The Two-Way Street of Civility

To begin, a pop quiz:

1. When responding to an e-mail from a student, which may seem off-task or tedious, do I respond with the same level of courtesy that I would extend to a colleague asking a similar question?

2. When I am in a meeting I find boring, do I text or answer e-mails on my computer or smartphone?

3. If I am unable to complete an assignment made by my department chair or immediate supervisor, do I justify my late submission with excuses (e.g., too busy, computer problems). Do I tend to accept the same justifications from my students?

4. In class, if a student disagrees with aspects of a presentation I am making on a topic about which I am fully knowledgeable, do I tend to become somewhat defensive and respond in an unkind or abrupt manner? Would I do the same to a colleague?

5. If I am scheduled to attend a professional conference related to my discipline, I will cancel my scheduled classes. Under what conditions am I willing to approve a student's request to miss class for what appears to be a valid reason (yet one that is not part of my attendance policy)?

6. Do I grade and return student work with the same level of timeliness that I expect from them?

7. Do I share anecdotes about my students with colleagues or other students that cast a negative light on their abilities, classroom performance, personalities, or integrity? Would I be offended if the same types of stories were being shared about my teaching?

8. Am I usually on time to the classes I teach? How do I respond to late arrivals by students?

How did you do? Did some questions, which all focus on classroom civility, prompt a level of uneasiness? By exploring these questions, it is possible to sharpen the consistency with which we approach the issue of civility and the extent to which we hold our students and ourselves accountable.

There are a variety of definitions for civility, and its semantic counterpoint, incivility. Civil behavior is often defined to include politeness, good manners, decorum, the ability to reasonably disagree and resolve differences, and sensitivity to the needs of others (Peck, 2002). On the flip side, Feldmann (2001) defined academic incivility as "any action that interferes with a harmonious cooperative learning atmosphere in the classroom" (p. 137). This definition opens the door to a wide variety of behaviors and interactions that could originate from either students (e.g., leaving class early, dominating discussions, issuing hostile verbal attacks, using vulgarity, sleeping in class, voicing disapproving groans) or faculty, such as condescending negativism, inattentive planning, or personal disregard (Braxton & Mann, 2004; McKinne & Martin, 2010).

The issue of civility is gaining increased attention and interest in a variety of contexts (Peck, 2002; Trudel & Reio, 2011). In a recent publication, Twale and DeLuca (2008) asked readers to consider whether academia is a culture that promotes incivilities among faculty in the form of a bully culture (i.e., where senior faculty, or those with greater levels of academic status, exert their power and influence over junior or inexperienced faculty members). A reasonable question would be, To what degree does this bully culture extend to the relationships between faculty...
and students? In all of these proposed scenarios of incivility (i.e., faculty-to-faculty, faculty-to-student, student-to-faculty), the goal should be for each of us to do our best to model relationships that promote not only accountability but also politeness, decorum, and sensitivity to the needs of others.

**Strategies for Promoting Classroom Civility**

Instructors can have a major role in setting and promoting the standards for civil behavior in the classroom. Consider the following approaches to creating a classroom climate where both faculty and students actively choose to treat one another with civility:

- Clearly delineate classroom expectations. This step begins the process of classroom civility (McKinne & Martin, 2010) and can be accomplished through classroom discussions and the content of the course syllabus. Although the syllabus cannot reasonably outline every possible scenario of civility, it can set the tone for the semester and reduces the likelihood of later misunderstandings.

- Consistently enforce expectations—and without hubris. Rules and expectations of civility should be designed to enhance the safety and collaborative spirit of the classroom. When you find it necessary to advise a student of times when his or her choice of behavior is outside these expectations, do it privately in a nonthreatening manner.

- Actively model behavior. Instructors need to consciously commit to demonstrating the civil patterns of behavior they wish to observe in their students. There will be times when it would be easy (and immediately satisfying) to lash out or to make a rude comment that expresses your feelings but also has the unfortunate effect of hurting someone else. Students will pay particular attention during these times to see how you respond and communicate. Make the most out of demonstrating the civility you wish to promote.

- Establish a personal accountability process. To maintain consistency between what we say (i.e., the things we expect from our students) and what we do (i.e., our behaviors in relation to our students), it is necessary to both develop an individual set of parameters to evaluate our actions and words and to engage in the assessment process. Self-reflection and/or feedback from a trusted colleague can be useful in this appraisal.

**Travel the two-way street of civility: Demonstrate and practice the level of civility that you desire from your students!**

**References**


What’s Happening at The National Resource Center

Conferences and Continuing Education

Online Courses
The National Resource Center offers online courses on topics of interest in higher education. The courses are designed to provide participants with the same content and opportunities for interaction with peers and with the instructor as traditional (i.e., classroom-based) learning environments while taking advantage of pedagogy and teaching techniques that are not possible or common in those settings. The courses use tools such as e-mail, threaded discussions/forums, listservs, and blogs. Enrollment is limited to 25 participants. For more information, visit www.sc.edu/fye/oc.

Conferences and Institutes

Save the Dates
Institute on First-Year Seminar Leadership
April 15-17, 2012
Columbia, South Carolina (University of South Carolina campus)

25th International Conference on The First-Year Experience
July 16-19, 2012
Early registration deadline: June 11, 2012
Vancouver, British Columbia, Canada

19th National Conference on Students in Transition
October 13-15, 2012
Philadelphia, Pennsylvania

32nd Annual Conference on The First-Year Experience
February 22-26, 2013
Orlando, Florida

Publications

New Releases

The First-Year Seminar: Designing, Implementing, and Assessing Courses to Support Student Learning and Success, Volume II: Instructor Training and Development
James E. Groccia and Mary Stuart Hunter

The second volume in this new series from the National Resource Center offers strategies for designing and presenting a comprehensive faculty development program in support of the first-year seminar. Guided by an understanding of adult learning and development, chapters focus on the organization of one-shot and ongoing development efforts, content for training programs, evaluation as a development activity, and strategies for recruiting and maintaining a
dedicated instructor team. While focused on the first-year seminar, the volume offers useful insight for anyone charged with designing faculty development initiatives for first-year instructors. To learn more or order a copy, visit www.sc.edu/fye/publications.

Research Report on College Transitions No. 2
2009 National Survey of First-Year Seminars: Ongoing Efforts to Support Students in Transition
Ryan D. Padgett and Jennifer R. Keup
The findings from the ninth triennial administration of the National Survey of First-Year Seminars comprise the most comprehensive data set of institutional information on first-year seminars to date and provide a national portrait of current practices and structural characteristics for these courses. The analyses also suggest emerging trends and future directions for first-year seminars. Drawn from a broad sample of colleges and universities from every institutional type, control, and size, the survey addresses topics including seminar characteristics and administration; student demographics; instructional roles, development, and compensation; and assessment. To learn more or order a copy, visit www.sc.edu/fye/publications.

NRC Exhibits and Presentations
Like many of you, the staff of the National Resource Center is actively involved in the conference circuit. We are pleased to share the following upcoming opportunities to hear about the results of research studies conducted by the Center, learn about best practices, and to meet NRC staff members.

Demonstrating the Impact of First-Year Seminars on Student Outcomes. Concurrent session by Jennifer R. Keup, National Resource Center Director, at the 2012 ACPA Annual Convention, March 26, 11:00 a.m.-12:00 p.m. in Louisville, Kentucky.

Hispanic-Serving Institutions (HSIs) and High-Impact Practices: The Role of First-Year Seminars. Concurrent session by Taryn Ozuna and Jennifer R. Keup, National Resource Center Director, at the 2012 ACPA Annual Convention, March 27, 4:30-5:30 p.m. in Louisville, Kentucky.