.67%	1	0.00%	0	0.00%	0	1.73
Student	26.09%	12	39.13%	18	21.74%	10	8.70%	4	4.35%	2	2.26

Nonverbally showing disrespect for others											
Faculty	33.33%	5	46.67%	7	13.33%	2	6.67%	1	0.00%	0	1.93
Student	30.43%	14	30.43%	14	17.39%	8	17.39%	8	4.35%	2	2.35
Continuing to talk after being asked to stop											
Faculty	26.67%	4	46.67%	7	6.67%	1	20.00%	3	0.00%	0	2.20
Student	34.78%	16	21.74%	10	30.43%	14	4.35%	2	8.70%	4	2.30
Coming to class under the influence of alcohol or drugs											
Faculty	66.67%	10	33.33%	5	0.00%	0	0.00%	0	0.00%	0	1.33
Student	41.30%	19	23.91%	11	17.39%	8	4.35%	2	13.04%	6	2.24

Appendix I: Summary Presentation for Dean and Director of Institutional Research

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Summary of Findings

For: Dean & Director of Institutional Research

Conni Clafin, Doctoral Candidate

Richard W. Riley College of Education and Leadership

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Study

Faculty and First-year Students' Perceptions of Civility in College

The purpose of this mixed-methods case study is to compare students' and faculty's perceptions of civility in the classrooms and explore how civility is addressed in course syllabi and in artifacts at a private university in the northeast.

Research Questions

1. What are first-year students' perceptions regarding the types and frequency of uncivil behaviors present in the classroom?
2. What are faculty perceptions regarding the types and frequency of uncivil behaviors present in the classroom?
3. Is there a statistically significant difference between first-year students' perceptions and faculty perceptions regarding the types and frequency of uncivil behaviors in the classroom?
 - H_0 : There is no statistically significant difference between first-year students' perceptions and faculty perceptions regarding the types and frequency of uncivil behavior in the classroom.
 - H_a : There is a statistically significant difference between first-year students' perceptions and faculty perceptions regarding the types and frequency of uncivil behaviors in the classroom.
4. How are the most severe and most frequent types of uncivil behaviors addressed in course syllabi and classroom artifacts?

Data Collection

- Concurrent data collection
 - Electronic survey of students and faculty
 - Artifact observation via facility walk through
 - Collection of syllabus documents from faculty through office of the Dean

Data Analysis

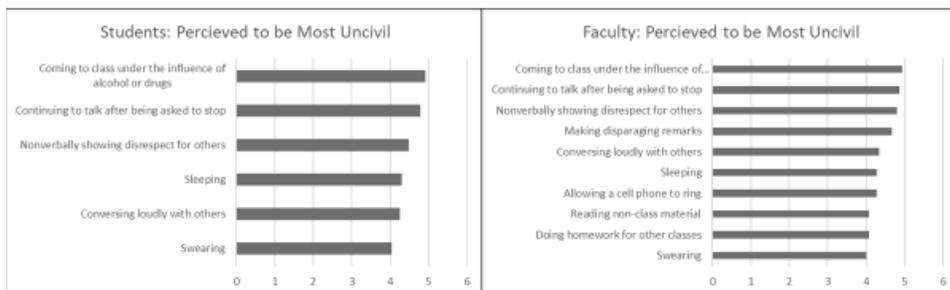
- Survey Descriptive Statistics
- MANOVA (instead of *t*-Test)
- Document Content Analysis
 - Quantitizing behavioral mentions
- Artifact Coding and Content Analysis
 - Quantitizing behavior mentions
 - Content discovery

The Findings

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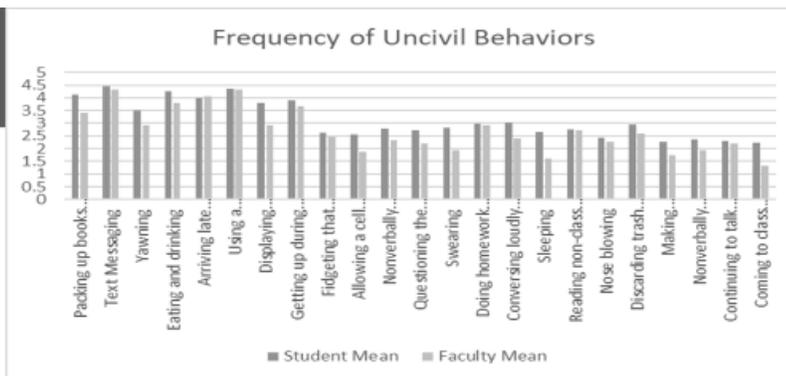
RQ1

- The findings show that certain behaviors are viewed in a similar fashion by both faculty and students when looked at from a civility perspective.



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RQ2



- Students reported observing text messaging most frequently (4.35), followed by using a smartphone, tablet or computer for non-class activities (4.35), eating and drinking (4.26), packing up books before class is over (4.13), and arriving late and/or leaving early (4.0).
- Three of those behaviors were also ranked the highest for faculty: text messaging (tied) and using a smartphone, tablet or computer for non-class activities (4.33), and arriving late and/or leaving early (4.07).
- All but one behavior, arriving late and/or leaving early, are noticed more frequently by students versus faculty.

RQ3

- The MANOVA results indicated that there was no significant difference between faculty and student perceptions regarding uncivil behaviors in the classroom.
- The observed power and partial eta squared are .49 and .087 respectively, indicating low power in the study. This means that with the number of participants it would be hard to detect a difference if any exists.
- As it stands, it is not possible to detect a difference and there is a failure to reject the null hypothesis.

MANOVA Results								
Effect	Wilks' Lambda	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power
Error	0.033	839.121b	2	58	0	0.967	1678.243	1
Response	0.919	2.548b	2	58	0.087	0.081	5.096	0.49

RQ4

Syllabus:

- The uncivil behaviors mentioned by faculty in syllabus documents were, in order of most mentioned to least mentioned: Allowing a cell phone to ring (7); arriving late and/or leaving early (6); eating and drinking, text messaging, or getting up during class, leaving and returning (5); using a smartphone, tablet or computer for non-class activities (4); nonverbally showing disrespect for others (3); Making disparaging remarks(2); and Displaying inattentive posture or facial expressions sleeping (2).
- The template includes cursory information and reference to policies that indicate behavioral expectations yet was removed from 9.6% of the documents analyzed in this study.
- Only 25.8% of the syllabus documents included customized expectations
- 29% distributed the syllabus with a template instruction left in place
- **Conclusion:** If syllabus documents are to be utilized to communicate behavioral expectations, there is opportunity to expand the adherence to template as well as the opportunity for individual faculty contribution.

RQ4

Artifacts:

- Of 191 items observed, only 38 directly related to the 23 behaviors evaluated in this study
- 30 were found related to food and drink, all put in place by the university and permanently affixed to the walls.
- The 153 remaining artifacts related some expectation/value. Most common:
 - *Emergency Procedures Quick Reference Guide*
 - *“Consent Is...” campaign regarding campus sexual assault*
- Majority of artifacts observed were generated by the university or department
- 5 items were student generated content, 4 of which were graffiti
- **Conclusion:** Artifacts, mainly in the form of posters and signage, are used to communicate with the campus population. However, the majority of behaviors studied in this research were not addressed through this method.

Summary of Findings

Both students and faculty members view behaviors in a similar manner, yet few of the most severe and most frequent behaviors are currently addressed in course syllabi and classroom artifacts.

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Thank you

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