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How to Foster a Civil & Socially Cohesive Classroom

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“How to Foster a Civil & Socially Cohesive Classroom”

Robert Hill, Ed.D.

hillr@nova.edu

(Keynote Session)

Friday, March 16, 2018 10:30-11:30 am



**ANTSHE
Conference 2018**

Charlotte, NC

March 15 - March 17, 2018



**Johnson C. Smith University
Metropolitan College**





Join ANTSHE

**"The Fight for Academic Equity:
Creating Social Cohesiveness
Between the Adult Learner and
College"**



SESSION DESCRIPTION

The topic of **civility** has become increasingly more relevant. **Incivility** is a problem and the overall level of rudeness in society has reached epic proportions. Higher education administrators often struggle with building community on their own increasingly diverse campuses as they try to promote tolerance and a sense of belonging. Fostering a **civil** environment is not easy but it should be the responsibility of everyone on campus. Students typically do not care how much administrators or professors know, or how many degrees they possess until they first know how much they care about them.

Brazilian adult educator and philosopher Paulo Friere (1921-1997) famously wrote, “***Education does not change the world. Education changes people. People change the world.***” **Faculty members** spend a great deal of time with students and have tremendous influence (both positive and negative); so what better way to combat this disturbing trend of incivility than to start with our own classrooms and thereby produce agents of change.

A couple of caveats



← **blended** →

**face-to-
face**

**classroom
aids**

flipped

hybrid

**fully online
(distance)**

no technology

(delivery)

all technology

BABY BOOMERS

(1946-1960)



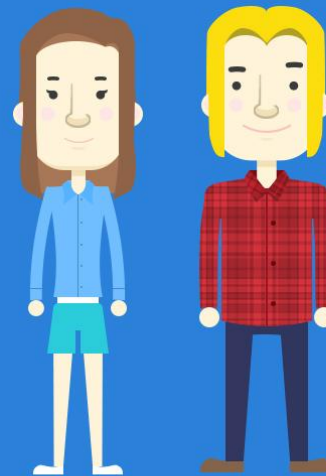
Generation X

(1961-1980)



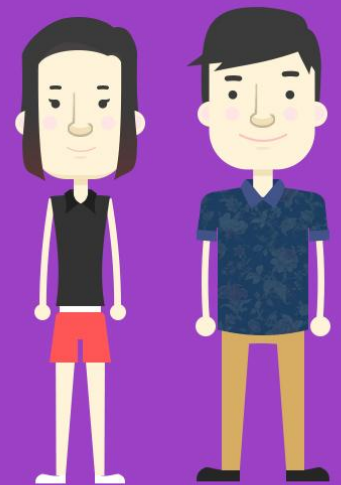
Generation Y

(1981-1995)



GENERATION Z

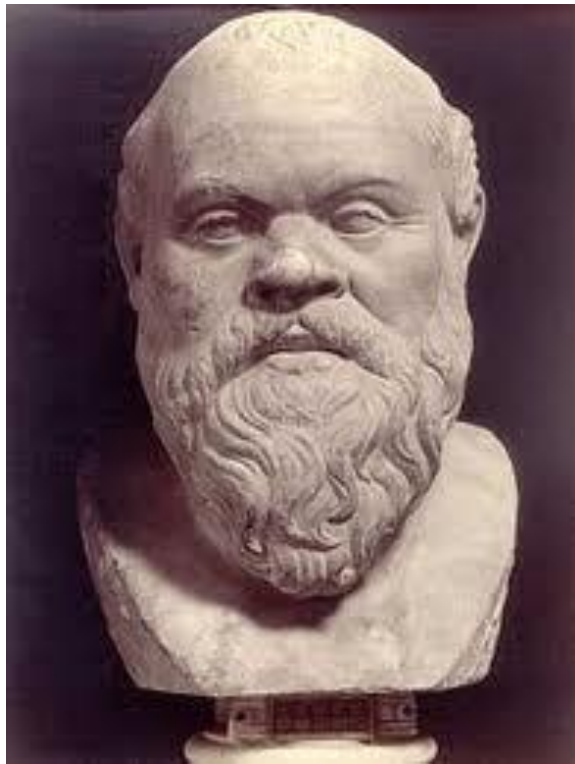
(Born after 1995)

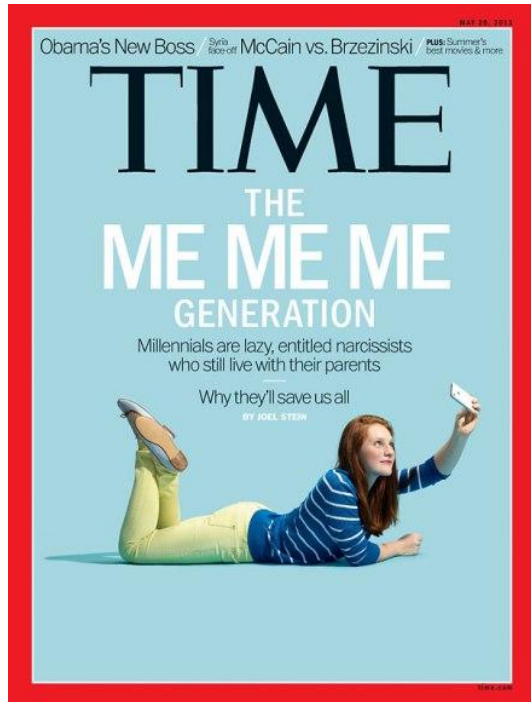


ARTWORK BY: JOEBIN CAOILE

*“Our **youth** now love luxury. They have bad manners, contempt for authority; they show disrespect for their elders and love chatter in place of exercise; they no longer rise when elders enter the room; they contradict their parents, chatter before company; gobble up their food and tyrannize their teachers.”*

Socrates (469 BC – 399 BC)





Who's a "Typical" College Student?

Of the 17.6 million undergrads now enrolled in higher education:

43% attend two-year institutions

37% are enrolled part-time

32% are working full-time

25% are over the age of 30

Only 15% attend four-year colleges and live on campus

Not So Typical

Today's college students break stereotypes



There are **21.6 million**
college students in the U.S. today

Source: nces.ed.gov

Only 15%
attend a four-year college full time and live on-campus

Source: chronicle.com "The New Traditional Student"

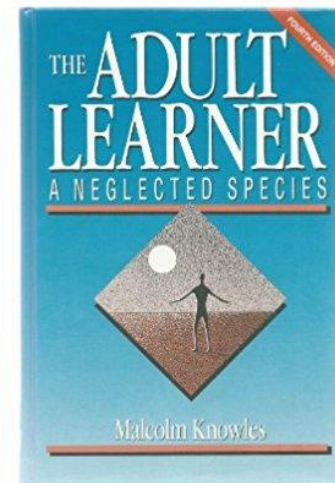


WHAT IS A
NON-TRADITIONAL
STUDENT?

ANYONE NOT

18-22-year-olds, financially dependent
on parents, in college full time, and
living on campus.

theory
practice



- Adult student
- Elder student
- Established student
- Fully-grown student
- Grown-up student
- Mature student
- Middle-aged student
- **NONTRADITIONAL STUDENT**
- Older student
- Seasoned student
- Senior student
- Veteran student
- Weathered student



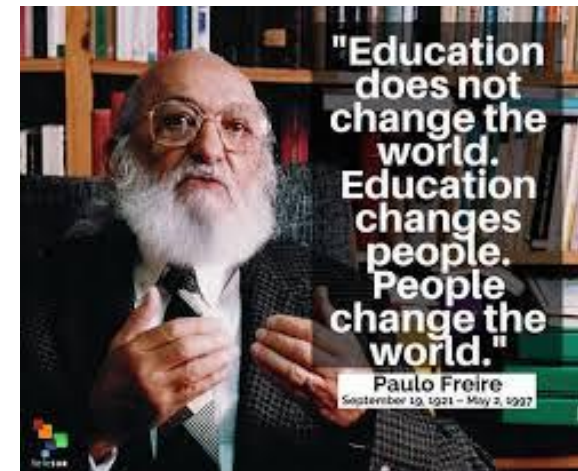
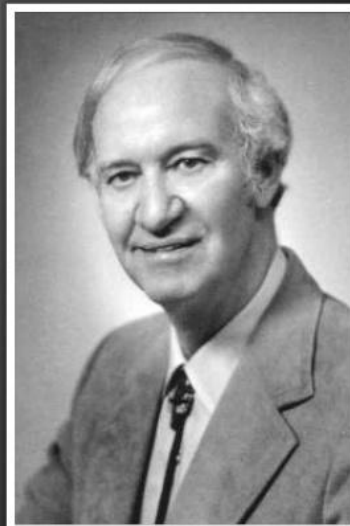
The task of the excellent teacher is to stimulate 'apparently ordinary' people to unusual effort. The tough problem is not in identifying winners: it is in making winners out of ordinary people.

— K. Patricia Cross —

AZ QUOTES

About Me

I was born April 24, 1913 in Livingston, Montana and died November 27, 1997 at the age of 84. I received my Bachelor of Arts from Harvard in 1934, my M.A. from the University of Chicago in 1949 and my Ph.D. in 1960. While working towards these degrees I was married, served in the Navy, and had two children. I am best known for my work in adult education and popularizing the concept of Andragogy and Learning Contracts.

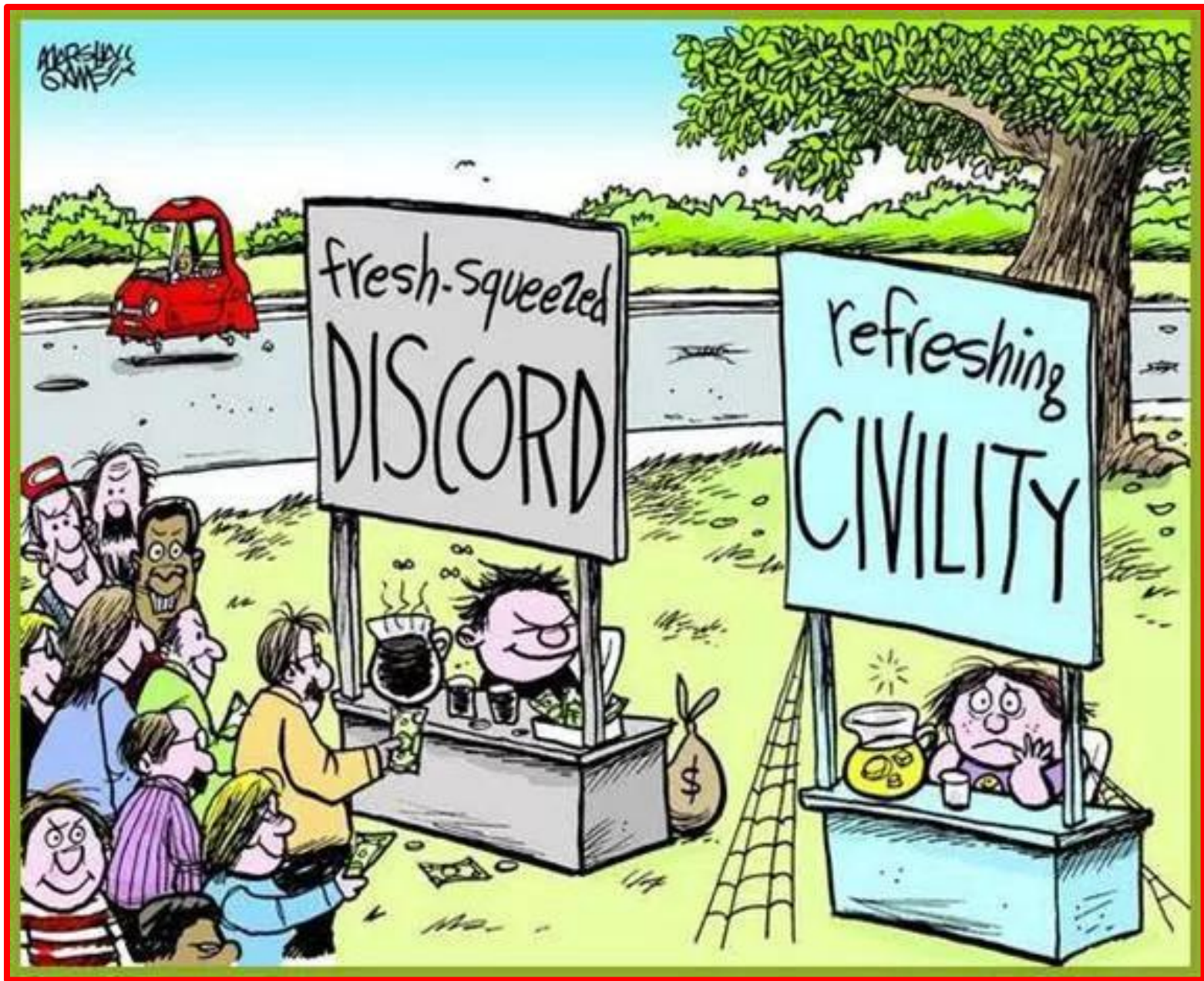


So Why Talk About **CIVILITY**





THE **DEATH** OF **CIVILITY?**



Some questions to consider?

- Is the country (world) less **civil** today?
- Are people more **rude** today?
- Do **nice** “guys” finish last? (Is **kindness** a sign of weakness?)
Do you think more people want to be feared or admired?)
- Are we supposed to **always** be civil?
- Does it pay to be **civil**? OR do jerks get ahead?
- Does **incivility** affect us?
- Whatever happened to the playground **bullies**?
- Can workplaces truly be wonderful and **collegial**?
- Is it more difficult being a **teenager** today than say when we were kids? Should our schools teach **character education**?
- How do we deal with the **uncivil**?

THE SCOUT OATH

On my honor
I will do my best
To do my duty
to God and my country
and to obey the
Scout law; To help
other people at
all times.
To keep myself
physically strong,
mentally awake,
and morally
straight.



Prepared. For. Life.

THE SCOUT LAW

A Scout is
trustworthy,
loyal,
helpful,
friendly,
courteous,
kind,
obedient,
cheerful,
thrifty,
brave,
clean,
and reverent.



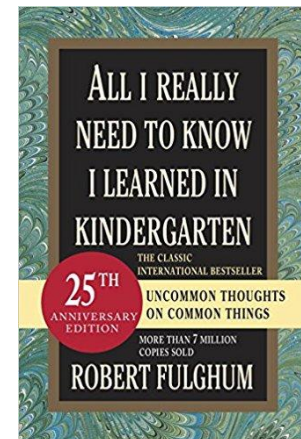
Prepared. For. Life.

NOTES

7 things we learned in kindergarten

1. Share.
2. Play fair.
3. Don't hit people.
4. Put things back in where you found them.
5. Clean up your own mess.
6. Don't take things that aren't yours.
7. Say sorry when you hurt somebody.

They are all true, no matter how old you are.



1986



September 9, 2009





September 13, 2009





January 27, 2010

JONATHAN TURLEY

**Justice Alito
Shown Shaking His
Head and Mouthing
“Not True” in
Response to State
of the Union**



**Justice Alito
Mouths 'Not
True' at Obama
Criticism**

Observers see 'Joe
Wilson moment'

Jan 27, 2010 10:20 PM CST



January 25, 2012



Middle schoolers bully bus monitor, 68, with stream of profanity, jeers ***Making the Bus Monitor Cry*** video filmed in June 2012



A New York bus monitor who was relentlessly bullied by four middle school students has received more than **\$700,000** raised by a Canadian man. **Karen Klein**, 68, received the check at a ceremony Tuesday in Toronto.

No one seems to have time or **tolerance** for anyone with an opinion differing from their own. Turn on the news or flip through your phone and it seems as though someone or something is trying to drive us apart.





Rehabilitation

Gary Varvel
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CREATORS.COM

garyvarvel.com

Weehawken, NJ on July 11, 1804

Chicago, IL on August 28, 1968

POLITICS IS A HIGHLY TRIBAL BUSINESS

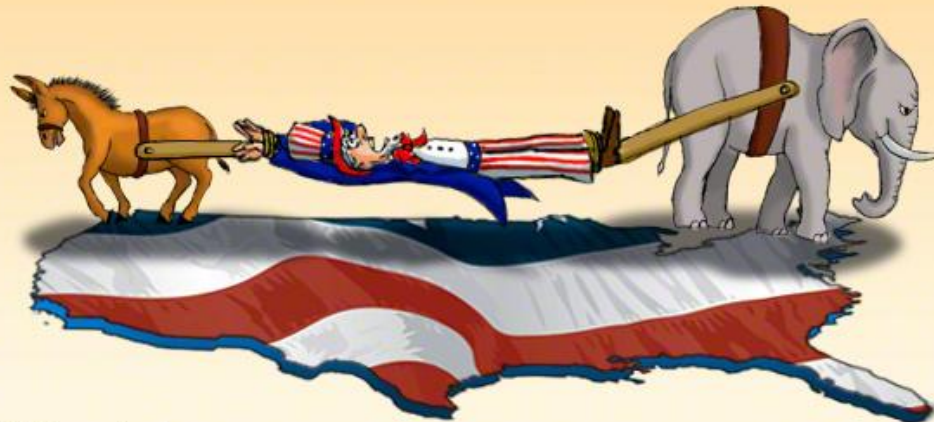
NICK CLEGG

PICTUREQUOTES.COM

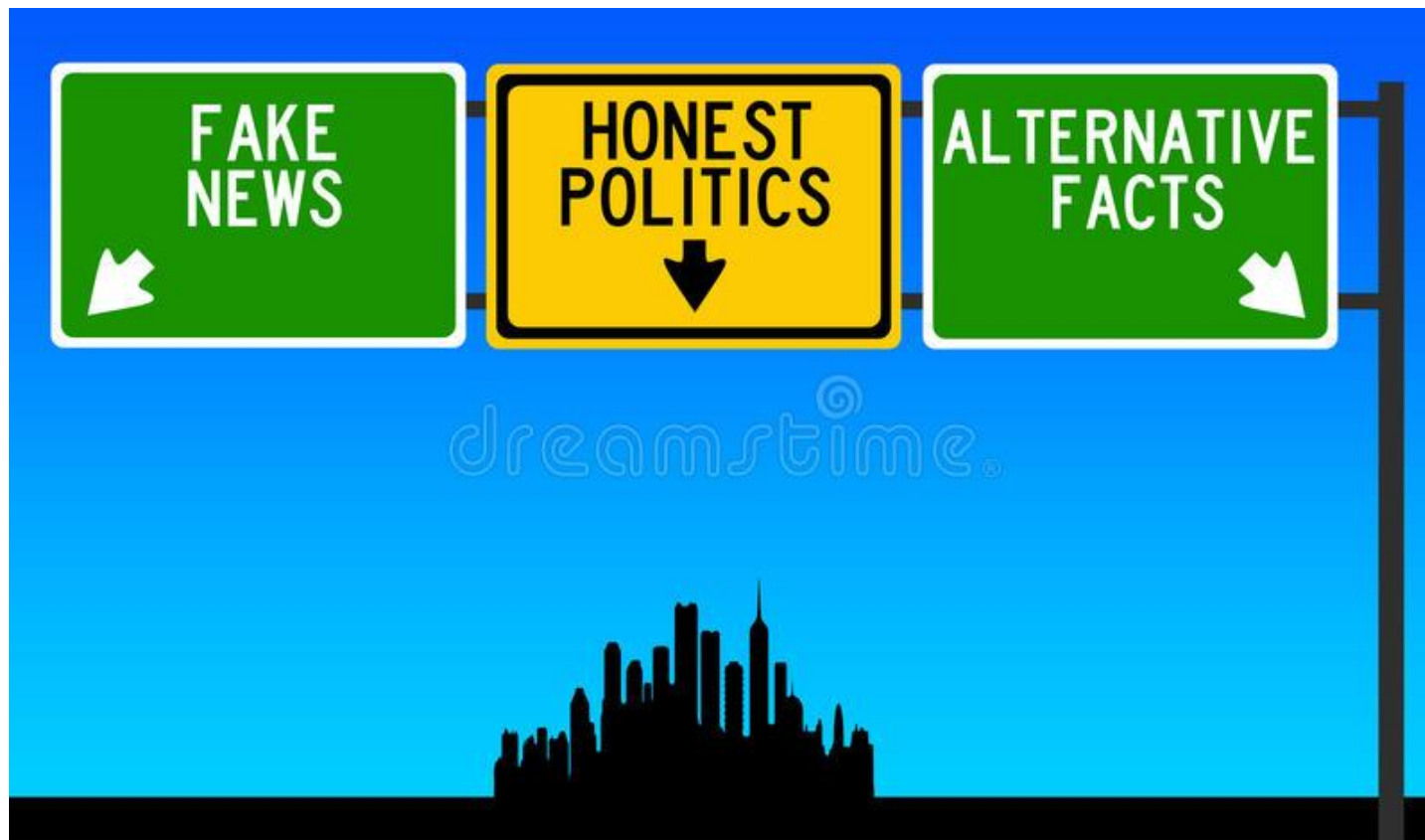
PICTUREQUOTES



PARTISAN POLITICS ARE TEARING US APART



©2011 Engage America



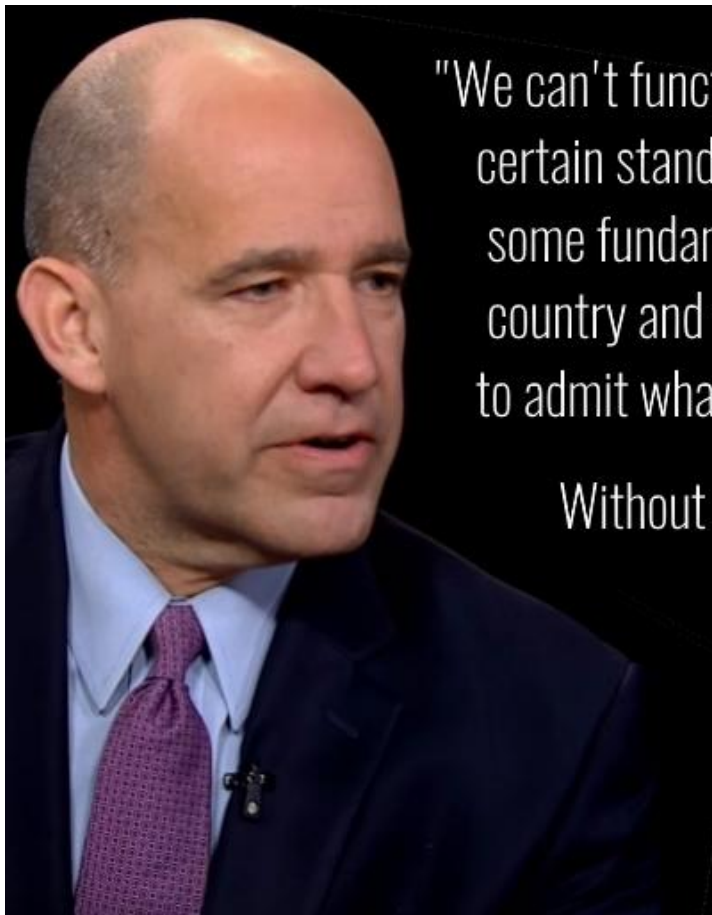


Source: Nielsen, M-F 9-10p, P2+, 12/26/16-12/26/17 vs. 12/28/15-12/25/16. MSNBC: The Rachel Maddow Show; Fox News and CNN: all shows.

**“I disapprove
of what you
say, but I will
defend to the
death your
right to say it.”**

Evelyn Beatrice Hall
from “Friends of Voltaire” (1906)
written under pseudonym, S.G. Tallentyre





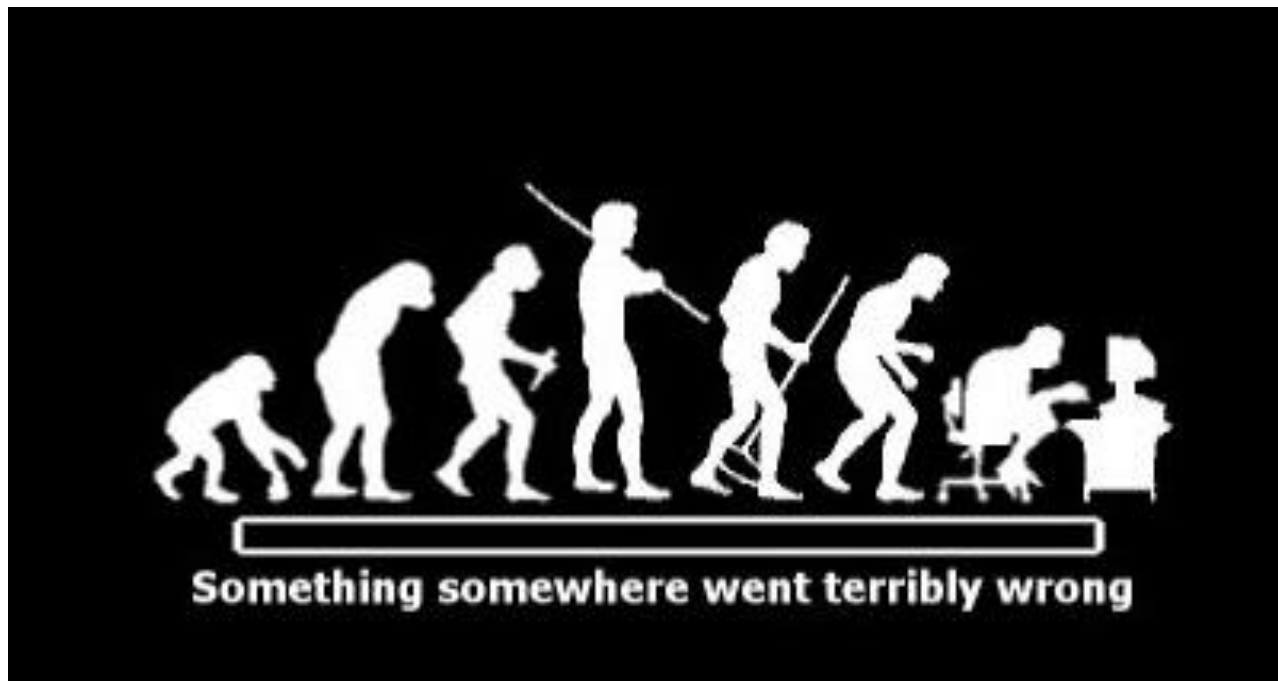
"We can't function as a community of people and as a nation without certain standards of how we treat each other and how we respect some fundamental virtues imperative to being citizens of this great country and the world. If truth no longer matters and we are unwilling to admit what is true, then we cannot have a common set of facts.

Without a common set of facts, we can't get to the common good.

At that point, our democracy is broken."

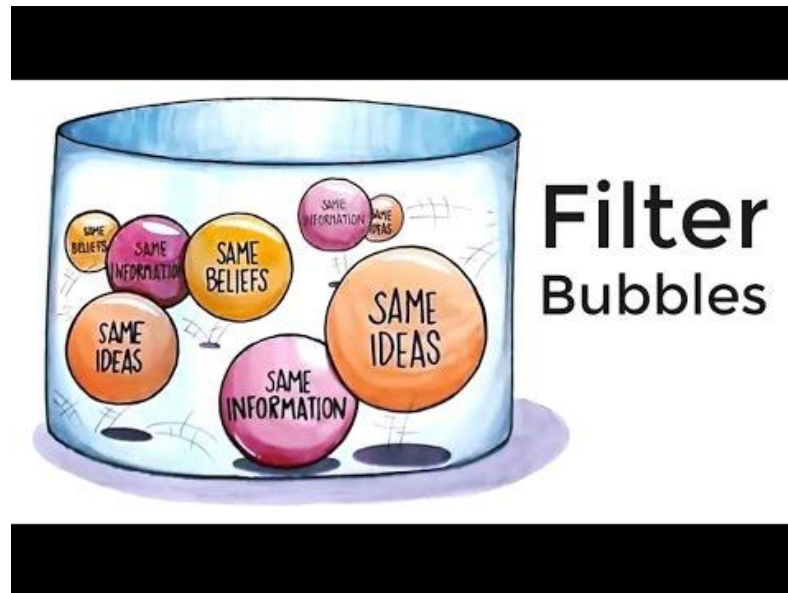
- Matthew Dowd

Agree? Share, Follow & Join at [Uniter.org](https://united.org)

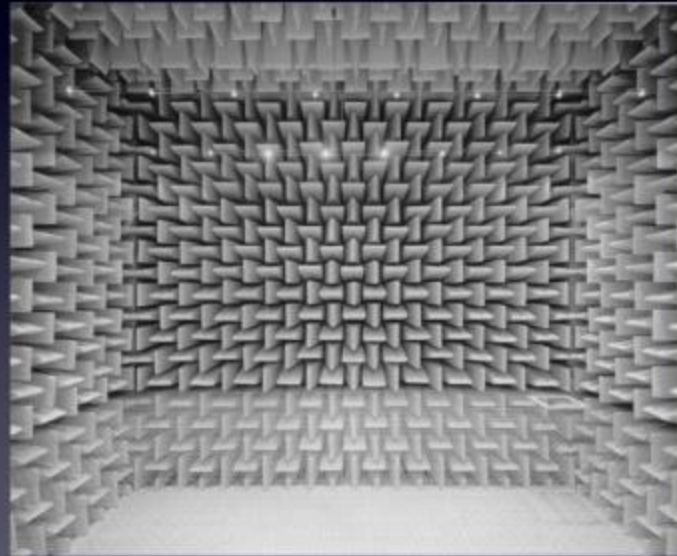


blame the internet





The **Echo Chamber effect** describes where a person or group who repeatedly (mainly) only hears their own views echoed back to them.



Definition: <http://sciblogs.co.nz/code-for-life/2011/07/30/google-and-the-echo-chamber-effect/>
Image Source: tunedcity.net



A word about **CIVILITY**

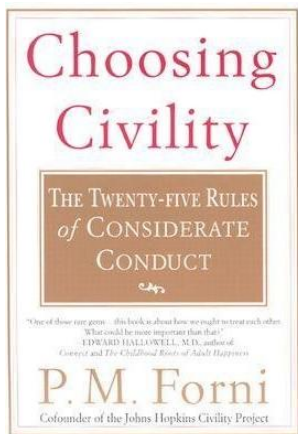


Dr. P.M. Forni, a professor at Johns Hopkins University, co-founded the **Johns Hopkins Civility Project** in **1997**. An aggregation of academic and community outreach activities, the JHCP aimed at assessing the significance of civility, manners and politeness in contemporary society. The JHCP has been reconstituted as **The Civility Initiative** at Johns Hopkins, which Dr. Forni now directs.

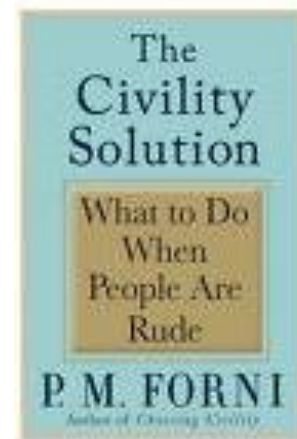
<http://krieger.jhu.edu/civility>

Forni, P. M. (2002). *Choosing civility: The 25 rules of considerate conduct*. New York, NY: St. Martin's Press.

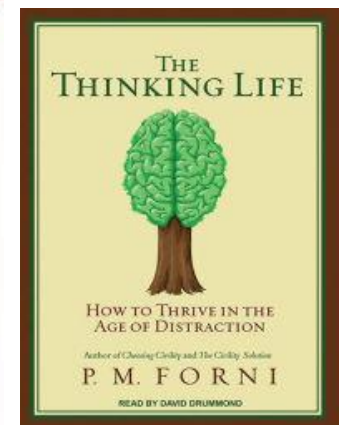
“What is **civility**? What does it mean to **be civil** today, at the beginning of the twenty-first century? **Is civility in decline?** How do we make it part of who we are? What are **civility's** basic rules? How does **civility** improve the quality of our lives? How do we practice it among friends, in the workplace, and among strangers? Does it have drawbacks? Are we supposed to be always **civil**? How do we deal with the **uncivil**? Answering these questions is what this book is about” (from the *Preface*).



2002



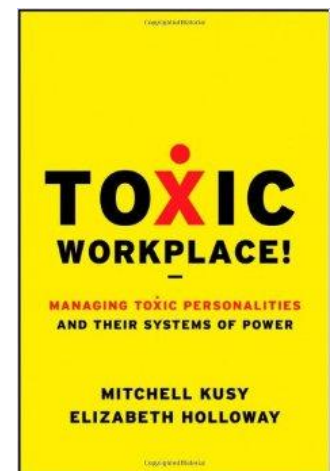
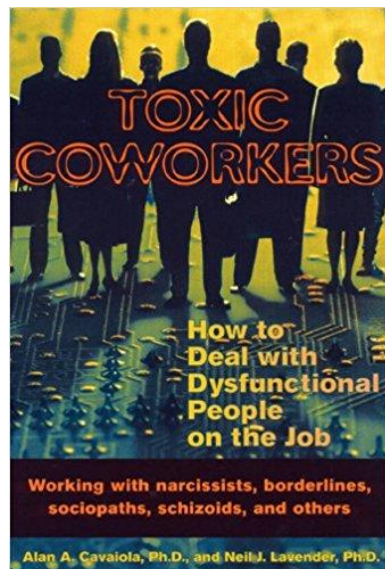
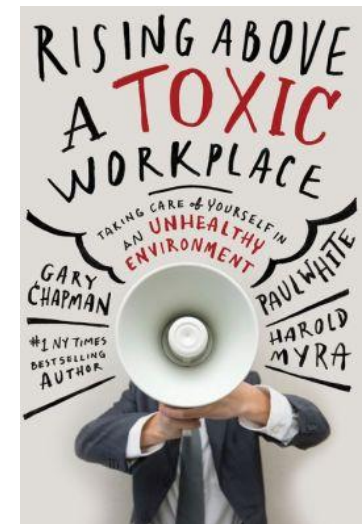
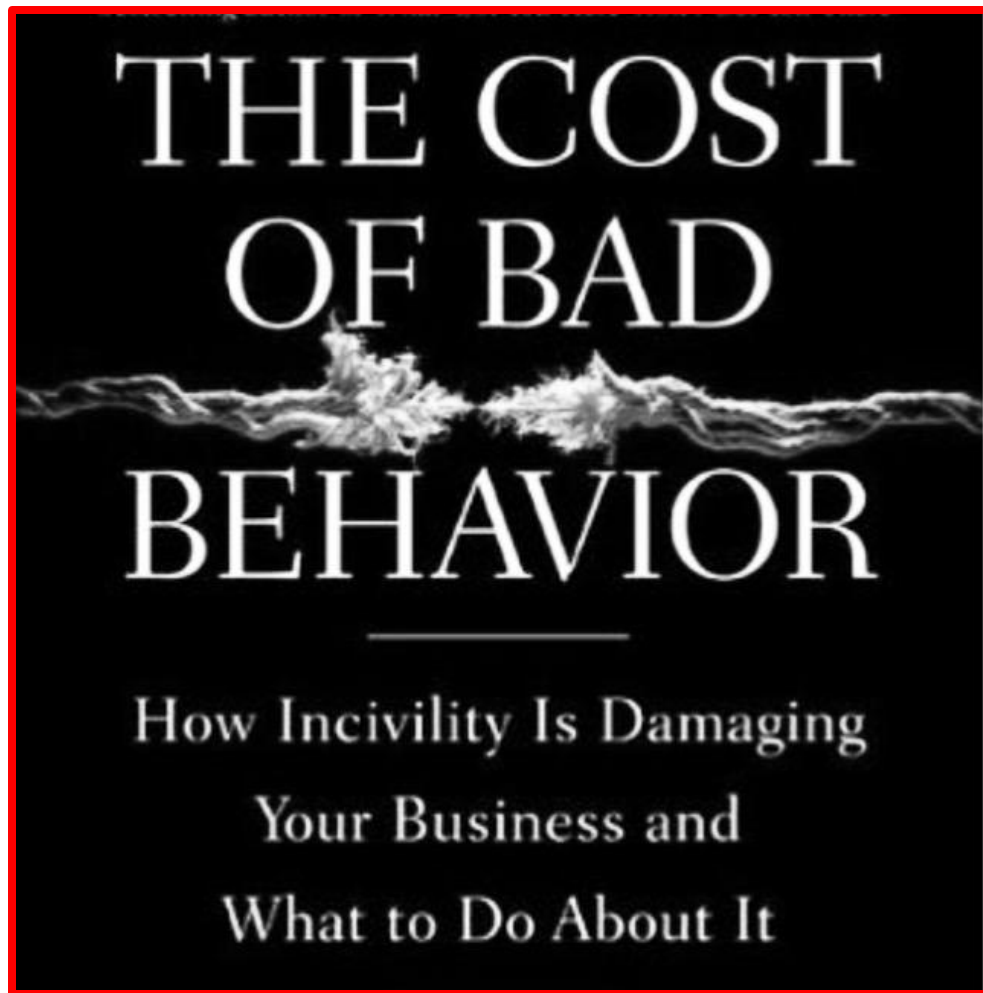
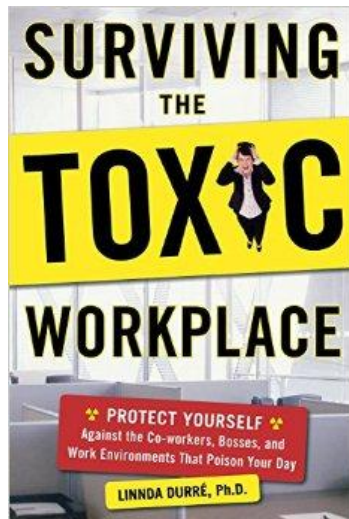
2008



2011

"These small indignities and minor cruelties take a toll. They add to the burden of stress and fatigue that is already present in the workplace and they have real consequences on the every day lives of workers."

P.M. Forni, Johns Hopkins University



"A fascinating, not-to-be-missed book!" —Marshall Goldsmith,
bestselling author of *What Got You Here Won't Get You There*

THE COST OF BAD BEHAVIOR

How Incivility Is Damaging
Your Business and
What to Do About It

Christine Pearson
and Christine Porath

Foreword by Warren Bennis

2009



MASTERING CIVILITY

*A MANIFESTO FOR
THE WORKPLACE*



CHRISTINE PORATH

Copyrighted Material

2016

Christine Porath, author & associate professor at
the McDonough School of Business at **Georgetown
University**.

Do Nice People Finish Last or Best?

TEDxUniversityofNevada

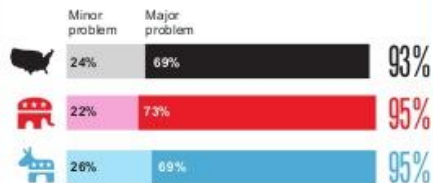
<https://www.youtube.com/watch?v=py4P8b4t3DI>

PARTISAN AGREEMENT ON THE STATE OF CIVILITY IN AMERICA

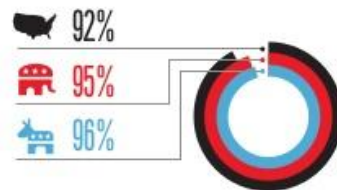
Despite a daily barrage of partisan conflict, Americans from both political parties are generally united in the belief that uncivil behavior is rampant and having profound and negative effects on our democracy. The 8th installment of *Civility in America* by Weber, Shandwick and Powell Tate conducted with KRC Research represents the opinions and experiences of 1,481 American adults who were surveyed in January 2018.

AMONG AMERICANS...

AGREE THAT THE NATION HAS A CIVILITY PROBLEM



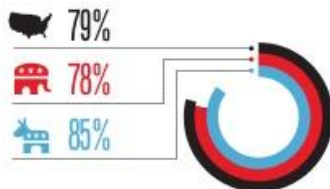
CITE THE IMPORTANCE OF CIVILITY TO OUR DEMOCRACY



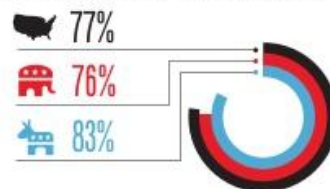
83% BELIEVE INCIVILITY LEADS TO INTOLERANCE OF FREE SPEECH



BELIEVE INCIVILITY LEADS TO LESS POLITICAL ENGAGEMENT



BELIEVE THAT INCIVILITY OF POLITICIANS AND OTHER LEADERS ENCOURAGES SOCIETAL INCIVILITY



March 12, 2018

DOES IT PAY TO BE CIVIL? OR DO JERKS GET AHEAD?

Do you lift people up or hold them down?

by

Christine Porath, Author and Professor

<https://www.thriveglobal.com/stories/25668-does-it-pay-to-be-civil-or-do-jerks-get-ahead>

*“**Civility** is smart. It’s savvy. It’s human. By being civil, you get to be a nice person **and** you get ahead. What could be better than that? People are more likely to support you and work harder for you in turn” (p. 36).*



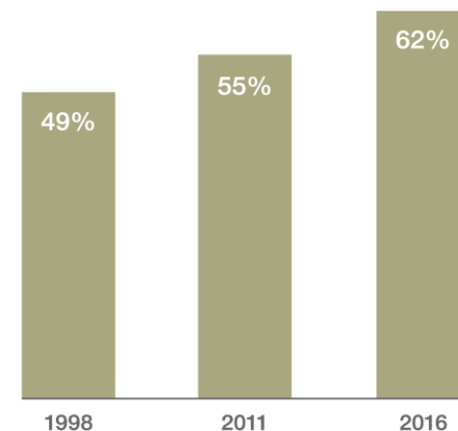
WHO DO YOU WANT TO BE ?

Tips for Leaders to Win Hearts and Minds of Their People:

- Listen more often.
- Smile more often.
- Thank others more often.
- Show genuine interest in others' opinions.
- Don't insult, demean or belittle others.
- Disagree respectfully.

VOA

The share of employees who report being treated rudely by colleagues at least once a month has risen by 13 percentage points since 1998.



Source: Christine Porath, *Cycle to civility*, Georgetown University working paper, 2016

McKinsey&Company

The 10 Skills Employers Most Want In 2015 Graduates

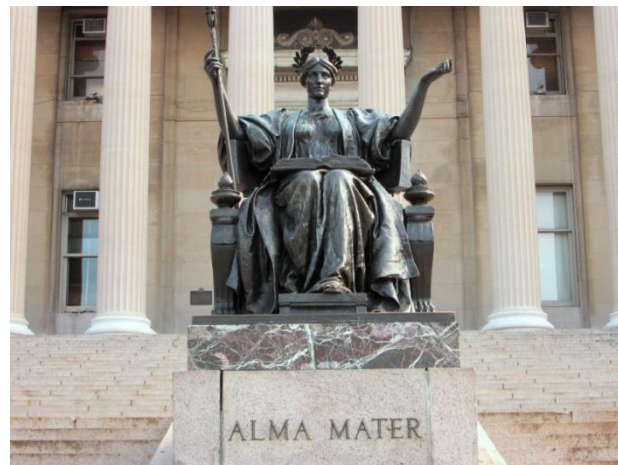
(*Forbes* – Nov. 12, 2014)

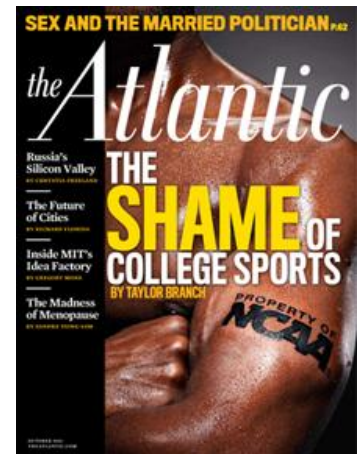
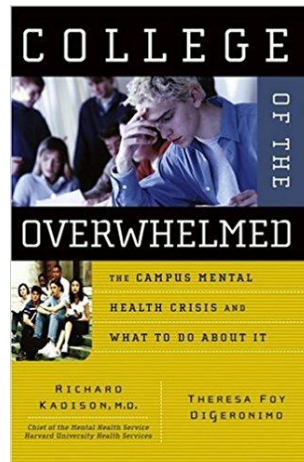
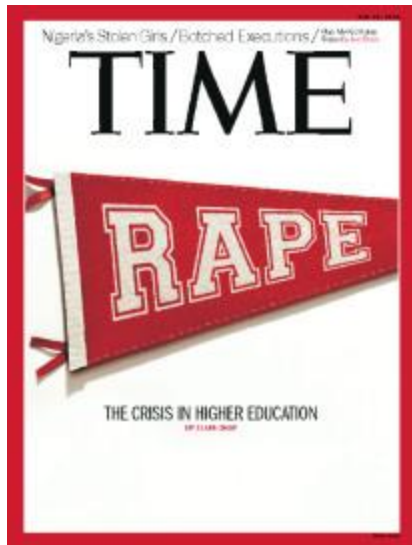
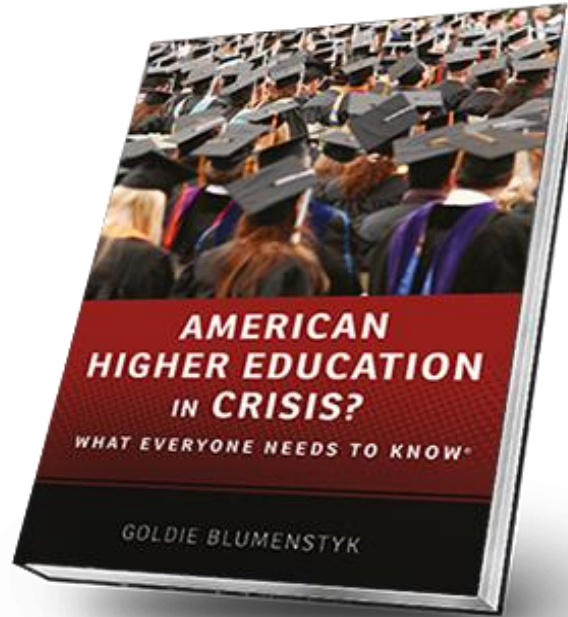
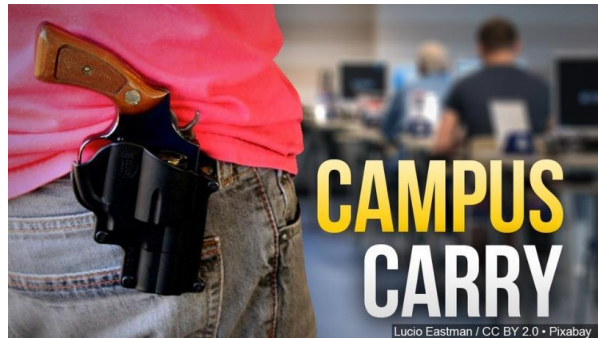
- 1. Ability to work in a **TEAM STRUCTURE**
- 2. Ability to make decisions and solve problems (tie)
- 3. Ability to communicate verbally with people inside and outside an organization
- 4. Ability to plan, organize and prioritize work
- 5. Ability to obtain and process information
- 6. Ability to analyze quantitative data
- 7. Technical knowledge related to the job
- 8. Proficiency with computer software programs
- 9. Ability to create and/or edit written reports
- 10. Ability to sell and influence others

<http://www.forbes.com/sites/susanadams/2014/11/12/the-10-skills-employers-most-want-in-2015-graduates/>



Now on to **HIGHER ED**





Ruth Simmons on Cultivating the Next Generation of College Students

Marguerite Joutz

ON CAMPUS **FEB. 28, 2018**



MJ: As you look across the landscape of higher education, what other challenges do college students face today?

RS: I guess I worry a lot about our students having the skills and the experience to promote respectful interactions with a wide-ranging group of people. Students can be quite passionate about what they see on the national scene and how sometimes dangerous they think it is — how unpleasant it is and so forth. But we've got to try to find a way on our campuses not to taint the national picture as hopeless, or as being antithetical to anything that we can think of as good and admirable. The last thing we want is for our students to bow out and decide that it isn't worth trying to do anything about a hopeless situation. And I do think that **civility** goes hand in hand with being hopeful.... So much of what we have to do on our campuses is really to hold open the possibility for people that **civil** society will in the end right itself — if enough of us are engaged.... So I like to say to educators, you have to be always projecting to students that **civility** enables hopefulness to be ever resurgent.

After a five-year retirement, Ruth Simmons recently became the president of **Prairie View A&M University**.
Credit Michael Stravato for *The New York Times*

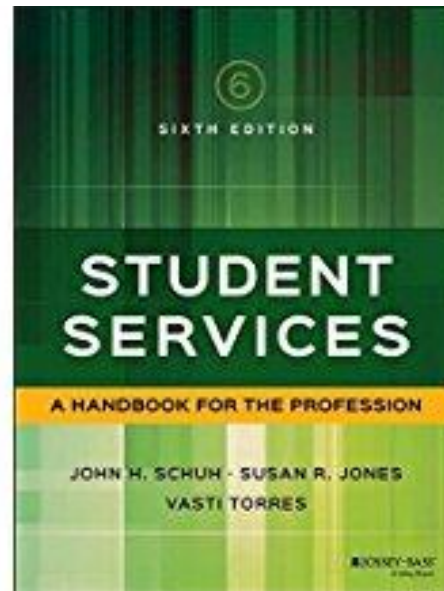


*”How did we get to this? Many students are simply not prepared to engage in serious academic work and do not know how to behave on campus. Most of them bring a **Consumer Mentality** to school and very **little concern about approval from the older generation**. That their own generation was raised on oversized portions of self-esteem is part of the problem but to speak of their massive exposure to coarse popular culture on television and the Net.”*

From “The Civil Classroom in the Age of the Net” by **P. M. Forni** *NEA Higher Education Journal*, Fall, **2008**)



“Among the foundational principles of **student-affairs** work are those that emphasize **civility** and respect for others....College students are a very diverse collection of people, and they often gravitate to argument and dispute as some have deeply held religious beliefs and some have none at all....The values of those in the **student affairs** field often revolve around harmony, **civility**, and agreement; but we need to value more highly around harmony, **civility**, and agreement; but we need to value more highly the freedom for the expression of unpopular ideas that fuel debate and discussion and help students refine their own beliefs. **What better place than a college or university campus to provide appropriate opportunities for such activities to occur!**” (p.112)



2017



November, 2015





SOCIAL JUSTICE
WARRIOR
TRIGGER WARNING
INSTITUTIONAL
RACISM
CODDLED
SAFE SPACE
CENSORSHIP
TRAUMA
PRIVILEGE

IS FREE SPEECH UNDER FIRE ON CAMPUS?



FREE SPEECH ZONE

LOCATIONS AND TIMES MAY VARY
DEPENDING ON THE WHIM OF THE
RULING CLASS ELITES WHO
ROBBED YOU OF YOUR
CONSTITUTIONAL RIGHTS OR
THOSE WHO FOLLOW THEM





**TRIGGER
WARNING**

The mission of **FIRE** is to defend and sustain individual rights at America's colleges and universities. These rights include freedom of speech, legal equality, due process, religious liberty, and sanctity of conscience—the essential qualities of individual liberty and dignity. FIRE's core mission is to protect the unprotected and to educate the public and communities of concerned Americans about the threats to these rights on our campuses and about the means to preserve them.



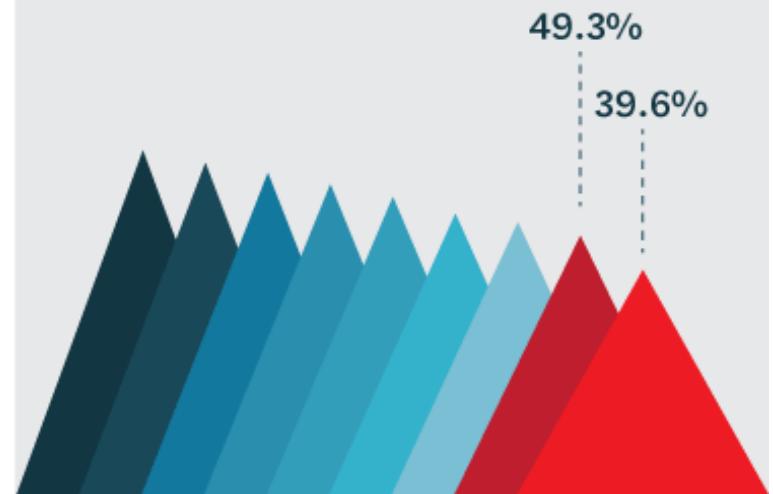
FIRE's Speech Code Ratings

<https://www.thefire.org/spotlight/using-the-spotlight-database/>

CODE OF
STUDENT
CONDUCT

Defending civil liberties
on college campuses
since 1999.

FOR THE NINTH YEAR IN A ROW, THE
PERCENTAGE OF RED LIGHT SCHOOLS
HAS DECLINED



Dear Class of 2020 Student:

Welcome and congratulations on your acceptance to the College at the University of Chicago. Earning a place in our community of scholars is no small achievement and we are delighted that you selected Chicago to continue your intellectual journey.

Once here you will discover that one of the University of Chicago's defining characteristics is our commitment to freedom of inquiry and expression. This is captured in the University's faculty report on freedom of expression. Members of our community are encouraged to speak, write, listen, challenge and learn, without fear of censorship. Civility and mutual respect are vital to all of us, and freedom of expression does not mean the freedom to harass or threaten others. You will find that we expect members of our community to be engaged in rigorous debate, discussion, and even disagreement. At times this may challenge you and even cause discomfort.

Our commitment to academic freedom means that we do not support so-called "trigger warnings," we do not cancel invited speakers because their topics might prove controversial, and we do not condone the creation of intellectual "safe spaces" where individuals can retreat from ideas and perspectives at odds with their own.

Fostering the free exchange of ideas reinforces a related University priority—building a campus that welcomes people of all backgrounds. Diversity of opinion and background is a fundamental strength of our community. The members of our community must have the freedom to espouse and explore a wide range of ideas.

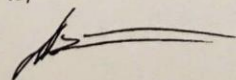
I am enclosing a short monograph by Dean John W. Boyer, the Martin A. Ryerson Distinguished Service Professor in History and Dean of the College, which provides a helpful primer. This monograph, entitled *Academic Freedom and the Modern University: The Experience of the University of Chicago*, recounts the history of debate, and even scandal, resulting from our commitment to academic freedom.

If you are interested in some of the source material mentioned in Dean Boyer's book, you can find links to the important reports (e.g. the Kalven report, the Stone report, etc.), at the website maintained by our University Provost at <http://freeexpression.uchicago.edu/>.

Again, welcome to the University of Chicago. See you in September!

Sincerely,

Jay



John (Jay) Ellison, PhD
Dean of Students in The College

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August 25, 2016



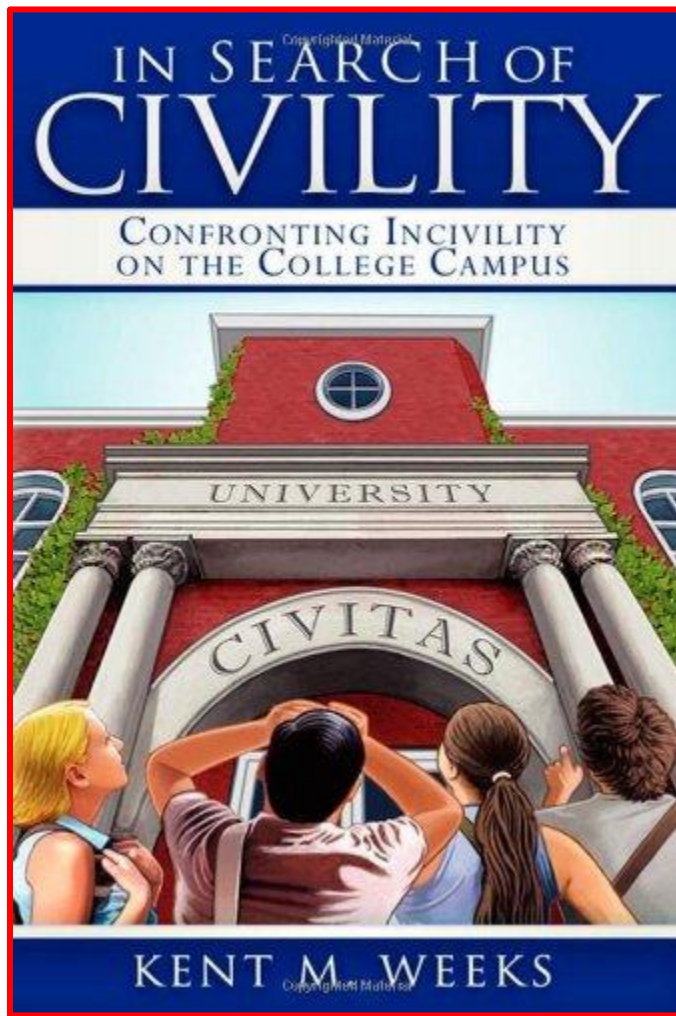
Red America, Blue America: A Country (Campus) Very Much Divided

Published on **April 7, 2017**

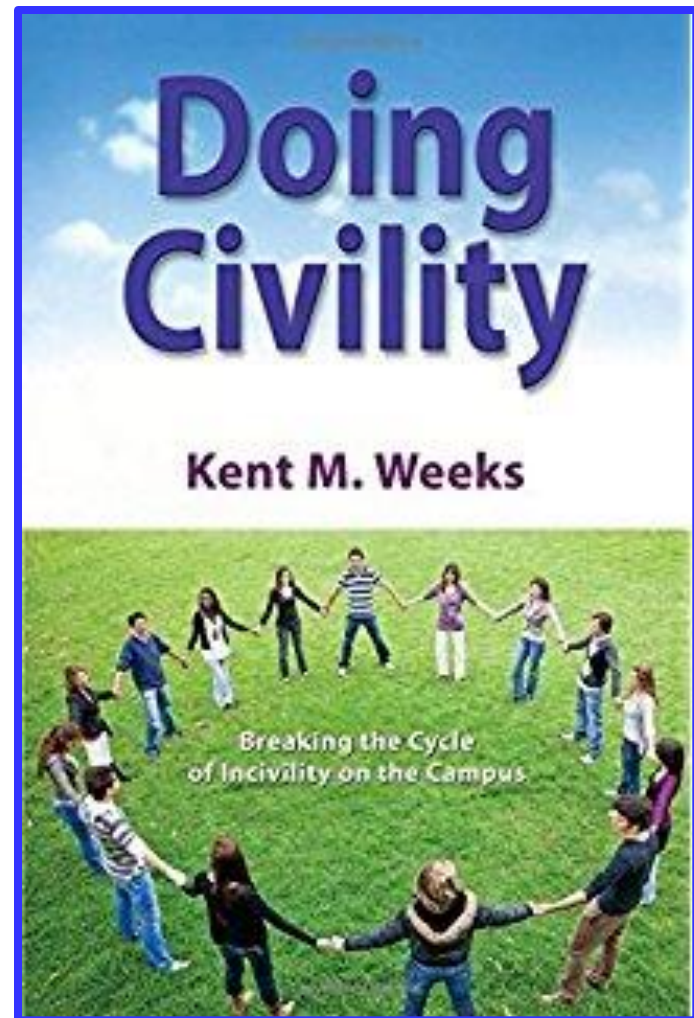
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<https://www.magnapubs.com/newsletter/academic-leader/158/Red-America-Blue-America-A-Country-Campus-Very-Much-Divided-14440-1.html>

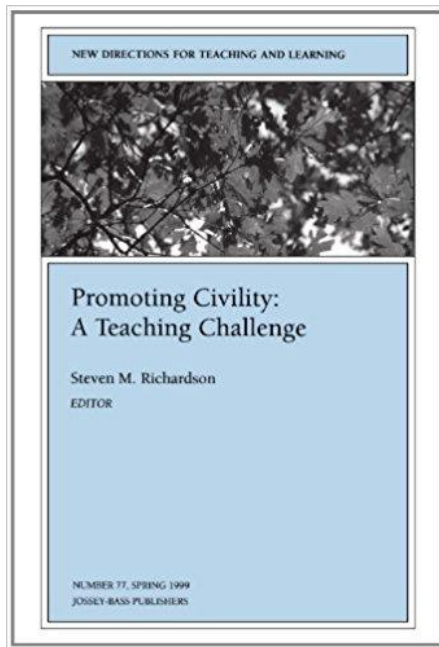
2011



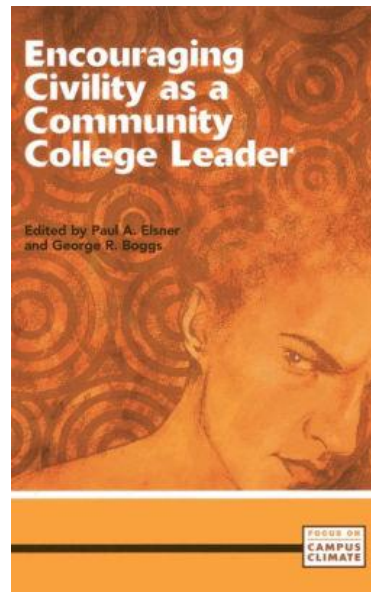
2014



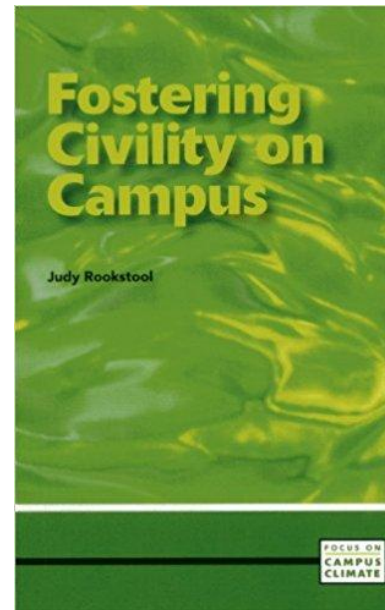
Kent M. Weeks draws on a wide range of experiences—as teacher of undergraduate and graduate students at George Peabody College, **Vanderbilt University**, as a college administrator, and as legal adviser to colleges throughout the US. A Fulbright Scholar, he earned a law degree from Duke University and a Ph.D. in political science from Case Western Reserve University.



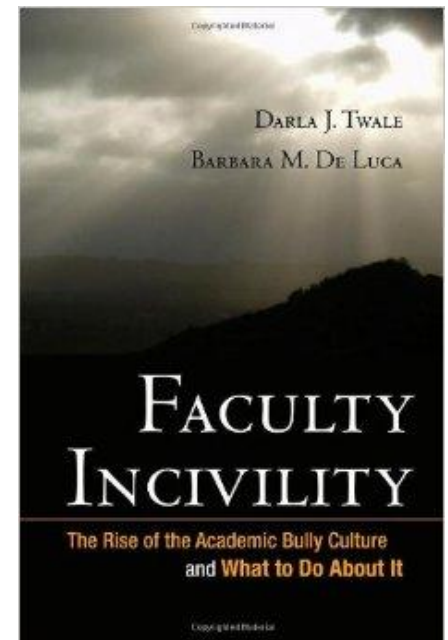
1999



2005



2007



2008

AUGUST 1, 2017

Civility is Needed in the College Classroom—Now More than Ever

By: Robert W. Hill, Ed.D.



<https://www.facultyfocus.com/resources/classroom-climate/building-rapport/civility-needed-college-classroom-now-ever/>

http://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1252&context=fse_facarticles

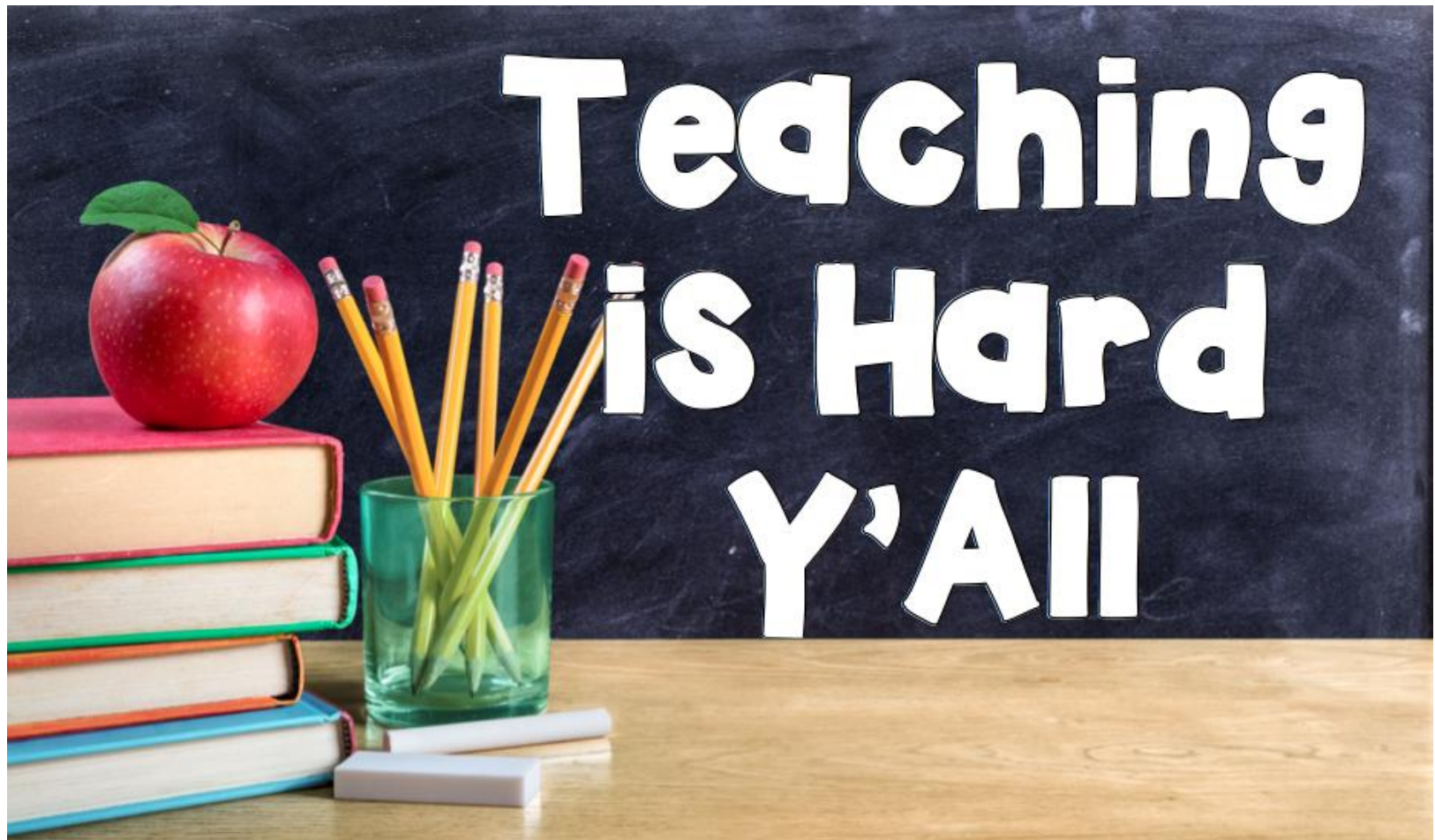


HOW MANY OF US HAVE HEARD (OR SAID) THE FOLLOWING FEW QUOTES?



A reasonable level of civility is important in the classroom as incivility can disrupt the learning environment making it impossible for students to learn.





Our job is to demand difficult tasks of people and judge the results in ways that can have consequences for their future.

TEACHing

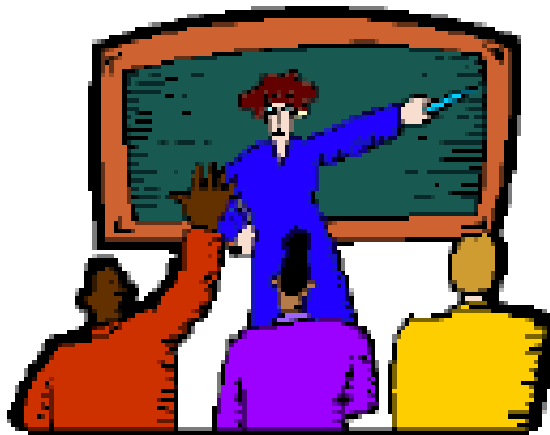
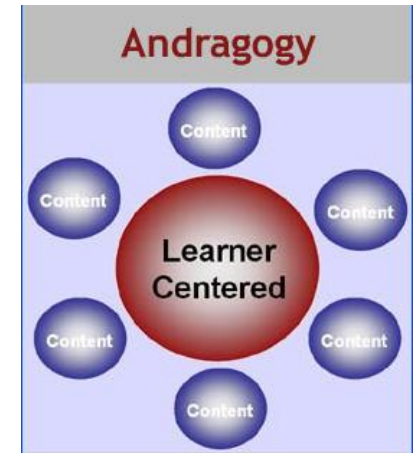
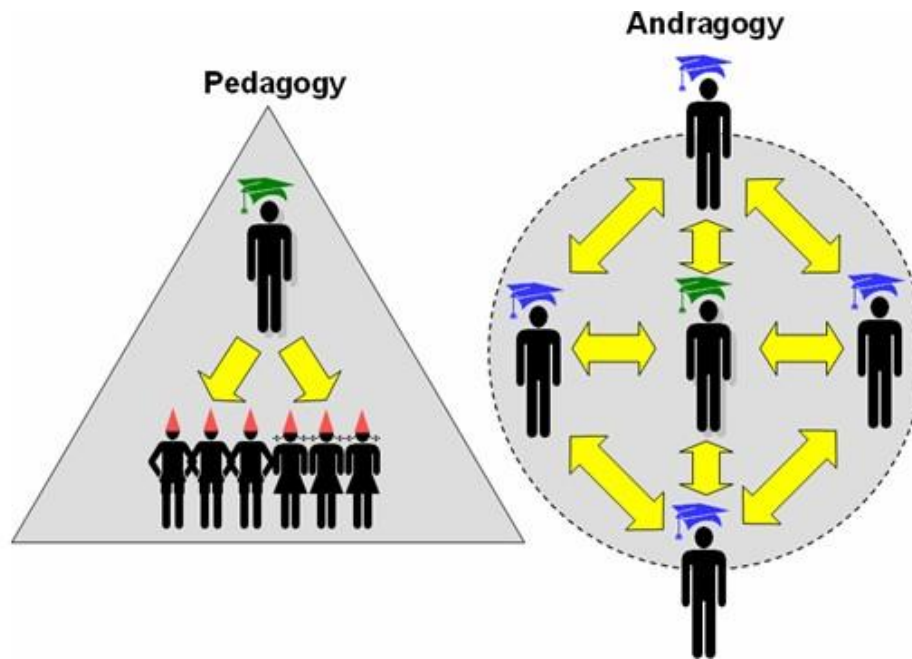
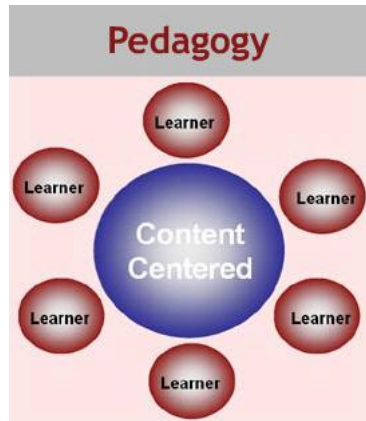
LEARNing



What should I
teach?

What should my
students **be able to**
do with what they
learn?

**Educational
Literacy**



"sage on the stage"



"guide on the side"



**Effective
Teachers**

**What are the 'minds' required of
an effective 21st Century Educator?**

- 1. Disciplined** (*for 'depth'*)
- 2. Synthesising** (*for 'breadth'*) *and*
- 3. Creative** (*to 'stretch' everything*)

...along with:

- 4. Respectful** *and*
- 5. Ethical**

Howard Gardner – *Five Minds for the Future*

What is the **FACULTY** role?

- Build respect
- Create a positive learning environment
- Generate an atmosphere of trust
- Keep appointments and office hours
- Talk to students before and after class
- Provide students with quality feedback
- Demonstrate enthusiasm for subject and course

Why the increase?

- Life is stressful and demanding
- General exposure to rudeness and violence
- Some perceive colleges as impersonal
- College wants to retain students
- Some perceive students as consumers
- Large courses breed anonymity
- Required courses breed disinterest

The U.S. college campus is one of the few places on earth where people from so many diverse backgrounds come together for a common purpose...

OTHER POSSIBLE CAUSES:

Convergence of exorbitant tuition costs

Entitlement of the self-esteem generation

THE VULGARITY & ANTI-INTELLECTUALISM OF OUR CULTURE

THE TROUBLES FACED BY PUBLIC EDUCATION

THE DECLINING RESPECT ACCORDED TO TEACHERS

The extreme competitive intensity of college sports

The unsupervised use of psychological medications

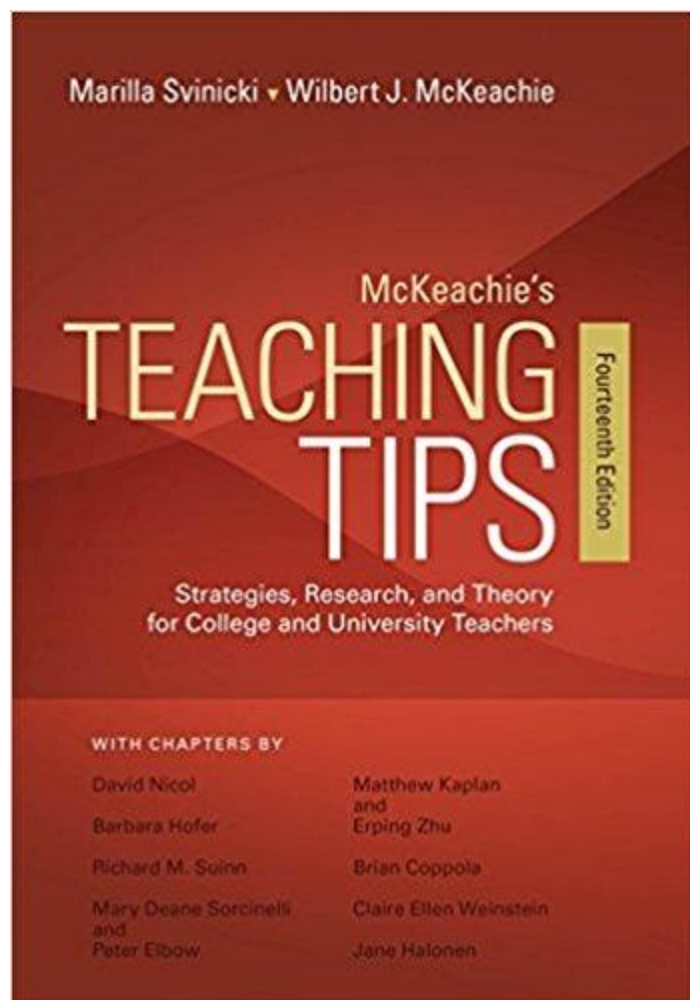
DECADES OF INFLATED GRADES & DECLINING STANDARDS

**The pressure to gain access to graduate school & jobs by
maintaining the now common 4.0 grade-point average**

Teaching: A Science and an Art

“Teaching is both a science and an art. The science is based on psychological research that identifies cause-effect relationships between teaching and learning. The art is how those relationships are implemented in successful and artistic teaching.





2014



CHAPTER 11: PROBLEM STUDENTS

(THERE'S ALMOST ALWAYS At Least One!)

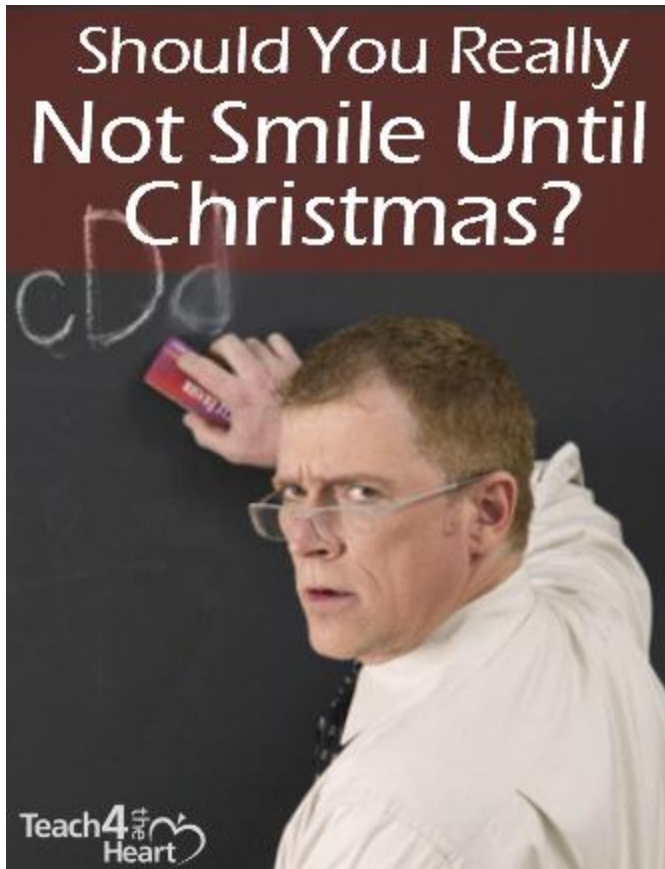
- **Angry, aggressive, challenging students**
LET STUDENTS KNOW YOU RECOGNIZE HIM/HER AS AN INDIVIDUAL, THAT YOU ARE COMMITTED TO HIS/HER LEARNING, & THAT YOU ARE WILLING TO LISTEN AND RESPOND AS CONSTRUCTIVELY AS POSSIBLE.
 - Attention seekers and students who dominate discussions
 - Inattentive students
 - Unprepared students
 - The flatterer, disciple, con man (or woman)
 - Discouraged, ready-to-give-up students
 - Students who are struggling
 - Students with excuses
 - Students who want the truth and students who believe that everything is relative
 - Students with emotional reactions to sensitive topics
1. Don't duck controversy
 2. Listen, and get students to listen to one another
 3. Keep your cool. You don't have to respond immediately.
 4. Talk to colleagues. Ask what they would do.
 5. Remember that your problem students are human beings who have problems and need your sympathy and help—no matter how much you would like to strangle them.

*“You never
have a second
chance to
make a first
impression”*





Hilton (1999) who has taught classes with as many 1,200 students, wrote: **“I firmly believe that I win my class or lose them in the first 15 minutes, and 50 years of person perception research supports that belief”** (p. 118). **The first day** of class is the ideal time to give a clear introduction to your course that includes information about yourself, your goals, and the nature of evaluation; set the norms and tone for the classroom; motivate students by arousing their interest, involving them in the learning process, and displaying your enthusiasm of the course materials; **AND** correct any misperceptions or inaccurate social norms that pertain to the class.



What Students Want: Characteristics of Effective Teachers from the Students' Perspective

April 18, 2011 By Ellen Smyth in *Philosophy of Teaching*

ONLINE

1. RESPECTFUL
2. Responsive
3. Knowledgeable
4. Approachable
5. Communicative
6. Organized
7. Engaging
8. Professional
9. Humorous

FACE-TO-FACE

1. RESPECTFUL
2. Knowledgeable
3. Approachable
4. Engaging
5. Communicative
6. Organized
7. Responsive
8. Professional
9. Humorous



“While college students are legal adults and presumed to have the maturity to comport themselves appropriately in the classroom setting, a few students may not always demonstrate appropriate and mutually respectful behaviors.”

Faculty Development and Instructional Design Center at **Northern Illinois University**

I don't have to agree with you to
like you or respect you.

SayQuotable

- The **instructor** has a responsibility to maintain a classroom environment that is safe and conducive to learning
- The **instructor** has the right to impose “reasonable” rules of classroom deportment and decorum.
- Every instructor has different expectations of the students in his or her class and **students** want to know the rules you have for the classroom environment.

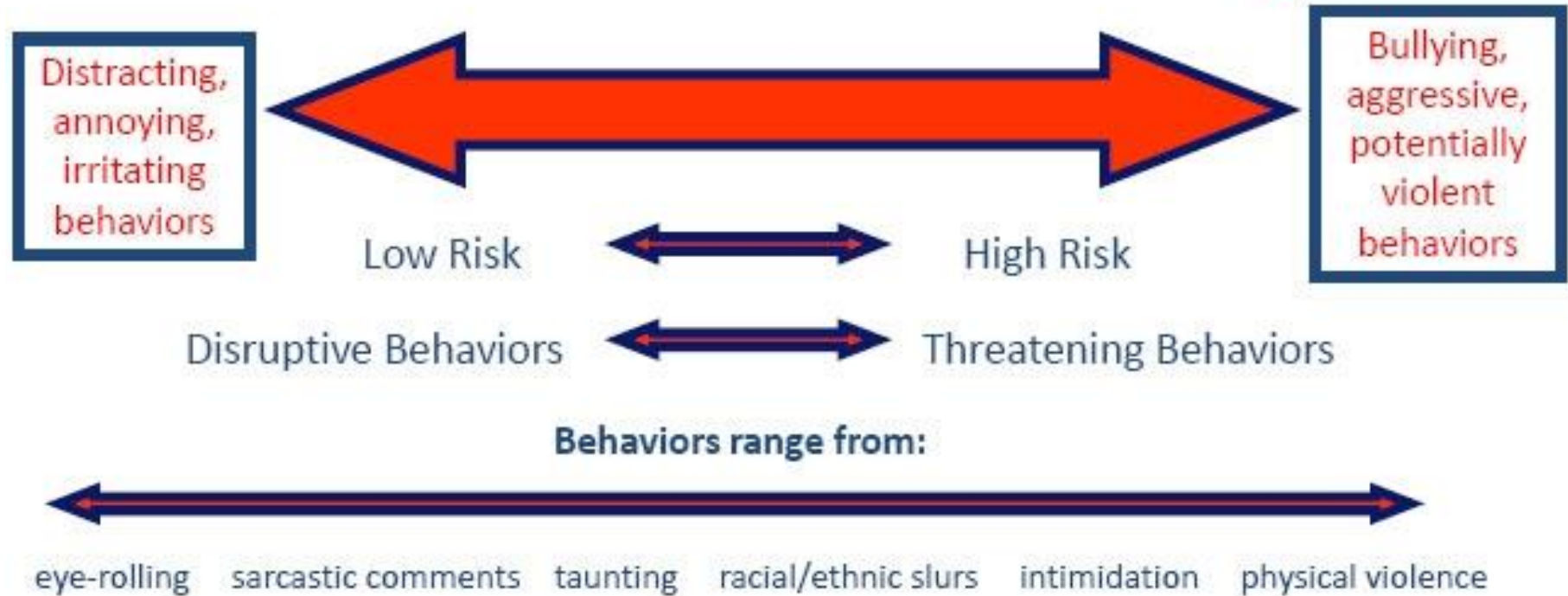


**It's OK to
Disagree
but
not OK to
Disrespect**

“Civility is not another piece to be added on to the plate of an educator, it is the plate upon which all else is placed.”

(As cited by Clark 2009, revised 2012).

Continuum of Incivility



Clark © 2011

Classroom Best Practices – National Education Association

How to Create Classroom Decorum by Modeling It (2007)

THE BEST TIME TO SET EXPECTATIONS IS AT THE START OF A COURSE AS YOU & THE STUDENTS ARE GETTING TO KNOW EACH OTHER. CONSIDER THE FOLLOWING STRATEGIES:

- Make behavioral expectations clear in your syllabus. Use positive, constructive language, not threats of reprisal.
- Talk about yourself. Let students hear what you value.
- Learn about your students. Ask about their hopes & concerns.
- Earn trust by being trustworthy. Live up to your own expectations & be consistent in applying them to students.
- Prepare students for active listening by encouraging them to see learning as a process, **not** a product.
- Use collaborative projects & group dialogue as an opportunity for students to set & meet expectations for themselves.
- **Model** adult behavior. Remember that “apprentice” adults take many of their tacit cues from respected mentors.
- Be alert for symptoms of mismatched expectations. Each minor **incivility** should not be ignored, but treated as a sign that realignment of expectations is needed.
- Be prepared to adjust your own behavior, if necessary, & to let students learn from your example.
- Take time to discuss your expectations with other teachers. The **faculty development center** on your campus may sponsor seminars or informal opportunities to learn how other teachers approach **civility** issues in their classrooms.

The broken windows theory is a criminological theory of the norm-setting and signaling effect of urban disorder and vandalism on additional crime and anti-social behavior.



Carbone (1998) case studies of 3 professors' approaches to classroom management:

- One professor establishes the norms on 1st day of class & zealously maintains them throughout the term (*"As an instructor I'm not afraid to act as a policeman and squash that type of behavior"*)
- A more ***laissez-faire style*** professor pays little attention to social goings on and side conversations, asking only that people who talk consistently sit at the back of the room (*"They're paying for it, they're grownups"*)
- A third professor permits students to come late and go early **BUT** requires that they submit a written request for each occurrence **and** also intervenes if students talk excessively in class



Lecturer
&
Professor



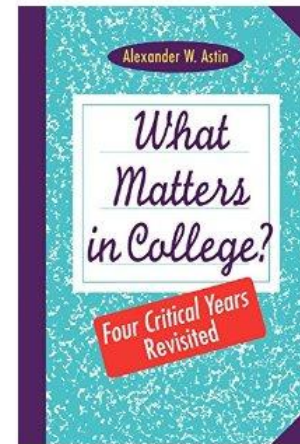
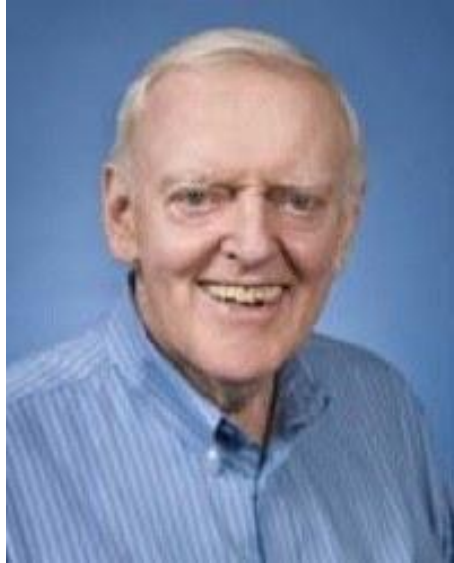
Strategies for Fostering Civility in the Classroom

(from AACCC)

1. Provide Orientation for New Students
2. Teach Ethics and Civility as Course Subjects
3. Embed Discussion of Ethics in Existing Curricula
4. Incorporate Civility into Classroom and Campus Activities
5. Offer Special Civility-Related Training
6. **Model Civility** as an Instructor
7. Establish Guidelines for Classroom Conduct and Civil Discourse
8. Adopt formal Statements on Civility and Ethics
9. Develop Strategies and Guidelines for Addressing Incivility

“Frequent interaction with faculty is more strongly related to satisfaction with college than any other type of involvement...”

Alexander Astin from *What Matters in College: Four Critical Years Revisited* (**1993**)



From the author of ***Four Critical Years***--a book the *Journal of Higher Education* called **the most cited work in higher education literature**--***What Matters in College?*** presents the definitive study of how students change and develop in college and how colleges can enhance that development.

Based on a study of more than **20,000 students**, **25,000 faculty members**, and **200 institutions**, the book shows how academic programs, faculty, student peer groups, and other variables affect students' college experiences.

Chickering and Gamson's article. "Seven Principles for Good Practice in Undergraduate Education" (1987)

7 common factors for good teaching:

- Encourages contacts between students & faculty
- Develops reciprocity and **cooperation** among students
- Uses active learning techniques
- Gives prompt feedback
- Emphasizes time on task
- Communicates high expectations
- **Respects** diverse talents and ways of learning



Without students, institutions of higher education do NOT exist.

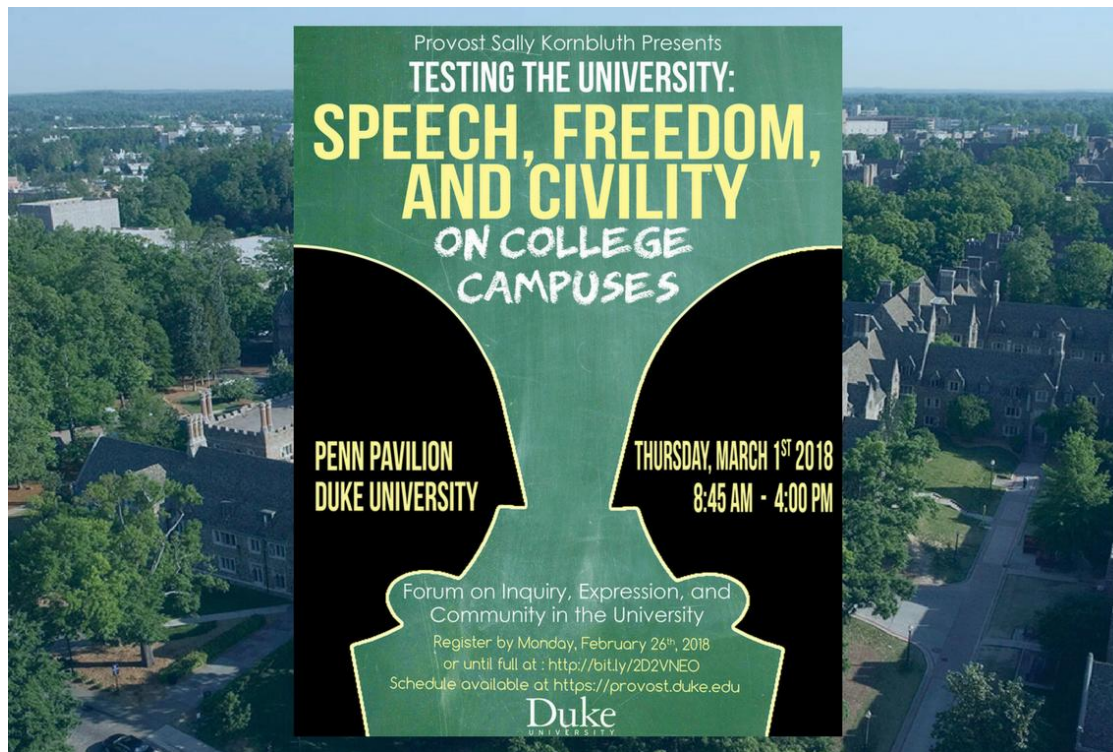


Our job is to teach the students we have.
Not the ones we would like to have.
Not the ones we used to have.
Those we have right now.
All of them.

Dr. Kevin Maxwell

CONCLUSION







PROFESSIONALISM

That's not my job.

Strive to . . .

Serve as model by demonstrating appropriate, **respectful**, and responsible behavior in your interactions with students.

*“The secret of education is **respecting** the pupil.”*
(Ralph Waldo Emerson)



Respect

GIVE IT



TO GET IT

**"Tell me
and I forget.
Teach me
and I remember.
Involve me
and I learn."**

BENJAMIN FRANKLIN

**"PEOPLE WILL FORGET
WHAT YOU SAID,
PEOPLE WILL FORGET
WHAT YOU DID,
BUT PEOPLE WILL
NEVER FORGET
HOW YOU
MADE THEM FEEL."**

MAYA ANGELOU



Unfortunately civility is hard to codify or legislate, but you know it when you see it. It's possible to disagree without being disagreeable.

— Sandra Day O'Connor —

AZ QUOTES

CIVILITY.

It starts with you.

If not you, then who?



Rudeness repels
positive and
supportive people,
Civility attracts
them.

~ Ty Howard

www.TyQuotes.com

(C) 2014 by Ty Howard



**“CIVILITY COSTS NOTHING, AND BUYS
EVERYTHING.”**

MARY WORTLEY MONTAGU

© Lifehack Quotes

BUT YIELD WHO WILL TO THEIR SEPARATION,
MY OBJECT IN LIVING IS TO UNITE
MY AVOCATION AND MY VOCATION
AS MY TWO EYES MAKE ONE IN SIGHT.
ONLY WHERE LOVE AND NEED ARE ONE,
AND THE WORK IS PLAY FOR MORTAL STAKES,
IS THE DEED EVER REALLY DONE
FOR HEAVEN AND THE FUTURE'S SAKES.

- ROBERT FROST -

LIBQUOTES.COM



1934



Questions



CONTACT INFORMATION



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