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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
Join ANTSHE

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

THE
ME ME ME ME
GENERATION

Millennials are lazy, entitled narcissists who still live with their parents. Why they'll save us all

BY MARY ELLEN

GENERATION Z

DIGITAL. INDEPENDENT. GLOBAL. UNAFRAID.

STEREOTYPES
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
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”
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 —

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?
fresh-squeezed DISCORD

refreshing 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.

THE SCOUT LAW

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

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
January 27, 2010

Justice Alito Shown Shaking His Head and Mouthing "Not True" in Response to State of the Union
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.
Weehawken, NJ on July 11, 1804

Chicago, IL on August 28, 1968

Rehabilitation
POLITICS IS A HIGHLY TRIBAL BUSINESS

PARTISAN POLITICS ARE TEARING US APART

©2011 Engage America
LETH ME FINISH

FOX NEWS
RUSH LIMBAUGH
RADIO HOST

THE LIVE DESK
MCCAIN'S CAMP STRESSES TRIP IS NAS

THE RACHEL MADDOW SHOW
ADDING MORE VIEWERS THAN ANY SHOW IN CABLE NEWS.

“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 Uniters.org
Something somewhere went terribly wrong

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

“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).
"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
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
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

“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).
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.

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
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

Now on to **HIGHER ED**
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.
CAUTION

College Student Crossing
Please take care not to offend
"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)
FREE SPEECH AREA
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FREE SPEECH ZONE

WE CONDEMN
Freedom of speech that
hurts other people’s feelings
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.
SNOWFLAKES: DON'T CALL US SNOWFLAKES

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/
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
Red America, Blue America: A Country (Campus) Very Much Divided
Published on April 7, 2017

https://www.linkedin.com/pulse/red-america-blue-country-campus-very-much-divided-robert-hill-ed-d-

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

By: Robert W. Hill, Ed.D.


http://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1252&context=fse_facarticles
HOW MANY OF US HAVE HEARD (OR SAID) THE FOLLOWING FEW QUOTES?

Golden Rule
Do unto others
As you would have others
Do unto you.

You’ll Catch More Flies With Honey Than You Will With Vinegar.
“Bee” Kind.

RESPECT IS A TWO WAY STREET
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.
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"
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.”
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.
Should You Really Not Smile Until Christmas?

Teach4Heart

Advice from an Administrator to a New Teacher
## What Students Want: Characteristics of Effective Teachers from the Students’ Perspective

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

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<th>ONLINE</th>
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<td>1. RESPECTFUL</td>
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“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

Distracting, annoying, irritating behaviors

Bullying, aggressive, potentially violent behaviors

Low Risk

High Risk

Disruptive Behaviors

Threatening Behaviors

Behaviors range from:

- eye-rolling
- sarcastic comments
- taunting
- racial/ethnic slurs
- intimidation
- physical violence

Clark © 2011
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
Strategies for Fostering Civility in the Classroom
(from AACC)

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...”

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

“PEOPLE WILL FORGET WHAT YOU SAID, PEOPLE WILL FORGET WHAT YOU DID, BUT PEOPLE WILL NEVER FORGET HOW YOU MADE THEM FEEL.”
MAYA ANGELOU

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”
BENJAMIN FRANKLIN
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 —

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 -
Questions
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