A Quantitative and Qualitative Inquiry into Classroom Incivility in Higher Education

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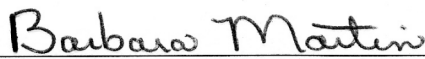
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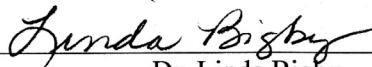
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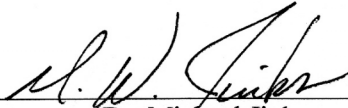A candidate for the degree of Doctor of Education

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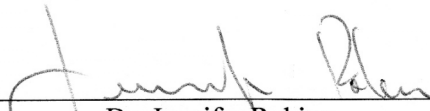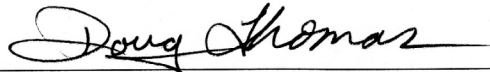Dr. Barbara Martin, Major Advisor
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ABSTRACT

The purpose of this mixed method design study was to add to the body of knowledge about classroom incivility in higher education by examining perceptions of both undergraduate university students and faculty by comparing perceptions of type and frequency of incidents of classroom incivility, by comparing perceptions of whose behavior had a greater impact on classroom incivility, by comparing perceptions of the perceived effectiveness of faculty interpersonal and pedagogical skills in circumventing classroom incivility and by comparing perceptions of the effectiveness of university polices addressing classroom incivility. The population for this study consisted of undergraduate students and faculty from three Midwestern states. Study participants consisted of 197 undergraduate students and 52 undergraduate faculty. Two survey instruments, *Faculty Perceptions of Classroom Incivility* and *Student Perceptions of Classroom Incivility* were utilized to gather statistical and qualitative data as well as the use of a follow-up qualitative questionnaire. Findings revealed there was a statistically significant difference between faculty and student perceptions of the type and frequency of incidents of classroom incivility. Findings also revealed there was a statistically significant difference between faculty and students as to whether a teacher's interpersonal and pedagogical skill could affect classroom incivility. No statistical significance was found between faculty and students as to whose behavior in the classroom had a greater impact on classroom incivility. Moreover, no statistically significant difference was found between faculty and students as to the perceive effectiveness of university policies addressing classroom incivility. Qualitative results suggested that both faculty and

i

students felt that a teacher's behavior, interpersonal skills and pedagogical skills had a greater impact on classroom incivility. Additionally, qualitative results indicated that both students and faculty felt that university policies addressing classroom incivility were ineffective. Implications for practice include a purposeful dialogue between faculty and students to properly discuss the phenomenon of classroom incivility, a refinement of pedagogy and interpersonal skills for the professorate, and the proper creation and awareness campaigns of university policies addressing classroom incivility.

TABLE OF CONTENTS

LIST OF TABLES

Tables

CHAPTER ONE

Introduction to the Study

Background

Throughout the ages, the professorate has been a respected, and sometimes feared, profession (Altbach, Berdahl, & Gumport, 2005; Anderson, 1999; Brubacher & Rudy, 1975; Cohen, 1998; Morison, 1998; Thelin, 2004; Twale & DeLuca, 2008). The positional authority of college faculty, granted from the authority of their knowledge, allowed early American college professors to have free reign to teach what they wanted, how they wanted and often when they wanted (Braxton, Bayer & Noseworthy, 2004; Brubacher & Rudy; Bruffee, 1999; Twale & DeLuca). Academic freedom and tenure supported instructors in this autonomous and autocratic endeavor (Anderson; Brubacher & Rudy). For the first two hundred years of American higher education, students were viewed as children and were treated as such with strict discipline policies and stringent rules and procedures (Brubacher & Rudy). If students rebelled, swift and punitive action was taken (Anderson; Brubacher & Rudy). Thus, for countless years, the relationship between instructor and student was not one of collegiality; the relationship was adversarial (Brubacher & Rudy).

From the mid to late Nineteenth Century, American colleges and universities made a difficult paradigm shift from merely teaching existing knowledge to supplanting this known knowledge with actual knowledge creation (Anderson, 1999; Brubacher & Rudy, 1975; Cohen, 1998; Morison, 1998; Nonaka & Takeuchi, 1995). This move toward a research-based agenda in higher education changed the mission of many schools. Granted, teaching and learning were still important endeavors, but the pressure to research and publish had a profound effect on higher learning (Thelin, 2004). First, college faculties were expected to have earned a terminal degree.

Second, college faculties were expected to have a research agenda and, using the popular parlance, publish or perish. Third, with the supposition of the authority of knowledge, it was expected that faculty have at least casual competence in the classroom (Bruffee, 1999; Sarason 1999). Nonetheless, a radical paradigm shift had occurred: college and university faculty were to be scholars first and teachers second (Anderson; Brubacher & Rudy; Cohen). Rank and tenure were earned by scholarship, not effective teaching.

Conversely, college students also changed (Altbach, et. al, 2005; Anderson, 1999; Brubacher & Rudy, 1976; Cohen, 1998; Morison, 1998, Thelin, 2004). Gone were the days of *in loco parentis* (in place of the parent) (Brubacher & Rudy). Students were now viewed by the courts as adults and treated as such (perhaps grudgingly) by faculty and administration (Anderson). With newfound stature, students demanded to be more involved in their own education and student governance and policymaking (Anderson; Brubacher & Rudy; Cohen). Student activism led to conflict. Perhaps the most extreme example of student conflict is the well-documented student protest movement of the 1960's. This movement revealed the discord and discontent of many American college students across the nation (Anderson; Brubacher & Rudy). One could quibble exactly what these students were protesting against, much less for, but the underlying sentiment was that of outright distrust for all authority; familial, governmental, established institutions and institutional norms (Brubacher & Rudy). Activist students rebelled and protested against higher education, both as an institution and as a construct (Anderson; Brubacher & Rudy). Indeed, the most radical and anarchic of these students dreamed of toppling the ivory tower itself (Brubacher & Rudy). Once the movement died out (coinciding with the end of the Vietnam War) so-called normalcy returned to the campus (Brubacher & Rudy).

However, American society was never quite the same (Moffat, 2001). An unintended consequence of the student activism of the 1960's and mid 1970's was the metastasizing of overall distrust of authorities and institutions in American society (Schneider, 1998). This mistrust spread in the 1980's, exploded into cynicism in the 1990's and became ingrained in the American cultural identity in the 2000's. Both recent and current college students arrived on campus with this suspicion and mistrust of authority well ingrained (Oblinger, 2003). This mistrust has manifested itself into what some academics view as a rise of classroom incivility unseen before on American college and university campuses (Hernandez & Fister, 2001; Meyers, 2003; Seidman, 2005; Young, 2003). Examples ranged from the trivial (eating noisily, arriving to class late, leaving class early, sleeping in class, cell phones ringing in class, etc.) to the more alarming (students openly defying a professor, challenging instructors to fistfights, stalking professors, and verbally and physically attacking instructors (Boice, 1996; Feldman, 2001; Hernandez & Fister; Meyers, 2003; Seidman, 2005). Indeed, some academics have adopted popular jargon and referred to these students as "classroom terrorists" (Boice; Schneider, 1998; Feldman, 2001).

Classroom incivility has a profound effect on the classroom environment (Ennis, 1996; Hirschy & Braxton, 2004; Morrissette, 2001; Seidman, 2005; Twale & DeLuca, 2008). When students act out in a college classroom, teaching and learning is derailed (Feldman, 2001). Furthermore, uncivil acts affect the performance of teachers and can negatively impact student learning and retention (Seidman). Unsurprisingly, teachers are embarrassed to discuss student incivility with colleagues or report it to the proper authorities (Boice, 1996). Indeed, many instructors feel that the administration will side with students and do very little, if anything, to them (Boice). This is not inferring that faculty is above reproach in regards to classroom

incivility. Boice (1996) and Twale and DeLuca (2008) postulated that college professors might actually be the catalyst for most acts of classroom incivility. Simply, the negative actions and behaviors of instructors (speaking too fast, refusing to answer questions, treating students with open contempt, etc.) create a negative learning environment that encourages students to behave inappropriately (Boice; Braxton & Mann, 2004; Hannah, 2006; Twale & DeLuca). Regardless, the literature indicated classroom incivility is a growing problem on college and university campuses across America.

Conceptual Underpinnings of the Study

Three constructs were used to guide and instruct this study. The constructs were Choice theory, policy analysis, and immediacy. "Choice theory" was used as a lens to explain both student and faculty behavior in the classroom. "Policy analysis" provided a framework to examine and explain the policy making process as well as the role it plays in classroom incivility in higher education. Finally, the concept of "immediacy" helps buttress the notion that classroom incivility may actually be caused by faculty behavior in the classroom.

Glasser (1998) advanced Choice theory as a means to suggest that human beings have biological needs that drive all behavior. This behavior is purposeful and is controlled by the individual; it is not caused by a stimulus (Glasser). Glasser used this simple example to frame Choice theory: when a telephone rings, a person answers the phone because they choose to; not because the phone is ringing (Glasser). What is valued varies between individuals and affects behavior in profound ways (Glasser). These values play out on the classroom stage everyday. What is valued by the instructor (the dissemination of knowledge, etc.) may not be shared by his or her students (Hernandez & Fister, 2001). Furthermore, Glasser proposed that all human beings have five basic needs that they attempt to meet with their behavior: belonging, power, freedom,

4

fun, and survival. Using this lens, student incivility can be explained as a conscious proactive choice, rather than a reaction to situational stimulus. For example, Schneider (1998) detailed several incidents of students cursing out instructors both in and out of the classroom. Using Glasser's Choice theory, one could posit that such actions were consciously chosen by the individual students to meet one of the five basic needs (Bray & Del Favero, 2004). Choice theory, while adequate in describing basic human need fulfillment, is not the only construct applicable to classroom incivility. Indeed, the lack of proper policy and implementation has been linked to incidents of classroom incivility (Braxton & Mann, 2004).

The second construct used to frame this study of classroom incivility was policy analysis. Fowler (2004) admonished that policy impacts and guides higher education practices. Policy is written at many levels (national, state, local and institutional) and impacts organizations such as colleges and universities (Fowler). Specifically, when dealing with classroom incivility, colleges and universities have tended to focus more on cheating and plagiarism, rather than student incivility (Boice, 1996; Braxton & Bayer, 2004; Bray & Del Favero, 2004). Additionally, policies have long addressed faculty improprieties with students (e.g. sexual relationships), more so than faculty behaviors in the classroom (Braxton & Mann, 2004; Bray & Del Favero). Institutions that do have policies that address student incivility in the classroom, the general perception of faculty is that administration tends to side more often with students (Seidman, 2005). While policy can help circumvent some incidents of classroom incivility and provide a lens for analysis, it is not the only construct used in this research project. The notion of immediacy (Boice, 1996) provides another lens for the researcher.

The third and final construct used to analyze classroom incivility was that of immediacy. Boice (1996) admonished that faculty behavior is more often the root cause of classroom

incivility than any other factor. Boice suggested that many instructors tended to regard students as unimportant and beneath their attention. These instructors often spoke too fast, refused to answer student questions, and punitively sprung quizzes and tests on students, etc. (Boice). Patterns of such behavior build into student perception of teacher arrogance, incivility and create a hostile classroom environment where students act out as a means to wrest back some form of control (Boice; Braxton & Mann, 2004). Boice (1996) and Hannah (2006) suggested effective teachers were well schooled in the practice of immediacy: having positive inter-personal skills and treating students with dignity and respect.

Choice theory, policy analysis, and immediacy provide a solid theoretical framework to analyze classroom incivility. First, Choice theory supported the construct that student incivility is proactive choice students make, rather than a reactive choice (Braxton & Mann, 2004; Glasser, 1998). Second, policy analysis revealed that few policies are in place that specifically addresses classroom incivility (Braxton & Mann; Bray & Del Favero, 2004). Moreover, faculty believed that administration sided more often with students in such cases (Seidman, 2005). Finally, the concept of immediacy suggested that faculty might be cause of classroom incivility more often than students (Boice, 1996; Hannah, 2006).

Purpose of the Study

The purpose of the study was to add to the body of knowledge about classroom incivility in higher education. The researcher examined the perceptions of undergraduate university faculty in three Midwestern states as well as the perceptions of undergraduates in the same three Midwestern states concerning classroom incivility in higher education. Perceptions were investigated to determine if there were differences in faculty and student perceptions of the types and frequency of classroom incivility occurring as well as differences in perceptions of whose

actions have a greater impact on incivility in the classroom. The researcher also investigated the connection between the perceived effectiveness of a teacher's interpersonal and pedagogical skills and the amount of perceived incivility. Finally, the researcher investigated student and faculty perceptions about the effectiveness of university policies to address classroom incivility. Statistical and qualitative results were obtained from a representative sample of tenured or tenure track faculty and undergraduate students through administration of an online survey. This was later followed up with a six question qualitative questionnaire to expand and clarify emergent themes from the initial research.

Statement of the Problem

The study of classroom incivility in higher education is incomplete without the examination of both faculty and student perceptions of the type and frequency of such phenomena. Furthermore, the perceived effectiveness of university policies to address classroom incivility is also important to study as well as the connection between the perceived effectiveness of a teacher's interpersonal and pedagogical skills and the amount of perceived incivility. Bayer and Braxton (2004) noted that previous research efforts focusing on incivility in higher education have been relegated to hazing, student cheating, plagiarism, and alcohol abuse. Furthermore, the literature supported the perception that classroom incivility is on the rise in higher education (Boice, 1996; Feldman 2001; Hernandez & Fister, 2001; Meyers, 2003; Seidman, 2005). Thus, this study was guided by the following overarching questions: Are there differences in faculty and student perceptions about classroom incivility? Do University policies addressed at classroom incivility have any effect at curbing the behavior? Is there a connection between the interpersonal and pedagogical skills of faculty and incidence of classroom incivility?

Research Questions

An initial review of literature suggested that an increase of classroom incivility has become more widespread on American college and university campuses. The vast majority of research had been focused on student behaviors rather than the actions of college faculty [tenured and tenure track professors]. As the remaining information in relevant literature was synthesized, the researcher determined that current research was limited concerning the behaviors and actions of college faculty and the affect it has on fostering classroom incivility. Furthermore, the research was also limited pertaining to current undergraduate college students, their learning styles and preferences, and the rise of classroom incivility. Therefore the overarching questions guiding this study were framed around the practices of both college faculty and undergraduate college students specifically in the classroom.

Derived from a synthesis of the information collected, four research questions emerged which guided this study:

1. Is there a difference between faculty and student perceptions of the types and frequency of classroom incivility occurring, and if so, what are they?

2. Is there a difference between faculty and student perceptions of whose actions in the classroom has a greater impact on incivility in the classroom, and if so, what are they?

3. Is there a difference in faculty and student perceptions of the effectiveness of a teacher's interpersonal and pedagogical skills and the amount of perceived incivility and if so, what are they?

4. Is there a difference in faculty and student perceptions about the effectiveness of University policies in place to address classroom incivility?

Null Hypotheses

The following null hypotheses were tested in an attempt to answer the research questions:

1. There is no statistically significant difference between faculty and student perceptions of the types and frequency of classroom incivility occurring.

2. There is no statistically significant difference between faculty and student perceptions of whose actions in the classroom have a greater impact on the incivility in the classroom.

3. There is no statistically significant difference in faculty and student perceptions of the effectiveness of a teacher's interpersonal and pedagogical skills and the amount of perceived incivility.

4. There is no statistically significant difference in faculty and student perceptions about the effectiveness of University policies in place to address classroom incivility.

Limitations and Assumptions

Mixed-methods research of both qualitative and quantitative analysis allow for a synthesis of the best techniques of the two designs (Creswell & Clark, 2007; Fraenkel & Wallen, 2003). An explanatory mixed method design was used in this study to develop generalizations pertaining to perceptions of both college faculty and undergraduate students and the possible causes and effects of classroom incivility in higher education. The limitations for this study were relative to the geographical area and design used by the researcher and is indicated as follows:

1. The study was limited geographically to college students [undergraduate] and college professors [tenured or tenure track] in three Midwestern states.

2. It was assumed that college students [undergraduate] and college professors [tenured or tenure track] based their responses on their own personal and professional experiences.

3. It was assumed that college students [undergraduate] and college professors [tenured or tenure track] were forthright in their responses and correctly interpreted the questions as intended.

4. Researcher bias was controlled through triangulation of survey data and qualitative questions and questionnaires and supporting policy documents.

Design Controls

The mixed methods sequential explanatory design consists of two distinct phases: quantitative and qualitative (Creswell & Clark, 2007). In this design, the researcher first collected and analyzed the quantitative data. From this data, semi-structured, open-ended questions were written to use in the second phase. The second phase consisted of the researcher conducting qualitative research and analyzing the data to help explain or expand concepts obtained in the first phase. The rationales for this design in that the qualitative data and the subsequent analysis provided a general understanding of the research problem. The qualitative data analyses refined and explained the statistical results by exploring participants' views in more depth (Creswell & Clark).

Definition of Key Terms

The key terms and definitions critical to the underpinnings of this study are provided:

Classroom Incivility is defined as "any action that interferes with a harmonious and cooperative learning atmosphere in the classroom" (Feldman, 2001, p. 137).

Classroom Learning Environment is both the physical and psychological environment where teaching and learning occur (Boice, 1996; Bruffee, 1999).

College Faculty Members are tenured or tenure track instructors currently teaching undergraduate courses (Altbach, et. al. 2005).

Faculty Incivility is defined as any action, behavior or pedagogical choice an instructor makes that negatively affects the classroom-learning environment (Boice, 1996).

Immediacy is *"*the extent to which the teacher gives off verbal and nonverbal signals of warmth, friendliness, and liking (e.g. forward leans, smiles, purposeful gestures, eye contact). With positive motivators and, particularly immediacy, student inclinations to classroom incivility drop off dramatically" (Boice, 1996, p. 458).

Interpersonal Skills are positive behaviors and actions one uses in communicating and working with others (Johnson and Johnson, 1990).

Pedagogical Skills are the methods and techniques a teacher or instructor uses in the dissemination of knowledge (Sarason, 1999).

Policy is a written plan of action that guides decisions and actions (Fowler, 2004).

Student Incivility is defined as student behavior that negatively affects a teacher's performance and negatively impacts the classroom-learning environment (Boice, 1996; Feldman, 2001).

Teaching-Learning Domain is the socially agreed upon construct where teachers and students engage in the acts of teaching and learning (Braxton & Mann, 2004).

Summary

Conflict is expected in higher education. Debate, discussion and argumentation should be part of the ongoing teaching and learning paradigm that assists a student's growth and development and an instructor's pedagogical practice. However, acts of classroom incivility negatively affect the teaching-learning paradigm and negatively impact the performance of all actors involved (Boice, 1996; Braxton & Mann, 2004; Feldman, 2005; Twale & DeLuca, 2008). The vast majority of research on classroom incivility has focused on the actions and behavior of students (Boice; Braxton & Mann). Very little research has been conducted to analyze the frequency and effects of faculty incivility on the teaching-learning domain (Braxton & Bayer, 2004; Braxton & Mann; Twale & DeLuca).

Thus, the focus of this study was to examine classroom incivility and the role both students and college faculty play in creating a negative learning environment. The study focused on whether faculty perceived there was an increase of classroom incivility in their classrooms. The study also focused on faculty perceptions of their own behavior and pedagogy in the classroom and the potential for negatively impacting student behavior and learning. Additionally, the study focused on student perceptions of their own behavior, student perceptions of faculty behavior and the impact on teaching and learning.

Provided in Chapter Two is a literature review which focused on the following: a detailed historical study of student incivility in American higher education, classroom incivility, student incivility, and the broader construct of societal incivility. The review of literature also included a discussion of choice theory and policy analysis related to student incivility in higher education. A third theoretical construct, immediacy, was used to analyze the perception of faculty incivility

and the implications for creating a hostile learning environment. A description of the research

design and methodology is presented in Chapter Three. The presentation and analysis of the data

are presented in Chapter Four of this study. Chapter Five is comprised of this study's summary,

conclusions, and recommendations for further research.

CHAPTER TWO

Review of the Related Literature

Introduction

Teaching and learning has always been a complex endeavor. To the novice teacher or those that have never taught, teaching seems simple: teachers teach and students learn. However, the complex interpersonal relationship between teacher and student can and does affect this process (Boice, 1996; Braxton & Bayer, 2004; Braxton, Bayer & Noseworthy, 2004; Bruffee, 1999; Twale & DeLuca, 2008). Variables such as teacher preparedness, competence, the interpersonal skills, and the pedagogical skills of the teacher affect the learning environment (Boice; Braxton et. al.). Conversely, a student's emotional maturity, interpersonal skills and attitudinal state also affect learning and the learning environment. The relationship between teacher and student is founded upon mutual trust (Braxton et. al.), the authority of the teacher granted from title (Yukl, 2002) and the authority of knowledge (Bruffee, 1999). Trust is lost when either party acts in a manner that negatively affects the learning environment (Boice; Braxton & Bayer; Hirschy & Braxton, 2004; Twale & DeLuca, 2008). Specifically, acts of incivility in the classroom affect the overall learning environment (Boice; Meyers, 2003; Seidman, 2005).

There is a growing belief among higher education faculty and administrators that student incivility is on the rise (Boice, 1996; Feldman, 2005; Hernandez & Fister, 2001; Meyers, 2003; Seidman, 2005). The scope of the problem varies in the literature. Incidents may be as trifling as students eating noisily in class or as severe as students verbally and physically assaulting faculty members (Boice; Hernandez & Fister, 2001; Schneider, 1998). Regardless, such incidents have had a profound affect student learning, student retention, teacher effectiveness, and the emotional

well being of students and teachers alike (Hirschy & Braxton, 2004; Meyers, 2003). Unsurprisingly, questions of how and why these acts of incivility are occurring have been raised in the literature. While no clear-cut explanation appears to exist, several ideas have been posited. It has been suggested that changes in student learning preferences and styles can affect classroom civility (Oblinger, 2003; Wood, 2006), as well as faculty behaviors and pedagogical methods in the classroom (Boice, 1996; Braxton, Bayer & Noseworthy, 2004) and the rise of incivility in the broader American cultural landscape (Moffat, 2001). The literature also suggested that attempts to circumvent and curtail student incivility across college campuses have been limited at best. No one best solution appears to exist.

This review of the literature was conducted to analyze and discuss student incivility and how higher education is or is not addressing this construct. Most literature focused on student incivility. Thus, a detailed, historical overview of student incivility in America was analyzed and synthesized to clearly denote the notion that student incivility is not a new phenomenon in American higher education. Current administrators and faculty should be cognizant of the historical record and how colleges and universities specifically addressed student activism, incivility, riots, and rebellions to frame current discussion and practices. Next, classroom incivility, student incivility and the broader construct of societal incivility were defined using the literature. Subsequently, the review of literature used the following theoretical constructs to analyze student incivility in higher education (and the implications for administrators, teachers and students): Choice theory and policy analysis. A third theoretical construct, immediacy, was used to analyze an under-studied notion: that of faculty incivility and the implications for creating a hostile learning environment. Finally, the review of literature concludes with a summary of the main ideas discussed.

A Brief History Student Incivility in American Higher Education

An Era of Rowdies, Riots, and Rebellions (1636-1865)

       With the formation of Harvard College in 1636, higher education now existed in the New World (Anderson, 1999; Brubacher & Rudy, 1975; Cohen, 1998; Morison, 1998; Thelin, 2004). Not surprisingly, the Colonists sought to replicate the higher education model they knew; chiefly the English version (Brubacher & Rudy). Oxford and Cambridge University served as the template that the Colonists used when designing their institution. Indeed, Brubacher and Rudy noted that the earliest Harvard College statutes were taken directly from the Elizabethan statutes of the University of Cambridge. Moreover, early Harvard, like Cambridge, "welcomed fellow commoners as well as serious degree students, "gentlemen" who paid double tuition for the privilege of residing in the college and dining with the Fellows" (Brubacher & Rudy, p. 3). Additionally, Harvard College borrowed the names of the four college classes-freshmen, sophomore, junior sophister, and senior sophister, directly from England (Brubacher & Rudy; Morison). Perhaps most importantly, with "student discipline, curriculum, administrative regulations, and degree requirements, Harvard followed English college precedents as closely and faithfully as she could; and Harvard, in turn, became the great prototype for all the later colleges of English America" (Brubacher & Rudy, p. 3). Ipso facto, higher education in the New World began with Harvard College and grew into a movement across the colonies.

       Early collegiate life in America might appear to be a romantic and noble endeavor to the twenty-first century educator or student. This was not the case. The first two hundred years of higher education in America was filled with rowdies, riots and rebellions (Brubacher & Rudy, 1975). This was a period "when constant warfare raged between faculty and students, when college government at best was nothing but parental despotism, when the most outrageous

pranks and disturbances were provoked by undisciplined and incredibly bold young men"
(Brubacher & Rudy, p. 50); and young men they were. A coeducational institution did not make
its appearance until 1833 when Oberlin College opened its doors to women (Brubacher & Rudy).
Nonetheless, the lack of females was not to blame for the sorry state of affairs in early American
colleges. Brubacher and Rudy admonished it was because of the, "almost total lack of friendly
relations between student and professor" (p. 50). The early American college had in place a
system of punitive and petty discipline policies that pitted faculty against student. Besides
teaching, faculty was charged with maintaining discipline, acting as detectives, sheriffs and
prosecuting attorneys (Brubacher & Rudy; Cohen, 1998). The majority of faculty meetings were
spent dealing with discipline problems. Indeed, "the atmosphere resembled that of a low-grade
boys' boarding school straight out of the pages of Dickens" (Brubacher & Rudy, p. 50).

One must recall that every aspect of student life was regulated by a strict set of policies
and petty rules (Brubacher & Rudy, 1976; Morison, 1998). It began with the Harvard College
Laws of 1642, which started the pattern of tight student policies (Brubacher & Rudy). Other
institutions used the Harvard College Laws as a guide for their own discipline policies. The
twenty-first century mind might have difficulty comprehending exactly how much a Pre-Civil
War college student's life was regulated and controlled by the college. Brubacher and Rudy said,
"Every possible aspect of student life was regulated-promptness, attendance at classes and
prayers, dressing, idling, fishing, gunning, dancing, drinking, gambling, fighting, gaming,
swearing, and so on ad infinitum" (p. 51). Woe be to the student who broke these rules.
Penalties ranged from corporal punishment, stiff fines, seniority rights and other privileges taken
away, exclusion from classes, suspension from the college, and even permanent expulsion
(Brubacher & Rudy).

The pre-Civil War college student did not take kindly to the disciplinary systems in place. There was violent and open rebellion at almost every college in the country (Brubacher & Rudy, 1975). These riots resulted in destroyed property, injured students and faculty, and sometimes, death (Brubacher & Rudy). These demonstrations and eruptions could be found all over the country, at state universities, denominational colleges, and at the elite institutions such as Harvard, Princeton and Yale (Brubacher & Rudy). As Brubacher and Rudy stated, "Everywhere the atmosphere was like that of a revolutionary brawl or a violent modern strike" (p. 53).

What caused all this turbulence and trouble? First, was the idea of democracy. Brubacher and Rudy (1976) suggested that pre-Civil War students were filled with a passion for democracy that affected their actions on campus. Students born and raised in an era when the nation was still a fledgling democracy, could not help but be influenced and affected by the experiment of democracy. Hence, one could argue that student rebellions and riots were a form of the democratic process (Brubacher & Rudy). Second, was the theory that students "were not treated as responsible citizens and because members of college faculties were forced to perform the duties of policemen" (Brubacher & Rudy, p. 55). For example, college presidents of the time attempted to shield students from controversial political topics and reform activities. Coupled with instructors and professors serving as keystone cops, students could not help but feel as if they were being treated as children, and act as such. Third, was the supposition that student rebelliousness was a mirror held up to the entire social fabric of America at the time (Brubacher & Rudy). It was an era of conflict between the repressive Calvinistic morality and the frontier lifestyle of heavy drinking and fighting (Cohen, 1998; Brubacher & Rudy). Violence was not uncommon in the nineteenth-century and found its way to campuses in the form of rebellions and rioting (Cohen; Brubacher & Rudy).

The post-Civil War years saw a sharp decline in student rebellions and rowdiness (Brubacher & Rudy, 1975). First, this occurred because changes were initiated in the curriculum that helped shape a positive culture and climate on campuses (Brubacher & Rudy). Second, the oppressive discipline systems were removed and students were treated as adults (Brubacher & Rudy). Third, the advent of coeducation had a soothing and pacifying affect on the male student (Brubacher & Rudy). Fourth, colleges instituted fraternities and intercollegiate athletics, which in turn provided an outlet for energy and student attention (Brubacher & Rudy). Finally, instructors and professors were no longer required to serve as policemen. Colleges and universities began to hire their own security details, thus relieving faculty from an arduous and dangerous duty (Brubacher & Rudy).

University Transformation Era (1866-1945)

The years following the Civil War were an era of unprecedented change and growth in the United States. Unsurprisingly, colleges and universities flourished in this era. The United States' population in 1870 was almost 40,000,000 (Cohen, 1998). By 1945, the population was almost 140,000,000 (Cohen). The number of students enrolled in higher education in 1870 was 63,000 (Cohen). By 1945, there were 1,677,000 students enrolled (Cohen). Also during the Transformation Era, the number of higher education institutions increased from 250 in 1870 to 1,768 in 1945 (Cohen). This expansion obviously impacted curriculum, faculty, pedagogy, and students and helped create of the myth of the "collegiate way" (Brubacher & Rudy, 1976; Cohen). Simply, the value of a four-year college degree became an American myth during the Transformation Era (Cohen). Colleges and universities became cultures unto themselves, often autonomous and insulated from the "outside" world (Brubacher & Rudy; Cohen). Students adopted attitudes, dress, and norms that might have seemed odd or different to "outsiders"

(Cohen). To the relief of faculty and administrators alike, student incivility and the outright rebellions of yore began to ebb. As Cohen stated,

> As the collegiate way became codified, student rebellions against the staff became less common. Occasional rebellions against the colleges' surrogate-parent status were seen, but even these confrontations were less acrimonious, relatively free of the violence and mayhem characteristic of student riots during the mid- nineteenth century (p. 122).

The rise of athletics helped quell the student rowdiness previously found on college campuses. Aggressive alpha males now had organized athletic activities to which they could direct their energy (Cohen). Moreover, the United States was growing in population, power and economic status in the world arena. With growth came opportunity in the form of new career and vocational choices for graduates (Cohen). Another factor helped curb student incivility: the students themselves. Students developed their own norms and codes of behavior that eventually became institutionalized (Cohen). Aspirations of becoming a "college man" became critical for the upward bound undergraduate (Cohen).

Educating the Masses (1945-1976)

The Serviceman's Readjustment Bill of 1944 ushered in an era of mass higher education in the United States (Cohen, 1998). The GI Bill, as it was known, had many benefits to assist soldiers returning from the war in 1945. Chief among them; tuition, books and housing were paid for any serviceman while attending any educational program (Cohen). Veterans took advantage of this benefit. College campuses swelled with new students, new capital and new faculty (Cohen). Students attending college after World War II and through the 1950's have been referred to as the "silent generation" (Bergen, 1977; Brubacher & Rudy, 1976; Cohen, 1998).

Perhaps under threat from McCarthyism and a growing anti-communist/leftist sentiment, students and faculty alike appeared to adopt a more docile posture, preferring not to openly question or revolt against campus norms and the broader societal norms (Bergen; Brubacher & Rudy). Some distrusted the wisdom of such actions. Bergen suggested that "the university campus is where the new and different are being discovered and the old rethought and reevaluated. So if a university is doing its job, it is bound to be a hotbed of heresy" (p. 170). For better or worse, the 1960's and the early 1970's were indeed a hotbed of activism, heresy, and incivility on college campuses.

It began in February 1960 when the sit-in movement was instigated and executed by black students in the South (Brubacher & Rudy, 1976). These actions helped stir sympathetic northern students to picket national chains that refused to serve black students. Furthermore, hundreds of northern students risked life and limb by traveling to the Deep South to work for the Student Non-Violent Coordinating Committee (SNCC) (Brubacher & Rudy). The pace of student activism quickly hastened with the advent of the "free speech movement" (FSM) at Berkeley in 1964 (Brubacher & Rudy). This faction saw student leaders adopt the techniques and strategies used in the civil rights movement. From 1965 onward, the Vietnam War was the overriding political issue that provoked student activism on college campuses (Brubacher & Rudy). At first, students employed more traditional forms of protest; marching and holding meetings (Brubacher & Rudy). From the spring of 1967 onward, students used more radical tactics. They attacked the symbols of the military-industrial complex and the ivory tower itself (Brubacher & Rudy). As Brubacher and Rudy stated, "more radical student activists were so alienated from the university that they wished to pull it down. Less radical ones would have been content just to close it down" (p. 351). Incidents of sabotage became widespread on college campuses. From trashing at

21

Columbia, mob violence at Berkeley, arson at Stanford, to homicide at Wisconsin, all paint a

bleak picture of student incivility during the 1960's (Brubacher & Rudy). University

administrators were appalled with the increasing violence across campuses. Indeed, some viewed

the student radicalism as a destruction of academic freedom and a form of academic genocide

(Brubacher & Rudy).

The end of the Vietnam War and the end of the military draft helped quell the student

discontent. Student radicals who hid out in college in an effort to avoid the draft no longer need

do so (Brubacher & Rudy, 1976). Many became what they loathed; part of the system.

Irregardless, the campus of the mid 1970's was a changed entity. As Brubacher & Rudy noted:

> Civility returned to manners and the alienation causing the generation gap greatly
>
> abated. There was indeed a resurgence of middle class values. On the campus
>
> students were again interested in grades, getting into graduate school, and striving
>
> for good jobs in the establishment. Yale and Princeton reported crowded libraries.
>
> Yet though quiet had returned to the campus, Kingmen Brewster of Yale
>
> remarked that it was an "eerie" quiet and warned against making tranquility for a
>
> new apathy (p. 353).

Animal House Rising (1977-1999)

The student activists of the 1960's and early 1970's considered fraternities and sororities

outdated, unnecessary, and uncool (Cohen, 1998; Tucciarone, 2004). Consequently, membership

in these organizations declined steadily in the late 1960's and into the 1970's (Cohen). However,

in 1978, a small, low budget comedy inadvertently changed that. National Lampoon's *Animal

House* (1978) became the highest grossing comedy of all time and helped spark resurgence in

Greek Life (Tucciarone). Tucciarone contended that National Lampoon's *Animal House* (1978)

is *the* college film in American popular culture and has shaped the public's perception of collegiate life. Furthermore, Tucciarone admonished higher education practitioners (administrators and faculty) should both understand and acknowledge the power of film (and National Lampoon's *Animal House* in particular) in creating a mythology of the collegiate experience. Hence, the late 1970's through the 1990's saw an increase of activity in fraternities and sororities and the problems that arise from such organizations (Cohen). Although the law recognized college students as adults, colleges and universities were still held liable for enforcing rules of conduct for Greek organizations (Cohen). Furthermore, there was no discernible student activism during this era (Cohen). Indeed, it appeared that students were apolitical, save for politically correct causes and whatever was stirring the ire of campus newspaper editors. As Cohen noted:

> Few issues were so compelling that students across the land were ready to act in
> concert. Although a proposed fee increase might trigger a short-lived
> demonstration on one campus, it did not have the force of a Cambodian bombing
> that could ignite students everywhere (p. 333).

The New Student (2000-2008)

There is much discussion in the literature pertaining to the emergence of the so-called "new student" in higher education (Oblinger, 2003; Soule, 2001; Walker, Martin, White, Elliott, Norwood, Magnum & Haynie, 2006; Weiler, 2005; Wood, 2006). The "new student" (Oblinger) belongs is the generation of Americans born between 1980 and 1994 and is referred to as "Millenials", "Generation Y" and "Echo Boomers" in the literature (Oblinger; Soule; Weiler; Wood). While much has been researched and written about the previous generation, Generation X, scholarly research about Generation Y's learning preference is only presently emerging

(Walker, et. al). The implications Generation Y pose for higher education is enormous. First, members of Generation Y began entering college in 2000 (Walker, et. al). They comprise a large percentage of the undergraduate population; consequently, faculty and administrators should understand the needs of these students (Oblinger; Walker et. al; Wood). Second, as the largest generation in American history, it is predicted that this group will pack college classrooms in the future (Walker, et. al). Indeed, by 2010, it is predicted the largest class of high school seniors will graduate in the United States (Walker, et. al). Is higher education adequately prepared? Third, Generation Y has many distinct and unique characteristics that define how they think and learn (Oblinger; Soule; Walker, et. al; Weiler; Wood). These characteristics differ from previous generations and have implications for higher educators; most of who belong to the Baby Boom generation (Walker, et. al; Wood).

Generation Y is the largest generation in the United States history, with a population of well over 70 million (Soule, 2001). Additionally, there is more ethnic and cultural diversity in Generation Y than any previous generation (Soule). Specifically, 36% of Generation Y is non-White or Hispanic (Walker, Martin, White, Elliott, Norwood, Magnum & Haynie, 2006). Members of Generation Y have been raised in front of electronic screens (television, movies, videogames, computers) and the effects are profound (Oblinger, 2003; Weiler, 2004). Such passivity has affected critical and cognitive thinking abilities as well as the physical prowess of this generation (Weiler). These learners have a preference for visual learning (computers and televisions) compared to reading books (Oblinger; Soule; Weiler). Additionally, when researching information, Generation Y favored using the Internet over going to the library (Weiler). Furthermore, these learners preferred information collected by experience (both their

own, or other's first hand experience) to that of scholarly research (Weiler). Many Generation Y learners question the relevance and authenticity of such data (Weiler; Wood).

Generation Y enter college with different beliefs and values than previous generations. These students matriculate into higher education with record levels of self-confidence about their academic prowess (Soule, 2001). Alarmingly, 60% of learners rated themselves as above average or in the top 10 of their cohort (Soule). This academic self-confidence may stem from grade inflation, which is also reported at record levels (Soule) or perhaps from the concerted self-esteem movement in public education during the 1990's. Furthermore, the vast majority of these students see college as a means to securing a high paying job (Soule). Whereas, college students of the late 1960's placed a high value on developing a meaningful philosophy of life, today's student is focused on upward mobility (Soule). Generation Y views technology as a natural part of their environment (Oblinger). These learners expect that teachers will integrate technology in their classroom (Wood). Additionally, many students feel that they are more technologically savvy than their teachers (Oblinger). These factors, coupled with an "information on demand" mindset, have empowered students to control their learning (Oblinger; Soule; Wood). Unfortunately, this "on demand" mindset has created a sense of entitlement within this generation of students. Many students believe that faculty should be on call to serve their needs (Soule). Obviously, this is impossible, and has led to conflict in and out of the classroom (Hernandez & Fister, 2001).

Classroom Incivility in Higher Education

Feldman (2001) defined classroom incivility as "any action that interferes with a harmonious and cooperative learning atmosphere in the classroom" (p. 137). Incivility can manifest itself as covert behavior (sleeping, arriving to class late, leaving class early, bored

25

behavior) or overt behavior (talking in class, talking on cell phones, eating and drinking noisily, arguing with instructors) (Meyers, 2003; Seidman 2005). Regardless of the type of student misbehavior, faculty often feels frustrated, distressed, and even fearful in their own classrooms (Barbetta, Norona & Bicard, 2005; Ennis, 1996; Hernandez & Fister, 2001; Meyers, 2003; Seidman, 2005; Young, 2003). An instructor may actually reach the point of dreading teaching a class (Boice, 1996; Morrissette, 2001). Intense encounters can affect the learning environment, a teacher's ability to teach, his or her scholarship, and overall emotional well being (Boice; Carbone, 1999; Hilton, 1999; Morrissette, 2001). Conversely, students acting appropriately often felt annoyed and even angered by their classmate's inappropriate behavior (Hirschy & Braxton, 2004; Seidman). Many students expressed frustration about how faculty dealt with classroom incivility (Hirschy & Braxton; Seidman). The literature revealed that the so-called "good students" were found to have negative thoughts and feelings about these ineffective instructors and the institution itself (Hirschy & Braxton; Meyers; Seidman).

Feldman (2001) grouped student incivility into four constructs. The first construct, are those behaviors that are classified as annoyances (Feldman). Annoyances included wearing inappropriate attire, chatting in class or poor performance on assignments and homework (Feldman). The second construct was classified as "classroom terrorism" (Feldman, p. 137). This type of uncivil behavior directly affected teaching and learning. Examples included students promoting their own agenda (rather than the set course topic), students who were vocally intolerant of other's ideas and opinions, and those that challenged teacher authority (Feldman). The third type of uncivil behavior was classified as intimidation (Feldman). Intimidation manifested itself when students threatened to go to the dean or department head about the instructor's teaching or grading practices (Feldman). The fourth and final type of incivility was

acts or threats of violence (Feldman). Acts of violence against college faculty while rare have occurred (Boice, 1996; Feldman; Hernandez & Fister 2001).

Before proceeding, one must examine incivility in the broader context of American society. Moffat (2001) noted that the decline of civility has become a linchpin issue in the twenty-first century. From local governments adopting civility policies, legislatures passing laws mandating school children to act polite, or college faculty being trained to bring civility back to the classroom, there is a movement afoot attempting to combat the perceived incivilities in society (Moffat). Furthermore, Moffat noted "it becomes plausible to see incivility as a barometer of underlying societal decay" (p. 63). If there is indeed a decay of acceptable behavior in American society on the whole, it is probable to assume that such inappropriate behavior would enter the ivory towers of academe (Hernandez & Fister, 2001; Schneider, 1998; Twale & DeLuca, 2008; Young, 2003).

While this notion of college students misbehaving is nothing new (Barbetta, Norona & Bicard 2005; Seidman, 2005; Meyers, 2003; Young, 2003; Hernandez & Fister, 2001), there is a growing belief among administrators and faculty alike that student incivility is on the rise on college campuses (Feldman, 2001; Harris, 1996; Heinemann, 1996; Morrissette, 2001; Richardson, 1999; Schneider, 1998; Boice, 1996). Schneider related an incident at Virginia Tech where a chemistry professor asked the class to solve an equation. A student in the back of the room shouted profanity at the professor, questioning the purpose of the equation (Schneider). At Utah State University, an instructor refused to change a student's grade. The unhappy student screamed profanity at the instructor, and threatened to go to the department head (Schneider). There have been reports of students stalking professors, challenging them to fights, assaulting instructors, sending hateful e-mails and leaving disparaging voicemails (Hernandez & Fister,

2001; Schneider). These examples, no doubt extreme, clearly denote a power struggle between students and teachers.

Schneider (1998) noted a major problem on college campuses is a crisis of authority that leaves no one above reproach. Adults are often perceived to be hypocritical and untrustworthy. Generation Y students may have close ties with their parents, but many view other adults with suspicion and doubt (Oblinger, 2003). There has also been a conscious paradigm shift from the notion that a college education broadened one's intellectual capacity, to the idea that a college education paved the way to high paying job (Hernandez & Fister, 2001; Schneider). Indeed, many students view their education as a product they are paying for (Oblinger; Schneider). This purchasing of a higher education "product" has unintended consequences. These consumers (rather than students) often choose to make unrealistic demands on faculty and administrators (Hernandez & Fister; Schneider; Young, 2003). The literature revealed that many current college students view themselves as being co-equal with their instructors, rather than the traditional role of teacher and subordinate (Wood, 2006). These students believe respect is to be earned, rather than granted due to rank or title (Walker, et. al., 2006).

Perhaps the greatest form of classroom incivility is violence or the threat of violence directed toward college faculty (Boice, 1996; Feldman, 2001; Hernandez & Fister 2001). Hernandez and Fister stated, "Instructors, using only the authority of their position are no longer able to maintain decorum in the classrooms or a sense of personal safety: (p. 49). Perhaps this stems from the behavioral choices (Glasser, 1998) and characteristics of the modern student (Hernandez & Fister). Indeed, "students in today's colleges and universities also have a blurry perception of the boundaries between themselves and the faculty, staff, and administration. College students tend to see themselves as the hub around which society revolves" (Hernandez &

Fister, p. 53). This sense of entitlement leads many students to believe their needs are paramount and must come first (Glasser). Today's instructors have reported incidents of stalking, alarming e-mails, strange voicemails and chilling papers detailing bizarre thoughts (Amada, 1995; Amada, 1997; Hernandez & Fister). Also alarming is the fact that almost one million American college students may be carrying guns and other weapons on campus (Hernandez & Fister, 2004). While it is true that "murder is the most dramatic of all disruptive behaviors faced by college counselors and faculty, fortunately, few counselors or faculty members will have the experience" (Hernandez & Fister, p. 49). Since undertaking this research project, two tragic events have occurred in American higher education, which underscore the problems of an armed, and dangerous student body. Both the murders of 32 faculty and students at Virginia Tech in April of 2007, and the killing of 5 students at Northern Illinois University in February 2008 reveal the devastation that one armed student can cause on a college campus (Hoover, 2007; Sander, 2008; Smith, 2007).

Theoretical Constructs

Choice Theory

One construct, or lens, which may assist the reader understand classroom incivility, is choice theory. Psychiatrist William Glasser posited choice theory some thirty years ago (Glaser, 1998; Mishler & Cherry, 1999; Stewart, 1998). While the full extent of Glasser's choice theory is beyond the scope of this literature review, certain key points must be discussed. The basic tenets of Glasser's Choice theory are: 1. All humans have certain genetic needs encoded into their biological systems. 2. All behavior is purposeful. 3. All behavior is aimed at satisfying our needs. 4. Human beings have final control of their behavior. 5. What is valued is unique to each individual. 6. Given the opportunity and guidance humans can alter their behavior (Glasser;

Mishler & Cherry; Stewart). Furthermore, choice theory suggested that there is five (5) basic needs that every human attempts to meet: 1. Belonging: All human beings have a need to feel love and to connect socially with others. 2. Power: All human beings have a need for power and control in their lives.3. Freedom: All human beings have the need to make choices and pursue what interests them. 4. Fun: Human beings need a sense of joy, discovery and play in their lives. 5. Survival: Basic physiological needs must be meet (food, water, shelter, etc.) (Glasser; Mishler & Cherry; Stewart).

The literature suggested that all behavior occurs in an attempt to satisfy one or more of these five basic needs (Glasser, 1998; Mishler & Cherry, 1999; Stewart, 1998). Using this construct, student incivility can be understood as a conscious choice a student or students makes to satisfy some combination of these needs (Glasser). Boice (1996) and Bray and Del Favero (2004) posited that most acts of classroom incivility stemmed from power struggles in the classroom. Power, as Yukl (2002) suggested, is the capacity an individual has to influence another party. An instructor has both positional power and authoritative power derived from title and knowledge, respectively (Yukl; Bruffee, 1999). As the literature revealed, an instructor's positional power has ebbed recently. Regardless, if a student chooses to challenge an instructor's authority and power, it can and does create an uncivil classroom.

Choice theory helps frame the actions of college professors facing classroom incivility as well. The literature divulged that many of these professors acknowledged that student incivility was a problem, but were hesitant addressing, much less stopping such behavior (Anderson, 1999; Boice, 1996; Feldman, 2001; Meyers, 2003). The literature revealed, ignoring classroom incivility was a poor choice (Anderson; Boice; Meyers). Rather than stepping up to the challenges created by boorish students, these instructors chose the path of least resistance (Boice;

Glasser, 1998). Furthermore, the literature revealed that a great number of instructors were simply not interested in basic classroom management and pedagogical training in-services often provided on college campuses (Hirschy & Braxton, 2004; Meyers; Seidmann, 2005).College professors spend a great deal of time, effort and expense becoming experts in their field (Sarason, 1999; Boice, 1996). It is assumed that expertise in subject matter guarantees competence in the classroom. But, as Seymour Sarason (1999), renowned author and Professor Emeritus at Yale stated, "I had no formal or informal preparation for teaching. The assumption in the university is that if you know your subject matter you will convey it adequately to your students. I knew this was self-serving nonsense" (p.2). Hence, instructors may choose to believe that (a) their pedagogy needs no refinement and (b) that classroom management issues are not relevant to their practice (Anderson; Feldman; Meyers).

Another choice faculty members must make is whether to report incidents of classroom incivility to the proper campus authorities. Unsurprisingly, many professors refused to report such incidents to administrators or seek help from colleagues (Boice, 1996; Carbone, 1999; Feldman, 2001; Seidman, 2005; Young; 1998). There are feelings of embarrassment and a strong belief that such actions would be perceived as a sign of weakness or ineffective teaching (Boice; Morrissette, 2001). Indiana University conducted a groundbreaking survey of academic incivility in 2000. This research project surveyed 2600 full time faculty and graduate instructors. Only 10% of respondents revealed that they had "a lot of discussion" (p. 22) about classroom incivility with their colleagues. 43% of respondents indicated they had some discussion with peers about classroom incivility. The remaining 47% had little or no discussion with their colleagues about incivility (Indiana University, 2000). Seidman (2005) reported that faculty "are often afraid to take action for fear that the administration might not fully support them and instead take the side

of the student in question" (p. 3). With the paradigm shift in higher education to students being referred to as consumers and professors as facilitators, there is a belief among faculty that administrators are more likely support students rather than lose their tuition dollars (Oblinger, 2003; Wood, 2006).

Policy Analysis

Successful policy creation and implementation is another tool to address and possibly circumvent classroom incivility (Hirschy & Braxton, 2004). Policy provides instructors, administrators and even students the means to address acts of classroom incivility (Braxton, Bayer & Noseworthy, 2004; Hirschy et. al). To understand exactly how policy can assist these actors, it is important to provide a framework for the policy process. Policy affects and shapes higher educational programs (Fowler, 2004). Gone are the days when an educational leader could close the office door and ignore policy issues. Fowler admonished that today's educational leaders must understand policy theory, the policy process and be armed with practical information. It is important for practitioners to understand that educational policy is value laden and reflects the beliefs and ideas of those who craft it. The Stage Model, detailed by Fowler, outlined how policy is created. First, the issue is defined. Second, the agenda is set when powerful actors take up the issue. Third, the policy is formulated and written into law or within an organization. Fourth, the policy is adopted and implemented. Fifth, the policy (ideally) is evaluated to determine its value and effectiveness (Fowler). While powerful actors create policy at the top, it is implemented at the grass roots level. As such, there is much interpretation and flexibility at the local level (Fowler).

Policy creation and implementation is a complex process that should be understood by faculty and administrators alike (Fowler, 2004). First, is the notion that actors and players have

vested interests that frame actions and agendas (Cervero & Wilson, 1994; Preskill & Torres, 1999; Patton, 1997; Fowler, 2004). When addressing student incivility, the primary actors are faculty, administrators and students (Boice, 1996; Hernandez & Fister, 2001; Meyers, 2003; Seidman, 2005). Second, the process involves political negotiation. Actors and players negotiate interests in an effort to shape policy. Faculty demand autonomy in the classroom, yet want the support of administration if and when problems arise (Bensimon, et. al 1989; Boice). Third, the needs of stakeholders should (ideally) permeate all three constructs. The literature, however, revealed that many faculties believed that administrators side with students more often than not with student incivility issues (Oblinger, 2003; Wood, 2006; Seidman, 2005). Fourth, the concept of power weighs heavily on the process. Yukl (2002) suggested understanding the concept of power and how individuals can and do influence each other in an organization is quite useful. Administrators negotiate a precarious process attempting to create a fair and balanced incivility policy that satisfies all stakeholders (Fowler; Meyers; Young, 2003). For example, if students feel that their education suffers from unruly students (due to a weak instructor or a weak policy) the literature revealed they will simply take their tuition dollars elsewhere (Braxton, Bayer & Noseworthy, 2004; Morrissette, 2001; Seidman, 2005). Conversely, if the policy is too strong, students may also leave (Braxton, et. al.; Morrissette; Seidman). Additionally, if faculty do not believe they have the support of the administration this can have a negative effect on the classroom-learning environment and the institution as a whole (Braxton, et. al.; Morrissette; Seidman).

Amada (1994) suggested that policies could be crafted to address classroom incivility. Caboni, Hirschy, and Best (2004) admonished that these policies would only be as effective as student norms on a campus. Specifically, if the accepted student norm on a particular campus

was to demonstrate respect for instructors and peers in the classroom such policies would likely strengthen such behaviors (Caboni, et. al). Conversely, if student normative behavior was to behave in an uncivil manner; such policies would have little or no effect (Caboni, et. al.). Hirschy and Braxton (2004) outlined three steps campus leaders could follow in policy practice:

> First, college and university officials can provide a faculty liaison who is familiar with the policies and procedures of the institution and with whom faculty members can talk about difficult students. Second, a faculty and staff handbook should include written descriptions of the related policies and procedures on faculty, staff, and student rights and responsibilities. Third, on-going training should be available to assist instructors and staff in identifying and addressing disruptive behavior when (or shortly after) it occurs (p. 73).

Immediacy

Perhaps the most intriguing theory to frame the discussion about classroom incivility is that of immediacy (Boice, 1996a; Boice, 1996b; Hannah, 2006). Intriguing in the sense because immediacy implicates faculty as the root cause of classroom incivility. Boice stated, "Clearly, teachers were the most crucial initiators of classroom incivility" (p. 23). Boice argued that the behaviors and actions of college professors were the root cause of most cases of classroom incivility. These uncivil behaviors include professors who publicly humiliate students for asking routine questions, disdainful professors who treat students with outright contempt and lecturers who bore students into a state of unlearning (Boice, 1996; Hannah, 2006; Oblinger, 2003). Furthermore, Boice asserted that speaking too fast, refusing to answer student questions, springing pop quizzes on students, etc. are forms of faculty incivility too. Boice suggested such negative behaviors create a hostile environment that actually encourages students to rebel and act in an uncivil manner. There is some evidence in the literature to buttress Boice's argument.

Braxton, Bayer & Noseworthy (2004) advanced the supposition that the condescending negativism of an instructor negatively affected student learning and retention. Additionally, the *Survey on Academic Incivility* at Indiana University (2000) revealed that 48% of all faculty respondents admitted that their actions might have contributed to classroom incivility. However, the report did not detail specific behaviors or actions that might have contributed to classroom incivility. Furthermore, there is some discussion in the literature about college professors actually bullying students (Chapell, Casey, De la Cruz, Ferrell, Forman, Lipkin, Newsham, Sterling, and Whittaker, 2004). Unlike the numerous studies of bullying in the P-12 setting, investigations about collegiate bullying are sparse (Chapell, et. al.). However, (Chapell, et. al.) noted that over 44% of student respondents had observed college students being bullied by teachers. Chapell et. al. concluded this trend is disturbing because of the effects on learning and long-term mental health consequences such behavior poses for students and faculty members.

To circumvent these problems, Boice (1996) suggested that competent instructors were skilled in a concept known as "immediacy". Boice admonished that

> immediacy-the extent to which the teacher gives off verbal and nonverbal signals of warmth, friendliness, and liking (e.g. forward leans, smiles, purposeful gestures, and eye contact). With positive motivators and, particularly immediacy, student inclinations to classroom incivility drop off dramatically (p. 458).

In other words, immediacy refers to the positive interpersonal skills a teacher possesses and uses in and out of the classroom. With the concept of immediacy, the causation of classroom incivility rests largely with the instructor. Boice gives little argument to support the notion of students initiating incivility, unless provoked. Hannah (2006) argued this was self-serving nonsense. Hannah refuted Boice's supposition by arguing that college students are legally recognized as

adults, and should be treated as such (with the appropriate consequences, etc.). Furthermore,

Hannah insisted that classroom incivility is a learned behavior that has been nurtured in the P-12

environment and college faculties are not suddenly responsible to curb or halt such rude

behavior. And finally, Hannah admonished

> To suggest that faculty who lack suitably developed "immediacy skills" are, in the final
>
> analysis, responsible for their students' inability to act like responsible adults is, I fear, to
>
> treat adults like children. Such assumptions condescend to our students in a way distinct
>
> from, but perhaps no less harmful than, those assumptions that take our students as too
>
> stupid to learn (p. 3).

While neither Boice's argument nor Hannah's counterargument are entirely original, both

provide a balanced framework to view classroom incivility. Both faculty and students can and do

affect classroom incivility (Braxton, Bayer & Noseworthy, 2004; Caboni, Hirschy & Best,

2004). Both enter an agreement to provide a civil learning environment for both learners and the

teacher (Boice; Bruffee, 1999; Hannah). The responsibilities of administration, faculty and

students in promoting a positive classroom environment are discussed next.

Responsibilities

Responsibilities of Administration

Like all organizations, colleges and universities can and do have distinct and unique

cultures. Historically, some liberal arts schools were founded in an effort to capture a distinct

culture, usually religious in nature (Brubacher & Rudy, 1976; Morison, 1998; Rice & Austin,

1988). This culture is often nurtured by the use and manipulation of campus symbols, rituals, and

campus lore (Rice & Austin). Astute leaders should consider three key factors when making

decisions that can affect the culture of the institution (Rice & Austin; Tierney, 1988). First,

36

clearly understand how these decisions can affect various stakeholders, particularly faculty and students. Second, leaders must also be cognizant that colleges still tend to be characterized by lifetime employment, tenure, academic freedom and collective decision-making (Cohen, 1998; Tierney, 1988). Third, leaders must remember that faculty tend to mistrust administration, and do not want to be involved with the day-to-day management of the institution, but, do want to feel support if and when crises arise (Boice, 1996; Whetten & Cameron, 1985).

The dichotomous values of leadership and faculty facilitate a climate of organized anarchy in colleges and universities (Bensimon, Neuman & Birnbaum, 1989). Cohen, March, and Olsen (1972) suggested that organized anarchies are characterized by unclear goals, a loose collection of concepts, unclear technology and fluid participation within the collective. Such is the case in today's colleges and universities. When viewed through this lens, one begins to ascertain the difficulties administrators face when trying to address classroom incivilities. First, do administrators adopt a tough façade, and implement a zero tolerance policy similar to those found in the P-12 setting (Chapell, et. al, 2004)? This is fiscally impractical because higher education today is a buyer's market; students will simply take their educational dollar elsewhere (Oblinger, 2003; Wood, 2006). Second, do administrators turn a blind eye to the problem and placate the students, (as many faculty believe to be the case) and risk the ire of professors and instructors (Oblinger; Schneider, 1998;Wood, 2006)? Third, do administrators work with faculty and students to find common ground with the problem of classroom incivility (Hernandez & Fister, 2001; Schneider, 1998; Young, 1998). Unsurprisingly, the literature suggested that this may be the best option (Hirschy & Braxton, 2004; Schneider; Young). From institutional self-studies, focus groups, changes in policy, policy implementations, regardless, all stakeholders

should be involved when addressing classroom incivility (Boice, 1996; Fowler, 2004; Hebein, 2001; Richardson, 2001).

Faculty Responsibilities

The literature pertaining to classroom incivility shared one common concept: civil classrooms begin with the actions and behavior of the instructor (Anderson, 2001; Boice, 1996; Kuhlenschmidt & Layne, 2001; Meyers, 2003; Seidman, 2005; Twale & DeLuca, 2008; Young 1998). A professor should understand his or her beliefs about teaching, learning, and students before stepping foot inside a classroom (Anderson, 2001; Boice; Kuhlenschmidt, 2001). Obviously, emotions affect beliefs and how one behaves towards others (Glasser, 1998; Kuhlenschmidt). If an instructor believes students are unintelligent, uncivil and uncouth, the instructor will treat them accordingly (Anderson; Glasser; Kuhlenschmidt). Conversely, students will adapt to fit this construct and in turn, behave accordingly (Boice; Glasser). Cleary, understanding that a college classroom is a social arrangement among all participants is critical (Anderson; Braxton, Bayer & Noseworthy, 2004). The literature suggested that effective instructors understand this and act accordingly. The literature also suggested that the most effective instructors communicate clearly, communicate effectively and use these skills to create a sense of immediacy in their classroom (Anderson; Boice). Immediacy fosters a sense of closeness between teacher and students, which in turn and helps create a more harmonious classroom (Anderson; Boice).

From day one, Feldman (2001) advised that faculty take proactive measures to ensure civility in their classroom. At the onset of the very first class session, instructors should hand out

his or her syllabus, with codes of conduct clearly stated as well as grading policies, assignment due dates, etc. (Feldman; Reed, 1997). This first session should be spent addressing class policies, class expectations and setting an overall positive tone for the class (Anderson, 2001; Feldman; Reed). As discussed previously, how this information is communicated is perhaps more important than the policies themselves. If students perceive that the instructor truly cares about them and their learning, it is likely they will adhere to these policies and act appropriately (Anderson; Boice).

It is not a question of "if" inappropriate behavior will occur, rather "when" such behavior will occur and how an instructor handles the situation (Boice, 1996; Braxton, Bayer & Noseworthy, 2004). The literature revealed suggestions, strategies and countless tips for professors to attempt to implement. While a detailed description of every possible tip and trick is beyond the scope of this literature review, critical notions will be shared. Over and over, it was stressed that when any form of classroom incivility occurred, a professor should remain calm, cool, and collected (Anderson, 1999; Meyers, 2003; Seidman, 2005). Feeling angry, annoyed and impulsive is normal (Anderson) but should not dictate a professor's actions. Next, when classroom incivility occurred (covert or overt behaviors alike) the literature stressed that instructors should not ignore said behavior and "hope" that it dissipates in the ether (Boice, 1996; Meyers; Seidman). Addressing uncivil incidents in class in a firm, but fair manner is suggested (Meyers). Additionally, speaking to uncivil students after class and in private is also stressed (Meyers). If said behavior continued, the literature advised going through the proper channels to report it to the proper authorities (department chair, academic dean, dean of students) and find a solution (Anderson; Boice; Meyers; Seidman).

Student Responsibilities

And where do today's college students fit into this equation? Critical to this discussion is the conception that the vast majority of college students (save for a few exceptionally bright youngsters) are eighteen years or older and are thus viewed as adults by the courts, higher educational institutions, and the broader American society (Brubacher & Rudy, 1976; Hernandez & Fister, 2001; Morison, 1998). Hence it is expected that students "behave" or "act" like adults, as troubling as this supposition may be. Historically, colleges and universities have used an honor code system in an effort to promote academic honesty in the institution (Brubacher & Rudy, 1976). Arnold, Martin, Jinks and Bigby (2007) noted that an increase of student cheating and plagiarism has precipitated many institutions to return to an honor code system. An honor code system only indirectly addresses student incivility. Such a system expects students to sign an honor pledge and report cheating and plagiarism infractions to the proper campus authorities. The literature revealed that students, rather than instructors, more often dealt with uncivil behavior in the classroom (Seidman, 2005; Young, 2003). Seidman stated that the so-called "good students" asked their loutish classmates to stop their actions and behavior. In turn, many of these students went to the instructor, department chair and academic deans in an effort to have student incivility properly addressed (Seidman; Young). Furthermore, campus wide initiatives to address classroom decorum were often facilitated by students and student organizations (Hernandez & Fister, 2001: Seidman; Young). Overall, the literature disclosed that only a small percentage of students are involved in classroom incivility (Hernandez & Fister; Meyers; Schneider; Seidman; Young). As mentioned earlier, since no system exists to track classroom incivility, it is difficult to ascertain an exact figure. Regardless, as the literature revealed, a few students can and do derail teaching and learning.

40

Reporting Classroom Incivility

In Reporting Classroom Incivility Morrissette (2001) suggested that it was difficult to track incidents of incivility against college faculty members because no such system existed. If such a system did exist, it likely would paint an accurate portrait of the problem. The embarrassment faculty feels from student disruptions dissuade many from reporting incidents to the proper authorities (the department chair, the Dean of Students, etc.) thus negatively skewing any potential system (Boice, 1996; Hernandez & Fister, 2001). As the participants revealed, who were given the *Survey of Academic Incivility* at Indiana University (2000), almost 50% of faculty refused to acknowledge or discuss classroom incivility with colleagues. Boice advanced the idea that higher educators, unlike other Doctoral-Level practitioners (Physicians and Therapists) refused to readily acknowledge incivility as part of the profession. Furthermore, Boice noted that the research on classroom incivility was inconsistent at best. When research on classroom incivility is conducted on a college campus it may be kept confidential. Boice said, "on the few occasions when faculty development practitioners examine CI [Classroom Incivility] on their own campuses, the information is often held back from public distribution. I know of two large campuses where such studies/programs were kept from publication by administrators concerned about institutional image" (p.456). Clearly, more transparent research needs to be conducted.

Effects of Classroom Incivility

Disruptive student behavior can and does affect student learning and retention (Ennis, 1996; Hirschy & Braxton, 2004; Morrissette, 2001; Seidman, 2005). Rude students often failed to recognize that their behavior affects other classmates and the instructor's ability to teach. Students uninvolved in these acts are denied the opportunity to learn (Morrissette). Ennis (1996) noted that direct confrontation in classrooms ostensibly derailed the teaching and learning that

was occurring in class. Such confrontations affected the overall tone of the class and the content

decisions of the teacher (Ennis). Many instructors were at a loss when an angry student (or

students) caused the class to come to derail. At this point, teaching and learning cease (Boice,

Hernandez & Fister, 2001). Boice (1996), Schneider (1998) and Feldman (2001) categorized

these disruptive students as "classroom terrorists". Often, these "classroom terrorists" had an

agenda and fully intended to implement said agenda, regardless of how it affected others.

Feldman noted that such behavior "was troubling because it directly interferes with

instruction…and takes learning time away from the rest of the class" (p. 137). Furthermore,

classroom incivility affected student retention (Seidman, 2005). As Seidman reported, "an

unsatisfactory learning environment has been linked to students leaving a university early" (p.

40). This can and does affect enrollment for a university, degree completion for students, and

the reputation of the institution as a whole (Boice; Seidman).

Summary

This review of literature began with a detailed, historical analysis of classroom incivility

in American higher education. Specifically, the researcher focused on the construct of student

incivility in higher education. The twenty-first Century college instructor may bemoan cell

phone interruptions in class and inflammatory e-mails from students (Hernandez & Fister, 2001)

but such behavior pales in comparison to the riots, rowdies, and rebellions of yore (Brubacher &

Rudy, 1976). The researcher deemed to include such a detailed overview to edify the reader to

the problems of the past and provide information how instructors and administrators attempted to

deal with such acts. Next, the review of literature provided a definition for classroom incivility

and the different constructs or types of classroom incivility found in modern classrooms. The

literature review proceeded with a discussion about the perceived rise of classroom incivility in

higher education and possible reasons for such phenomena. Next, the researcher provided three theoretical constructs to frame and discuss classroom incivility: Choice theory, policy analysis and immediacy. Using these lenses, it became apparent there are gaps in the literature. Specifically, incidents of classroom incivility may be increasing in frequency and severity on the modern campus, but no clear theory or theories exist to explain why such incidents are occurring (Boice, 1996; Braxton, Bayer & Noseworthy, 2004; Hernandez & Fister, 2001; Schneider, 1998). Furthermore, it became evident that the actions and behavior of college faculty may be a catalyst for classroom incivility (Boice; Braxton, et. al.; Braxton & Bayer, 2004; Caboni, Hirschy & Best, 2004; Twale & DeLuca, 2008) but is an under-studied topic. Finally, the review of literature concluded with a discussion about the responsibilities of administration, faculty and students for dealing with classroom incivility and the possible effects on student learning and retention.

CHAPTER THREE

Research and Methodology

Introduction

A review of the pertinent literature revealed that classroom incivility is not a new phenomenon in American higher education. Students and teachers have clashed since the founding of Harvard College in 1636 and continue to do so into the twenty-first century. (Anderson, 1962; Brubacher & Rudy, 1976; Cohen, 1998; Morison, 1998; Thelin, 2004; Twale & DeLuca, 2008). While the deadly student riots and rebellions of the past have receded, classroom incivility is perceived to be a serious and growing problem on college and university campuses across the nation (Boice, 1996; Braxton & Mann, 2004; Hernandez & Fister, 2001). Previous research efforts have tended to focus on student incivility outside the classroom (alcohol abuse, hazing and sexual crimes on college campuses). The research pertaining to acts of student incivility in the classroom as well as faculty incivility in the classroom is limited (Bayer & Braxton, 2004; Boice; Braxton, Bayer & Noseworthy, 2004; Braxton & Mann; Bray & Del Favero, 2004). A comprehensive review of the literature provided evidence that current research is limited pertaining to: 1. Student and teacher perceptions of the types and frequency of classroom incivility. 2. Faculty and student perceptions of whose actions in the classroom impact incivility in the classroom. 3. The impact University policies and procedures have on classroom incivility. 4. Perceived effectiveness of faculty interpersonal and pedagogical skills and the frequency of incivility. (Bayer & Braxton; Boice; Braxton & Mann; Bray & Del Favero; Feldman, 2005; Hernandez & Fister, 2001; Meyers, 2003; Seidman, 2005). Consequently this study was intended to investigate faculty and student perceptions about classroom incivility,

perceived effectiveness of university policies specifically addressing classroom incivility and

perceived effectiveness of teachers' interpersonal and pedagogical skills and the amount of

perceived incivility in classrooms.

Provided in Chapter Three is the research design and the methodology for this study. An

explanatory mixed method design of qualitative and quantitative data was used to analyze faculty

and student perceptions about classroom incivility, perceived effectiveness of university policies

specifically addressing classroom incivility and the relationship between perceived effectiveness

of teachers' interpersonal and pedagogical skills and the amount of perceived incivility. The

sample and population were explicitly outlined for the reader. The procedure and protocol for

data collection was explained as well. The researcher devised a hypothesis for predictions for

possible outcomes, as well as procedures for data analysis. Moreover, the researcher provided an

explanation of biases and assumptions for the reader.

Problem and Purpose Overview

The literature supported the perception that classroom incivility is on the rise in higher

education (Boice, 1996; Feldman, 2001; Hernandez & Fister, 2001; Meyers, 2003; Seidman,

2005; Twale & DeLuca, 2008). The study of classroom incivility in higher education is

incomplete without the examination of both faculty and student perceptions of the type and

frequency of such phenomena. Furthermore, the perceived effectiveness of university policies to

address classroom incivility is also important to study as well as the relationship between the

perceived effectiveness of a teacher's interpersonal and pedagogical skills and the amount of

perceived incivility. Bayer and Braxton (2004) noted that previous research efforts focusing on

incivility in higher education have been relegated to hazing, student cheating, plagiarism, and

alcohol abuse. Furthermore, the literature supported the perception that classroom incivility is on

the rise in higher education (Boice, 1996; Feldman, 2001; Hernandez & Fister, 2001; Meyers, 2003; Seidman, 2005). Thus, this study was guided by the following overarching questions: Are there differences in faculty and student perceptions about classroom incivility? Do University policies addressed at classroom incivility have any effect at curbing the behavior? Is there a relationship between the interpersonal and pedagogical skills of faculty and incidence of classroom incivility?

The purpose of the study was to add to the body of knowledge about classroom incivility in higher education. The researcher examined the perceptions of both college and university faculty in three Midwestern states as well as the perceptions of undergraduates in the same three Midwestern states concerning classroom incivility in higher education. Perceptions were investigated to determine if there were differences in faculty and student perceptions of the types and frequency of classroom incivility occurring as well as differences in perceptions of whose actions have a greater impact on incivility in the classroom. The researcher also investigated the relationship between the perceived effectiveness of a teacher's interpersonal and pedagogical skills and the amount of perceived incivility. Finally, the researcher investigated faculty and student perceptions about the effectiveness of university policies addressed at curbing classroom incivility. Statistical and qualitative results were initially obtained from a representative sample of tenured or tenure track faculty and undergraduate students through administration of a survey. Next, a follow-up qualitative questionnaire consisting of six open-ended questions were sent to willing participants in an effort to expand on themes and ideas that developed in the initial research.

Research Questions

Information and research synthesized from the review of relevant literature helped craft the research questions that guide this study. The following questions were used to guide the research:

1. Is there a difference between faculty and student perceptions of the types and frequency of classroom incivility occurring, and if so, what are they?

2. Is there a difference between faculty and student perceptions of whose actions in the classroom has a greater impact on incivility in the classroom, and if so, what are they?

3. Is there a difference in faculty and student perceptions of the effectiveness of a teacher's interpersonal and pedagogical skills and the amount of perceived incivility and if so, what are they?

4. Is there a difference in faculty and student perceptions about the effectiveness of University policies in place to address classroom incivility?

Null Hypotheses

The following null hypotheses were tested in an attempt to answer the research questions:

1. There is no statistically significant difference between faculty and student perceptions of the types and frequency of classroom incivility occurring.

2. There is no statistically significant difference between faculty and student perceptions of whose actions in the classroom have a greater impact on the incivility in the classroom.

3. There is no statistically significant difference in faculty and student perceptions of the effectiveness of a teacher's interpersonal and pedagogical skills and the amount of perceived incivility.

4. There is no statistically significant difference in faculty and student perceptions about the effectiveness of University policies in place to address classroom incivility.

Rationale for Use of a Mixed Methods Design

A mixed method design was selected for the purpose of this study (Creswell & Clark, 2007), which was to add to the body of knowledge about classroom incivility in higher education. Creswell and Clark defined mixed methods research as:

a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (p. 5).

After reviewing and synthesizing the relevant literature and developing a research agenda, the researcher deemed that a mixed methods design would be the most appropriate model to use for the inquiry. A mixed method design allowed the researcher to use a myriad of tools of data collection (Creswell & Clark, 2007). Furthermore, a mixed method design "provides strengths that offset the weaknesses of both quantitative and qualitative data" (Creswell & Clark, p. 9). Finally, the researcher chose a mixed method design because of

practicality. As Creswell and Clark noted, "it is "practical" because individuals tend to solve problems using both numbers and words, they combine inductive and deductive thinking, and they employ skills in observing people and recording behavior" (p. 10).

The researcher chose to implement an explanatory design model (Creswell & Clark, 2007). An explanatory design is a two-phased mixed methods design that begins with the collection of quantitative data followed by a subsequent qualitative data collection (Creswell & Clark). The collection of qualitative data was intended to enrich the data collected during the quantitative phase (Creswell & Clark). Open-ended questions used during the qualitative phase were developed after the collection and analysis of the quantitative data. The interpretation of the results are derived from the analysis of the quantitative data, buttressed and supported from any patterns or themes that emerged during the qualitative phase (Creswell & Clark).

Population and Sample

The population for this study included tenured and tenure track college faculty throughout three Midwestern states. The population for this study also included undergraduate students in the same three Midwestern states. The researcher chose a sequential mixed-method design that used follow-up qualitative data to substantiate quantitative results (Creswell & Clark, 2007). Thus, the sampling plan was a two-phased endeavor. The first phase involved identifying higher education institutions for the quantitative survey distribution. The researcher determined to use the US News rankings of colleges and Universities. Whereas the Carnegie classification system groups colleges and Universities into ten categories, the US News ranking system collapses the ten categories into four categories (US News, 2007). The four categories include: 1. National Universities, which are universities that offer a variety of undergraduate degrees, Master's degrees and Doctoral degrees. 2. Liberal Arts Colleges are institutions that emphasize

undergraduate education steeped in the liberal arts tradition. 3. Master's Universities provide a full range of undergraduate degrees as well as some Master's degrees. 4. Comprehensive Colleges-Bachelor's focus on undergraduate education, with less of an emphasis on the liberal arts tradition (US News, 2007). The researcher deemed the four categories to be satisfactory to use to generate an appropriate population from which to draw an appropriate sample.

The researcher determined there were sixty-eight colleges and universities within a 200-mile radius of the researcher's residence. The researcher numbered each university and randomly drew fifteen colleges and universities. From these fifteen colleges and universities, the researcher made a purposeful selection of nine institutions to use in the study: three national Universities, three Master's Universities and three Comprehensive Colleges-Bachelors. This random, purposeful sample (Creswell & Clark; Fraenkel & Wallen, 2003) was appropriate because of the researcher's previous knowledge about the institutions, driving distance for follow up qualitative data collection, the constructs derived from the literature review, and the personal judgment of the researcher. The researcher selected the sample based upon prior data to address the criteria investigated through the study (Creswell & Clark, 2007; Fraenkel & Wallen, 2003). Then the investigator contacted each of the nine colleges and universities (see Appendix A) in an attempt to conduct the study on each respective campus. Of the nine potential research sites, five sites declined outright. Four universities consented to have the study conducted on their campuses. One National University, one Master's University and two Comprehensive Colleges-Bachelors agreed to participate.

Furthermore, the researcher determined that between the four sites, there was a potential population of well over 30,000 undergraduate students and several hundred faculty members. Therefore, a more manageable sample would be needed (Fraenkel & Wallen, 2003). Hence, the

researcher consulted with his Dissertation Chair and developed a plan to work with a more

manageable sample population. First, the researcher decided to focus on schools of education or

departments of education and Psychology departments only. This purposive sampling would be

appropriate for the project (Fraenkel & Wallen). Second, the researcher determined the following

total undergraduate student populations for each site:

Table 1

Student Populations

School	Education Department or School	Psychology Department
National University	775	1184
Master's University	1000	300
Comprehensive College A	311	59
Comprehensive College B	112	68

There were 2208 education majors at all four sites, 1341 Psychology majors at all four sites for a

total of 3549 students. Again, the researcher determined this population sample would be too

large and unmanageable. The researcher deemed that an acceptable target population of 1000

students (n=1000) would be desirable. Therefore, the researcher decided to use a stratified

random sampling of each group. The researcher assigned a number to each student from each

university and randomly drew 450 students from the National University, 350 students from the

Master's University, 150 students from Comprehensive College A and 50 students from

Comprehensive College B. Of the 1000 student surveys e-mailed, 197 were completed, yielding a return rate of 20%.

The researcher determined the following total faculty populations from each school.

Table 2

Faculty Populations

School	Education Department or School	Psychology Department
National University	39	39
Master's University	31	9
Comprehensive College A	13	2
Comprehensive College B	8	8

There were 149 total faculty members. The researcher decided to use a random sampling to get a target population of 75. Therefore, the researcher assigned each faculty member a number and randomly drew 75 numbers. These 75 would serve as the sampling population. Of the 75 surveys e-mailed out, 52 were completed, yielding a return rate of 69%.

The researcher sought (see Appendices A & B) and was granted approval from each of the four university's respective IRB committee or University President to conduct research on their respective campus. Upon approval, the researcher then contacted the appropriate department chair (see Appendix C), sought and was granted approval (see Appendix D) to contact faculty and students. Faculty and students were then e-mailed a short introduction (see Appendix E) with a link to their respective survey (see Appendices F & G).

The second phase of the study was a qualitative endeavor, involving a follow-up qualitative questionnaire (see Appendix J) sent to undergraduate faculty and students. College faculty who were surveyed in the first phase were provided with an option on the electronic survey website to provide contact information if they were willing to be interviewed at a later date. So too, with the college undergraduates surveyed. The returned contact information was used by the researcher to contact ten undergraduate students and ten undergraduate faculty members.

Data Collection and Instrumentation

The researcher followed ethical principles and guidelines for the protection of human subjects of research (Fraenkel & Wallen, 2003). Due to the nature of the research and the possible negative thoughts and feelings about classroom incivility [both those of students and those of faculty] discretion was used to explain the purpose of the study and to respect the personal beliefs of the participants and to ensure confidentiality of the data (Creswell & Clark, 2007). The literature revealed that college faculties were sensitive to accusations of possibly causing classroom incivility (Boice, 1996; Braxton & Bray, 2004; Hernandez & Fister, 2001). A synthesis of the literature suggested that students are also sensitive to accusatory language and questioning about classroom incivility (Boice; Braxton & Bray; Hernandez & Fister). Thus this study was designed around student and faculty perceptions about classroom incivility, not whom was to blame for such behavior and actions.

All participants were protected through the use of an electronic informed consent that acknowledged their rights during data collection (Creswell & Clark, 2007). This consent met with the approval of the Human Subjects Review Committee of the University of Missouri – Columbia (see Appendix H). No research data were collected without electronic informed

consent from all participants. The researcher conducted both the survey and the follow-up questionnaire in the absence of any direct or indirect supervisors [for undergraduates: college instructors, etc. for college faculty: Department Chairs, Academic Deans, etc.]. The follow-up questionnaire was strictly voluntary and participants had the option to withdraw at any time without consequence. The identity of the respondents was protected through the use of pseudonyms and the filtering of identifying information from the findings (Creswell & Clark, 2007).

Two survey instruments, *Faculty Perceptions of Classroom Incivility* (see Appendix F) and *Student Perceptions of Classroom Incivility (*See Appendix G), were created for this study to use to measure student and faculty perceptions of classroom incivility. The survey instruments were adapted and modified using Indiana University's (2000) *Survey of Academic Incivility* as a template. The researcher was granted permission from Indiana University to adapt their survey instrument for this study (see Appendix I). The survey was designed to measure student and faculty perceptions of classroom incivility. A Likert scale, quite common in research (Frankel & Wallen, 2003) was used categorize faculty and student perceptions of classroom incivility. A four-point scale was used to indicate the frequency of specific acts of classroom incivility observed or experienced by participants. Additionally, open-ended questions in the survey were used to buttress and support faculty and student responses. Both instruments used the same questions and response choices in the first two sections. The remaining sections of the survey were written specifically to address the perceptions of faculty and students pertaining to classroom incivility, pedagogy and classroom incivility policy.

Both surveys were pilot tested and retested with a group of college professors familiar with classroom incivility. The participants of the pilot test were provided with

instructions on how to complete the surveys and also were asked to provide feedback about

the instrument: instrument design, appearance of the survey, ease of use, clarity of

directions, ease of comprehension and the length of the survey. Participants were asked to

complete the surveys a second time within a period of six weeks to establish the reliability

of the scores. Additionally, feedback was used to revise the surveys and help determine a

time frame for completion of the surveys. This feedback supported the validity of the

surveys (Creswell & Clark, 2007; Fraenkel & Wallen, 2003). The survey was analyzed for

test-retest reliability using a sample of 8 faculty members, producing a correlation

coefficient of 0.521. 49.2% of all survey responses in the test-retest study were the same at

both test times. The results were presented in Chapter Four.

Analysis of the data from phase one helped the researcher hone questions for the follow-

up questionnaire. The survey concluded with an option to indicate interest in being contacted in

the future. As mentioned previously, the researcher conducted the follow-up questionnaire in the

absence of any direct or indirect supervisors [for undergraduates: college instructors, etc. for

college faculty: Department Chairs, Academic Deans, etc.]. The questionnaires were strictly

voluntary and participants had the option to withdraw at any time without consequence. The

identity of the participants was protected through the use of pseudonyms and the filtering of

identifying information from the findings (Creswell & Clark, 2007).

Open-ended responses were typed and categorized, and interviews were transcribed

in preparation for overall data analysis (Creswell & Clark, 2007). Then, a coding system

was established to sort the data into categories. Last, the coded material was compiled into

descriptive categories of the major emerging themes. Narratives were used to convey the

findings of the analysis within the themes, and to interpret what was learned about

classroom incivility in higher education. The validity of the findings was frequently

monitored through the use of member checking, an external auditor, and triangulation of

interviews. Rich, thick description was also used to capture the full essence of all

participants' answers.

Data Analysis

The purpose of this explanatory mixed-method design study was to determine

student and teacher perceptions of the type and frequency of classroom incivility in higher

education as well as student and teacher perceptions of whose behavior had a greater effect

on classroom incivility. Although research indicated that classroom incivility is not a new

construct, the general perception was incidents of classroom incivility were on the rise

(Boice, 1996; Feldman, 2005; Hernandez & Fister, 2001). The research that had been

conducted tended to focus on student behavior outside the classroom, rather than the

classroom-learning environment. Two phases of data analysis were conducted to describe

statistical findings and qualitative, descriptive data.

Phase one consisted of quantitative research that examined statistical differences

between student and teacher perceptions of classroom incivility as investigated in research

questions one, two, three and four. The quantitative data was collected through

administering a survey to both college professors and undergraduate students and entering

the results into the *Statistical Package for the Social Sciences* (SPSS) version 16.0. For

research question 1, this involved generating descriptive statistics from the data and

conducting *t*-tests of survey question scores between students and faculty. For research

questions 2, 3, and 4, the outcome variables were categorical, so chi-square tests of

independence were conducted to test for discernable differences between students and faculty.

Phase two involved the qualitative data analysis of follow-up questionnaires and survey comments to answer research questions three and four. Data from the questionnaires was also used to buttress and triangulate data obtained from the surveys to answer research questions one, two, three and four. All qualitative data were read and analyzed in an effort to find emerging themes and patterns. In this process, terms, ideas and patterns were coded in an effort to find broader themes relevant to the study (Creswell & Clark, 2007). To deepen the researcher's understanding of each respective University's policy on classroom incivility, the researcher sought and found student code of conduct handbooks available online at all four university websites. These policies were used in an effort to triangulate data gathered for research question 4 (Fowler, 2004; Creswell & Clark).

The Researcher's Biases and Assumptions

One underlying assumption made by the researcher was the notion that many college professors simply do not know how to properly manage a class. It is assumed that a college professor is granted authority over his or her class by positional authority and the authority of knowledge, but are not properly trained how to teach and manage student behavior. This is based upon research (Amada, 1995; Anderson, 1999; Bayer & Braxton, 2004; Boice, 1996; Hannah, 2006; Hernandez & Fister, 2001) and personal experience in both the P-12 and higher education fields.

A second underlying assumption is that today's college students are less civil than previous generations. The research (Amada, 1995; Anderson, 1999; Bayer & Braxton, 2004; Boice, 1996; Hannah, 2006; Hernandez & Fister, 2001) supported the notion that

current college students are less respectful and are more suspicious of authority figures. Indeed, the research posited that respect is to be earned rather than granted due to rank or title. Again, this assumption was derived from both research and personal experience in the classroom.

Summary

Presented in Chapter Three was the information related to the design and methodology used to carry out this investigation of the impact of classroom incivility in higher education. A rationale was provided for the use of an explanatory mixed design research method. The population and sample were described, as well as data collection and instrumentation. The two-phased data analysis was articulated, as well as the researcher's biases and assumptions. Within Chapter Four, the data analysis and research findings are presented. Concluded within Chapter Five is a discussion of the research findings, conclusions, and recommendations for future research.

CHAPTER FOUR

Presentation and Analysis of the Data

Introduction

The purpose of this study was to investigate what differences in perception existed between undergraduate professors and undergraduate college students in regard to classroom incivility in higher education. This study focused on participant perceptions about the type and frequency of classroom incivility in higher education, the differences in perceptions of whose actions in the classroom has a greater impact on incivility in the classroom and faculty and student perceptions of the perceived effectiveness of university policies at curbing classroom incivility.

Classroom incivility has a profound effect on the classroom environment (Ennis, 1996; Hirschy & Braxton, 2004; Morrissette, 2001; Seidman, 2005; Twale & DeLuca, 2008). The research pertaining to classroom incivility in higher education is limited (Boice, 2006; Twale & DeLuca). Moreover, the majority of such research has focused more often on the behaviors of undergraduate students and not the actions of instructors as a possible cause of classroom incivility (Boice; Twale & DeLuca). Very little research exists about the behaviors and actions of both college instructors and undergraduate students in fostering a culture and climate of classroom incivility (Boice; Hernandez & Fister, 2001; Schneider, 1998; Twale & DeLuca). Therefore, this study is timely, practical and a benefit to emerging research about classroom incivility.

Prior to data collection, the researcher sought and was granted the University of Missouri-Columbia's Institutional Review Board's approval for data collection (see Appendix H). In order to collect the necessary data for this research project, both college undergraduate

students and college undergraduate instructors from three Midwestern states were surveyed. As previously detailed in Chapter Three, the population sample came from undergraduate students majoring in Education or Psychology. So too, the faculty population came from Education or Psychology departments.

The researcher administered two surveys, *Faculty Perceptions of Classroom Incivility* (see Appendix F) and *Student Perceptions of Classroom Incivility (*See Appendix G). Surveys used multiple choice questions to gather statistical, quantitative data as well as open-ended questions to gather qualitative data. Both question types were necessary and appropriate for such a mixed-method design (Creswell & Clark, 2007). Respondents were also able to indicate a willingness to be contacted further by the researcher, by sharing their name and a contact e-mail address.

The researcher administered a follow-up short- answer questionnaire with ten undergraduate students and ten undergraduate professors. As mentioned, these participants had indicated a willingness to be contacted after the completion of the online survey by providing their name and an e-mail address. The questionnaires were used to triangulate the data collected from the online surveys. Indeed, the questions used in the follow-up questionnaire were written after the careful analysis of the statistical data as well as open-ended data responses collected from the online survey. The questionnaire was used to buttress and support emerging themes from the online survey as well as provide thick, rich description. The questionnaire used (Appendix J) consisted of six open-ended questions that allowed respondents an opportunity to expand on themes and ideas from the survey. Additional data analysis included the collection of each University's campus code of conduct and/or student code of conduct handbooks available at each University's website. These policy handbooks were used in analysis of the research

questions pertaining to policy as well as provided a greater understanding of the structures in place to circumvent classroom incivility.

The research questions that guided this study were:

1. Is there a difference between faculty and student perceptions of the types and frequency of classroom incivility occurring, and if so, what are they?

2. Is there a difference between faculty and student perceptions of whose actions in the classroom has a greater impact on incivility in the classroom, and if so, what are they?

3. Is there a difference in faculty and student perceptions of the effectiveness of a teacher's interpersonal and pedagogical skills and the amount of perceived incivility and if so, what are they?

4. Is there a difference in faculty and student perceptions about the effectiveness of University policies in place to address classroom incivility?

The following null hypotheses were tested in an attempt to answer the research questions:

1. There is no statistically significant difference between faculty and student perceptions of the types and frequency of classroom incivility occurring.

2. There is no statistically significant difference between faculty and student perceptions of whose actions in the classroom have a greater impact on the incivility in the classroom.

3. There is no statistically significant difference in faculty and student perceptions of the effectiveness of a teacher's interpersonal and pedagogical skills and the amount of perceived incivility.

4. There is no statistically significant difference in faculty and student perceptions about the effectiveness of University policies in place to address classroom incivility

61

Presented in this chapter is an analysis of the data collected, description of the data collection instruments, analysis of the research questions and hypotheses, and a summary of the findings.

Data Analysis

Population

The population for this research study consisted of all undergraduate education and psychology majors and all education and psychology faculty at the four universities, which participated, in this study. Specifically, the population consisted of an n of 197studtents and an n of 52 faculty members. All four universities were geographically located in three Midwestern states and were selected using a purposeful sampling. Of the 1000 student surveys e-mailed out, 197 were completed, yielding a return rate of 20%. Of the 75 faculty surveys e-mailed, 52 were returned, yielding a return rate of 69%. A sample of 10 students and 10 faculty participants who completed the *Student Perceptions of Classroom Incivility* survey and the *Faculty Perceptions of Classroom Incivility* survey completed a short-answer follow-up qualitative questionnaire.

Research Questions: Analysis of the Data

Responses to the *Faculty Perceptions of Classroom Incivility* survey and the *Student Perceptions of Classroom Incivility* survey collected were entered into the SPSS statistical package, version 16.0. Data were analyzed using the independent samples *t-t*est for uncorrelated means. Statistical significance was determined at the .05 level of confidence or less. Descriptive statistics regarding the student and faculty perceptions of classroom incivility are presented, and the results of tests comparing these perceptions follow. For research question 1, this involved generating descriptive statistics from the data and conducting *t*-tests of survey question scores between students and faculty. For research questions 2, 3, and 4, the outcome variables were

categorical, so chi-square tests of independence were conducted to test for discernable differences between students and faculty. This survey was analyzed for test-retest reliability using a sample of 8 faculty members, producing a correlation coefficient of 0.521. 49.2% of all survey responses in the test-retest study were the same at both test times.

Research Question 1: Is there a difference between faculty and student perceptions of the types and frequency of classroom incivility occurring, and if so, what are they?

Research question 1 asks whether there is a difference between faculty and student perceptions of the types and frequency of classroom incivility occurring. To address this question from the "type" perspective, faculty and students were surveyed and asked whether a number of behaviors were considered "incivility". Their responses were scored on a 3-point Likert scale (1=always, 2=under some conditions, 3=never). A *t*-test was used to compare the means of faculty and student responses on each of the 22 behaviors. Displayed in Tables 5 and 6 are the descriptive statistics representing responses to these questions

Displayed in Table 3 are the descriptive statistics representing responses to items 1 through 11. For students the behaviors that were mostly considered "incivility" were item 7, "students conversations distracting other students" (M=1.516), item 8, "student conversations distracting the teacher" (M=1.558), and item 10, "cell phone disruptions during class" (M=1.613). It appears that students consider acts of incivility to be those acts that directly affected their learning in the classroom, or at least the potential to learn. Clearly, side conversations and cell phone interruptions are an annoyance to students.

Table 3

Student and Faculty Opinion on Whether Behaviors Constitute Incivility

		N	Mean	Std. Deviation	Std. Error Mean
Acting bored or apathetic	Faculty	60	2.050	0.387	0.050
	Student	216	1.907	0.473	0.032
Disapproving groans	Faculty	60	1.750	0.628	0.081
	Student	216	1.810	0.651	0.044
Sarcastic remarks or gestures, staged yawning or eye rolling	Faculty	61	1.557	0.646	0.083
	Student	217	1.719	0.732	0.050
Sleeping in class	Faculty	60	1.733	0.660	0.085
	Student	217	1.747	0.773	0.052
Not paying attention in class	Faculty	61	2.082	0.420	0.054
	Student	216	1.940	0.547	0.037
Not taking notes during class	Faculty	60	2.333	0.542	0.070
	Student	217	2.180	0.561	0.038
Students' conversations distracting other students	Faculty	60	1.400	0.527	0.068
	Student	217	1.516	0.594	0.040
Students' conversations distracting the teacher	Faculty	60	1.533	0.566	0.073
	Student	217	1.558	0.614	0.042
Using a computer during class for purposes not related to the class	Faculty	60	1.533	0.676	0.087
	Student	217	1.894	0.753	0.051
Cell phone disruptions during class	Faculty	61	1.672	0.625	0.080
	Student	217	1.613	0.651	0.044
Students arriving late for class	Faculty	60	1.917	0.497	0.064
	Student	216	1.801	0.494	0.034

Displayed in Table 4 are the descriptive statistics for items 12-22. Recalling that student and teacher responses were scored on a 3-point Likert scale (1=always, 2=under some conditions, 3=never) and a *t*-test was used to compare the means of faculty and student responses on each of the remaining 11 behaviors. As can be seen from Table 4, faculty tended to

consider acts of "incivility" to be item 16, "cheating on exams or quizzes" (M=1.383), item 17, "students taunting or belittling other students" (M=1.283), item 19, "harassing comments (racial, ethnic, gender) directed at the teacher in the classroom" (M=1.333), item 20, "hostile verbal attacks or challenges directed at the teacher" (M=1.317), and item 22, "threats of physical harm against the teacher" (M=1.283). Like students, faculty tended to categorize acts of incivility as those acts that directly affected him or her in the classroom (e.g. harassing comments, hostile verbal attacks, threats, and cheating) with the one-exception being students belittling other students.

Table 4

Student and Faculty Opinion on Whether Behaviors Constitute Incivility

		N	Mean	Std. Deviation	Std. Error Mean
Students leaving class early	Faculty	60	2.000	0.582	0.075
	Student	216	2.019	0.537	0.037
Students cutting class	Faculty	60	2.117	0.691	0.089
	Student	217	2.000	0.687	0.047
Students being unprepared for class	Faculty	60	1.950	0.594	0.077
	Student	216	1.889	0.525	0.036
Students creating tension by dominating discussion	Faculty	61	1.967	0.482	0.062
	Student	217	1.871	0.695	0.047
Cheating on exams or quizzes	Faculty	60	1.383	0.761	0.098
	Student	217	1.631	0.829	0.056
Students taunting or belittling other students	Faculty	60	1.283	0.666	0.086
	Student	217	1.682	0.890	0.060
Students challenging the teacher's knowledge or credibility in class	Faculty	60	2.133	0.700	0.090
	Student	217	2.060	0.681	0.046
Harassing comments (racial, ethnic, gender) directed at the teacher in the classroom	Faculty	60	1.333	0.729	0.094
	Student	216	1.718	0.944	0.064
Hostile verbal attacks or challenges directed at the teacher in the classroom	Faculty	60	1.367	0.758	0.098
	Student	216	1.727	0.902	0.061
Vulgarity directed at the teacher	Faculty	60	1.317	0.701	0.090
	Student	217	1.719	0.928	0.063
Threats of physical harm against the teacher	Faculty	60	1.283	0.691	0.089
	Student	217	1.737	0.953	0.065

Next as illustrated in Tables 5 are the results of the *t*-tests for survey items 1 through 11. By comparing the significance of each *t*-test statistic to 0.05, the researcher found several questions where student opinion differed from faculty opinion significantly. Recalling that 1 indicated that a behavior always constituted incivility and that 3 indicated that the behavior never

constituted incivility, a positive mean difference then indicates a higher faculty score and hence

that faculty described the behavior as less representative of incivility than the student. There was

only one such behavior, item 1, acting bored or apathetic (M=0.143, *p*=0.033). There was only

one behavior where faculty considered the behavior more representative of incivility than the

student. That behavior was item 9, using a computer for purposes other than class (M=-0.361,

p=0.001).

Table 5
Results of T-tests Comparing Means of Student and Faculty Responses

| | t-test for Equality of Means | | | | | | |
| | | | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
	t	df				Lower	Upper
Acting bored or apathetic	2.142	274	.033	0.143	0.067	0.012	0.274
Disapproving groans	-.638	274	.524	-0.060	0.094	-0.246	0.126
Sarcastic remarks or gestures, staged yawning or eye rolling	-1.560	276	.120	-0.162	0.104	-0.365	0.042
Sleeping in class*	-.132	107.931	.895	-0.013	0.100	-0.212	0.185
Not paying attention in class	1.880	275	.061	0.142	0.076	-0.007	0.291
Not taking notes during class	1.891	275	.060	0.154	0.081	-0.006	0.314
Students' conversations distracting other students	-1.372	275	.171	-0.116	0.085	-0.283	0.050
Students' conversations distracting the teacher	-.275	275	.783	-0.024	0.088	-0.198	0.149
Using a computer during class for purposes not related to the class	-3.354	275	.001	-0.361	0.108	-0.572	-0.149
Cell phone disruptions during class	.633	276	.527	0.059	0.094	-0.125	0.243
Students arriving late for class	1.604	274	.110	0.116	0.072	-0.026	0.258

* Data failed homogeneity test (Levene's) at the 0.05 level. T-test for unequal variances used.

In Table 6 the results of the t-tests comparing means of students and faculty responses for items 12 through 22 of the survey were presented. Again, recalling that by comparing the significance of each *t*-test statistic to 0.05, the researcher found several questions where student opinion differed from faculty opinion significantly. Remembering that 1 indicated that a behavior always constituted incivility and that 3 indicated that the behavior never constituted incivility, a positive mean difference then indicates a higher faculty score and hence that faculty described the behavior as less representative of incivility than the student. On each of the remaining behaviors where faculty and students' opinions significantly differed, the faculty considered the behavior more representative of incivility than the student. These behaviors were item 17, students taunting or belittling other students (M=-0.399, *p*<0.0005), item 19, harassing comments directed at the teacher (M=-0.384, p=0.001), item 20, hostile verbal attacks directed at the teacher (M=-0.360, *p*=0.002), item 21, vulgarity directed at the teacher (M=-0.402, p<0.0005), and item 22, threats of physical harm against the teacher (M=-0.454, *p*<0.0005).

Table 6

Results of T-tests Comparing Means of Student and Faculty Responses

						95% Confidence Interval of the Difference	
						t-test for Equality of Means	
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students leaving class early	-.232	274	.817	-0.019	0.080	-0.176	0.139
Students cutting class	1.163	275	.246	0.117	0.100	-0.081	0.314
Students being unprepared for class	.774	274	.440	0.061	0.079	-0.094	0.217
Students creating tension by dominating discussion*	1.239	137.643	.217	0.096	0.078	-0.057	0.250
Cheating on exams or quizzes*	-2.190	101.096	.031	-0.248	0.113	-0.473	-0.023
Students taunting or belittling other students*	-3.793	123.382	.000	-0.399	0.105	-0.607	-0.191
Students challenging the teacher's knowledge or credibility in class	.735	275	.463	0.073	0.100	-0.123	0.270
Harassing comments (racial, ethnic, gender) directed at the teacher in the classroom*	-3.373	119.742	.001	-0.384	0.114	-0.610	-0.159
Hostile verbal attacks or challenges directed at the teacher in the classroom*	-3.117	109.812	.002	-0.360	0.116	-0.589	-0.131
Vulgarity directed at the teacher *	-3.649	122.159	.000	-0.402	0.110	-0.620	-0.184
Threats of physical harm against the teacher*	-4.120	127.646	.000	-0.454	0.110	-0.672	-0.236

* Data failed homogeneity test (Levene's) at the 0.05 level. T-test for unequal variances used.

To complete the analysis of research question 1, the researcher addressed these behaviors

from a frequency perspective. Both faculty and students were asked how often they witnessed

these behaviors. Responses were on a 6 point scale: 1 = never, 2 = once, 3 = twice, 4 = three times, 5 = four times, 6 = 5 or more times. As above, Tables 9 displays descriptive statistics of the participants' responses for items 1 through 11. As can be seen from Table 7 the behaviors that were most commonly witnessed by faculty were item 6, "Not taking notes during class" (M=5.042), and item 11, "Students arriving late for class" (M = 5.365). For students, the behaviors that were most commonly witnessed were item 1, "Acting bored or apathetic" (M = 4.887), item 5, "Not paying attention in class" (M = 5.025) and item 11, "Students arriving late for class" (M = 5.365.

Table 7

Student and Faculty Opinion on Frequency of Behaviors that Might Constitute Incivility

		N	Mean	Std. Deviation	Std. Error Mean
Acting bored or apathetic	Faculty	51	4.490	1.736	0.243
	Student	204	4.887	1.613	0.113
Disapproving groans	Faculty	50	2.780	1.833	0.259
	Student	198	3.737	1.902	0.135
Sarcastic remarks or gestures, staged yawning or eye rolling	Faculty	50	2.700	1.693	0.239
	Student	196	3.842	1.946	0.139
Sleeping in class	Faculty	49	3.041	2.150	0.307
	Student	191	3.393	1.997	0.144
Not paying attention in class	Faculty	52	4.962	1.441	0.200
	Student	202	5.025	1.594	0.112
Not taking notes during class	Faculty	48	5.042	1.515	0.219
	Student	198	4.884	1.853	0.132
Students' conversations distracting other students	Faculty	53	4.189	1.582	0.217
	Student	202	4.649	1.705	0.120
Students' conversations distracting the teacher	Faculty	52	3.750	1.759	0.244
	Student	201	4.572	1.748	0.123
Using a computer during class for purposes not related to the class	Faculty	48	2.354	1.839	0.265
	Student	192	3.115	1.986	0.143
Cell phone disruptions during class	Faculty	52	3.808	1.597	0.221
	Student	204	4.598	1.802	0.126
Students arriving late for class	Faculty	52	5.365	1.253	0.174
	Student	200	5.070	1.525	0.108

Recalling that both faculty and students were asked how often they witnessed these behaviors. Responses were on a 6 point scale: 1 = never, 2 = once, 3 = twice, 4 = three times, 5 = four times, 6 = 5 or more times. Displayed in Table 8 are the descriptive statistics for participants' responses for items 12 through 22. Of note, the only behavior witnessed frequently by faculty was item 14, "Students being unprepared for class" (M=5.077).

Table 8

Student and Faculty Opinion on Frequency of Behaviors that Might Constitute Incivility

		N	Mean	Std. Deviation	Std. Error Mean
Students leaving class early	Faculty	51	3.961	2.010	0.281
	Student	195	3.995	1.887	0.135
Students cutting class	Faculty	53	4.642	1.722	0.237
	Student	192	4.391	1.992	0.144
Students being unprepared for class	Faculty	52	5.077	1.384	0.192
	Student	198	4.601	1.759	0.125
Students creating tension by dominating discussion	Faculty	50	2.740	1.562	0.221
	Student	195	3.256	1.949	0.140
Cheating on exams or quizzes	Faculty	44	1.773	1.395	0.210
	Student	189	2.206	1.642	0.119
Students taunting or belittling other students	Faculty	47	1.830	1.822	0.266
	Student	183	1.934	1.443	0.107
Students challenging the teacher's knowledge or credibility in class	Faculty	50	2.060	1.449	0.205
	Student	190	2.779	1.701	0.123
Harassing comments (racial, ethnic, gender) directed at the teacher in the classroom	Faculty	47	1.426	1.098	0.160
	Student	183	1.574	1.169	0.086
Hostile verbal attacks or challenges directed at the teacher in the classroom	Faculty	47	1.723	1.440	0.210
	Student	180	1.667	1.062	0.079
Vulgarity directed at the teacher	Faculty	46	1.261	0.855	0.126
	Student	175	1.417	0.942	0.071
Threats of physical harm against the teacher	Faculty	47	1.234	0.813	0.119
	Student	176	1.199	0.624	0.047

Next as illustrated in Table 11 are the results of the *t*-tests for survey items 1 through 11. By comparing the significance of each *t*-test statistic to 0.05, the researcher found several questions where student opinion differed from faculty opinion significantly. Recalling that the

researcher addressed these behaviors from a frequency perspective and both faculty and students were asked how often they witnessed these behaviors. Responses were on a 6 point scale: 1 = never, 2 = once, 3 = twice, 4 = three times, 5 = four times, 6 = 5 or more times. Again, there are several behaviors on which students' and teachers' responses differ significantly. Positive mean differences imply that faculty members observed the behavior more often than students, while negative differences imply that students observed the behavior more. Students noticed many of these behaviors significantly more than faculty, though. In particular, students noticed more frequent occurrences of item 2, disappointed groans (M=-0.957, p=0.002), item 3, sarcastic remarks/gestures (M=-1.142, p<0.0005), item 7, student conversations (M=-0.822, p=0.003), item 9, computer use for non-class purposes (M=-0.760, p=0.017), and item 10, cell phone interruptions (M=-0.790, p=0.004).

Table 9

Results of T-tests Comparing Means of Student and Faculty Responses

	t-test for Equality of Means						
						95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Acting bored or apathetic	-1.548	253	.123	-0.397	0.257	-0.902	0.108
Disapproving groans	-3.204	246	.002	-0.957	0.299	-1.546	-0.369
Sarcastic remarks or gestures, staged yawning or eye rolling	-3.798	244	.000	-1.142	0.301	-1.734	-0.550
Sleeping in class	-1.083	238	.280	-0.352	0.325	-0.992	0.288
Not paying attention in class	-.260	252	.795	-0.063	0.243	-0.542	0.416
Not taking notes during class	.547	244	.585	0.158	0.288	-0.410	0.726
Students' conversations distracting other students	-1.773	253	.077	-0.460	0.259	-0.970	0.051
Students' conversations distracting the teacher	-3.019	251	.003	-0.822	0.272	-1.358	-0.286
Using a computer during class for purposes not related to the class	-2.407	238	.017	-0.760	0.316	-1.383	-0.138
Cell phone disruptions during class	-2.886	254	.004	-0.790	0.274	-1.330	-0.251
Students arriving late for class*	1.444	94.294	.152	0.295	0.205	-0.111	0.701

* Data failed homogeneity test (Levene's) at the 0.05 level. T-test for unequal variances used.

Next as illustrated in Table 10 are the results of the *t*-tests for survey items 12 through 22.

By comparing the significance of each *t*-test statistic to 0.05, the researcher found two questions

where student opinion differed from faculty opinion significantly. Recalling that the researcher

addressed these behaviors from a frequency perspective and both faculty and students were

asked how often they witnessed these behaviors. Responses were on a 6 point scale: 1 = never, 2

= once, 3 = twice, 4 = three times, 5 = four times, 6 = 5 or more times. The only behavior that

faculty reported seeing significantly more than students, was item 14, students being unprepared

for class (M=0.476, p=0.040). Students noticed item 18, students challenging the professor's

knowledge or credibility in class (M=-0.719, p=0.007).

Table 10

Results of T-tests Comparing Means of Student and Faculty Responses

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
						95% Confidence Interval of the Difference	
			t-test for Equality of Means				
Students leaving class early	-.113	244	.910	-0.034	0.301	-0.627	0.559
Students cutting class*	.906	94.010	.367	0.251	0.277	-0.299	0.800
Students being unprepared for class*	2.078	98.838	.040	0.476	0.229	0.021	0.930
Students creating tension by dominating discussion*	-1.976	92.209	.051	-0.516	0.261	-1.035	0.003
Cheating on exams or quizzes	-1.620	231	.107	-0.434	0.268	-0.961	0.094
Students taunting or belittling other students	-.419	228	.676	-0.105	0.250	-0.597	0.387
Students challenging the teacher's knowledge or credibility in class	-2.738	238	.007	-0.719	0.263	-1.236	-0.202
Harassing comments (racial, ethnic, gender) directed at the teacher in the classroom	-.785	228	.433	-0.148	0.189	-0.520	0.224
Hostile verbal attacks or challenges directed at the teacher in the classroom*	.253	59.690	.801	0.057	0.224	-0.392	0.506
Vulgarity directed at the teacher	-1.020	219	.309	-0.156	0.153	-0.458	0.146
Threats of physical harm against the teacher	.321	221	.749	0.035	0.110	-0.181	0.251

* Data failed homogeneity test (Levene's) at the 0.05 level. T-test for unequal variances used.

Research Question 2: Is there a difference between faculty and student perceptions of whose actions in the classroom has a greater impact on incivility in the classroom, and if so, what are they?

Research question 2 asked if students and faculty have different perceptions of whose actions in the classroom have a greater impact on classroom incivility. To address this, participants were asked whether they felt that teachers, students, both, or neither had the greater effect. Because this data was not scale data, a chi-square test of independence is employed on the following contingency table. Indicated in Table 11 is the date that reveals that 11 Faculty respondents believed "Teacher Behavior" had the greater impact on classroom incivility. 8 Faculty respondents felt that "Student Behavior" had a greater impact on classroom incivility. Moreover, 28 Faculty respondents believed "Both" teachers and students had a role in fostering classroom incivility. And finally, 3 Faculty respondents indicated that "Neither" teachers or Students behavior had an impact on classroom incivility.

Further indicated in Table 11 is the finding that 30 student respondents felt that "Teacher Behavior" had a greater impact on classroom incivility. Next, 34 student respondents felt that "Student Behavior" had a greater impact on classroom incivility. 128 student respondents indicated that "Both" teacher and students had an impact on classroom incivility. Finally, 3 student respondents stated that "Neither" teacher or student behavior had an impact on classroom incivility. The Chi-square test showed that there was no significant relationship between faculty and student responses to this question ($\chi^2(3) = 4.904$, p=0.179).

Table 11

Perceptions of Respondents of Whose Behavior Has a Greater Impact on Classroom Incivility

Respondent	Teacher Behavior	Student Behavior	Both	Neither
Faculty	11	8	28	3
Students	30	34	128	3

While the statistical data revealed no significance, the qualitative data provided the researcher another lens to view the question and responses. Interestingly, both faculty and student respondents indicated that they felt faculty members had the primary responsibility in fostering a civil classroom. Indeed, one student noted, "The teacher sets the stage for the class." Furthermore, another student stated, "A great teacher has complete control over the classroom and student civility." And finally, another student admonished, "Certain teachers demand respect and they get it! Others become too friendly with their students and are subsequently walked all over." Hence, it became evident, that yes, students believed that professors played a more important role in classroom incivility.

Instructor responses supported these notions. Indeed, one instructor noted, "The teacher sets the tone! The teacher can handle situations with respect and build respectful rapport with students." Several professors and students touched on this theme of mutual respect in the classroom. Another theme that emerged was that of setting high expectations for the class. A professor stated, "Setting forth clear expectations about academics, behavior and roles seem to

be the key. I have now added a classroom conduct policy statement to all syllabi." This leads to another emerging theme in the data: that of the perceived need to change roles and actions in the classroom. An instructor said, "I've been at this 30 years. I think there were always disruptive students, but today some students appear more "entitled" or "unaware" of proper decorum. There is an increase in informality and familiarity. Students treat me sometimes like they would a peer. Now I sound like an old curmudgeon, but part of my job is to instill professionalism in students (how to act, how to dress, goal setting). Before, I didn't have to."

Research Question 3: Is there a difference in faculty and student perceptions of the effectiveness of a teacher's interpersonal and pedagogical skills and the amount of perceived incivility and if so, what are they?

Research question 3 asked whether or not a teacher's effectiveness was related to the amount of incivility in the classroom. Students were asked whether teachers' actions could contribute to the incivility, and their available responses were "yes," "possibly," "no," and "unsure." Again, a chi-square test of independence is carried out to determine whether there is a difference in faculty student responses. Displayed in Table 12 are the frequencies of responses.

Table 12

Frequency Table of Participant Responses to Whether Teachers can Contribute to Incivility

Respondent	Yes	Possibly	Unsure	No
Faculty	11	22	7	13
Students	134	50	9	5

The data presented in this table did exhibit a significant difference between faculty and student responses (χ^2 (3) = 52.932, p<0.0005). A post-hoc examination of the cell contributions involved standardizing each cell's observed count versus its expected count and computing a z-score and ultimately a p-value. This test revealed that 3 of the cells were significantly different than expected. Faculty replied that "yes" they could contribute to classroom incivility fewer times than expected (z=-3.5, p<0.0005), while they replied "no" more frequently than expected (z= 4.7, p<0.0005). Students, meanwhile, replied "no", that faculty could contribute to classroom incivility, less frequently than expected (z=-2.4, p=0.007).

The open ended responses in the survey and follow-up questionnaire revealed greater depth of answers for the researcher. Several respondents indicated that an instructor's behavior can and does facilitate classroom incivility. Again and again, respondents indicated a lack of respect for students as a primary catalyst for classroom incivility. This theme of respect was evident when one professor stated, "I think some professors (of course not me) do not convey respect for the student." Another respondent was honest in admitting, "There are probably times when I can be "rude" to students (but in my defense, that's usually after a student has been rude/disrespectful toward me). However, that's something I'm trying to be more cognizant of, since it doesn't usually help the situation any." And finally, another professor noted, "I'd even go so far as to say that most students come into a semester willing to give the professor the benefit of the doubt and if she/he acts respectfully and professionally and with common human care to the students, a culture of civility is promoted. I'm glad you asked this question."

A culture of civility appeared to be important to students, too. A large number of student respondents spoke of mutual respect. One student bluntly asserted, "We get what we give. If

teachers do not offer respect, they will not receive it." Another student noted "I think that teachers who don't respect their students won't be respected." Over and over, students spoke to the perceived lack of respect in the classroom. Comments ranged from "Sometimes the teacher responds in a way befitting an 8 year old and that is disrespectful and insulting. It causes students to backlash and in turn, treat the teacher like they're "dumber" or "The teacher needs to respect the student to earn respect in return" and "Teachers must show the same courtesy and respect for the students as they expect from the students." This theme of respect appeared to be of utmost importance to student respondents.

Research Question 4: Is there a difference in faculty and student perceptions about the effectiveness of University policies in place to address classroom incivility?

Research question 4 involved policies implemented by the university. Participants were asked whether the university's policies toward incivility in the classroom, if any such policies existed, were effective. Their responses were chosen from "very effective," "somewhat effective," "a little effective," and "not effective". Alternately, participants could select "not applicable." Those responses were not analyzed statistically; they did, however, make up 48.4% of the total responses to that question. Again, since the data was not scale, a chi-square test of independence was employed. Displayed in Table 13 are the frequency counts for this data.

Table 13

Frequency Table of Whether University Policies on Incivility are Effective

Respondent	Very Effective	Somewhat Effective	A Little Effective	Not Effective
Faculty	1	6	5	1
Students	11	47	25	17

Here, the chi-square analysis indicated no significant difference between faculty and student responses ($\chi^2(3) = 1.531$, p=0.675). Interestingly though, that the number of data points from faculty is very small (N=13), so further study on this matter would be required before a confident conclusion can be reached. The data gathered in this study, however, did not find evidence of a significant difference between student and faculty responses.

While there is not evidence of a significant difference between student and faculty responses, the open ended responses about policy indicated that both faculty and student respondents fell into two themes. One theme indicated ignorance about the existence of such policies. One instructor noted that "I'm not sure that our campus has a comprehensive policy." Another professor stated "I am not for sure on the policy. I am sure there is one, but I am not aware of it." Indeed, students felt much the same way. One student noted "I've never experienced any sort of policy on this issue." The other theme that emerged was the perceived ineffectiveness of such policies. One student noted "I think students are just disrespectful and although the university has a policy against it, hardly any of the teachers do anything about it."

Hence it was perceived fault lay with the instructors rather than the policy itself. Additionally, some faculty held strong opinions about the effectiveness of policies. One professor stated "Nothing is done when students are referred to the Dean of Students. Their attitude is "boys will be boys"." Another instructor noted that even if they did report students "I'm not sure I would be backed up, because the boundary lines of appropriate behavior are blurred and the administration sometimes are cowed by lawyers and contributors."

Summary of Findings

A representative sample of 52 undergraduate college faculty and 197 undergraduate college students completed the *Faculty Perceptions of Classroom Incivility* survey and the *Student Perceptions of Classroom Incivility,* respectively. First, the results of this study indicated there is significant difference in faculty and student perceptions as to what acts constitute classroom incivility and the frequency of such uncivil acts. Second, additional analysis revealed that no significant differences exist between whose behaviors has a greater impact on classroom civility (the student's behavior or the teacher's). Third, analysis revealed that significant differences exist between student and teacher perceptions as to whether or not a teacher's interpersonal skills or pedagogical choices can affect classroom incivility. Fourth, the analysis revealed no significant difference between student and teacher perceptions about the effectiveness of policies to address classroom incivility.

Qualitative findings supported the results of the quantitative results, adding greater depth and clarity to the study. Follow-up questionnaires and open-ended responses from the survey data contributed to the analysis process. Qualitative data revealed that both college undergraduates and college faculty believe that the instructor's actions are more critical in fostering a climate of classroom civility than the behavior of students. As one professor

succinctly stated "The teacher sets the tone!" Moreover, both students and instructors felt that mutual respect was critical in creating a harmonious classroom. As a student noted "Teachers must show the same courtesy and respect for the students as they expect from the students." Additional qualitative data revealed a feeling of indifference to ignorance about University policies in place to address classroom incivility.

Statement of Research Hypotheses

Hypothesis 1: There is no statistically significant difference between faculty and student perceptions of the types and frequency of classroom incivility occurring.

Based upon the analysis and the research data presented in Table 5, Table 6, Table 9, Table 10 this hypothesis is rejected at the .05 level of confidence. The differences between faculty and student perceptions of the types and frequency of classroom incivility were found to be statistically significant.

Hypothesis 2: There is no statistically significant difference between faculty and student perceptions of whose actions in the classroom have a greater impact on the incivility in the classroom.

Based upon the analysis and the research data as presented in Table 11, this hypothesis is retained. No significant differences between faculty and student perceptions of whose actions in the classroom have a greater impact on incivility in the classroom were found.

Hypothesis 3: There is no statistically significant difference in faculty and student perceptions of the effectiveness of a teacher's interpersonal and pedagogical skills and the amount of perceived incivility.

Based upon the analysis and the research data presented in Table 12 this hypothesis is rejected at the .05 level of confidence. The differences between faculty and student

perceptions of the effectiveness of a teacher's interpersonal and pedagogical skills and the amount of perceived incivility were found to be statistically significant.

Hypothesis 4: There is no difference in faculty and student perceptions about the effectiveness of University policies in place to address classroom incivility.

Based upon the analysis and the research data as presented in Table 13, this hypothesis is retained. No significant differences between faculty and student perceptions about the effectiveness of University policies in place to address classroom incivility were found.

Summary

Presented in Chapter Four was a description of the data collection process, a description of the data collection instruments used, *Faculty Perceptions of Classroom Incivility, Student Perceptions of Classroom Incivility* and a description of the follow-up qualitative questionnaire used. A representative sample of 52 undergraduate college faculty and 197 undergraduate college students completed the survey and both 10 undergraduate students and 10 undergraduate faculty members completed the follow-up questionnaire. An analysis of the data revealed significant differences between professor and student perceptions about the type and frequency of classroom incivility incidents. In addition, there were significant differences identified in responses to questions regarding whether or not faculty can contribute to classroom incivility. In particular, students responded that faculty members could contribute to the incivility much more frequently than expected, and faculty members responded more frequently than expected that they could not contribute to classroom incivility.

Qualitative data provided the researcher with greater depth and understanding of the statistical results. Of particular note, was the revelation that both professors and students felt that the behavior of the teacher had a greater impact on classroom incivility. Additionally, the qualitative data suggested that both faculty and students seemed unaware of university policies addressing classroom incivility as well as the perceived lack of effectiveness of such policies.

In the final chapter, the researcher will present an overview of the study, including the purpose, the design and procedures, chosen research questions and a review of the findings. In addition, the chapter will include a discussion of the findings, limitations of the design control, implications for practice, and recommendations for future research.

CHAPTER FIVE

Summary, Conclusions, and Recommendations

Introduction

This study examined whether there were any significant differences in the perceptions of both college faculties and college students pertaining to classroom incivility in higher education. Specifically, the researcher investigated what differences existed, whose behavior had a greater impact on classroom incivility and whether university policies had any effect on classroom incivility. Presented in this chapter is the purpose of the study, as well as the design and procedures used in the research investigation. A detailed review of the findings is presented as well as the conclusions, limitations, implications for practice, and recommendations for further research.

Purpose of the Study

The purpose of this study was to investigate what differences in perception existed between professors and students in regard to classroom incivility in higher education. This study focused on participant perceptions about the type and frequency of classroom incivility in higher education as well as the differences in perceptions of whose actions in the classroom has a greater impact on incivility in the classroom. Additionally, the researcher investigated the perceptions of both teachers and students about policies and procedures.

The research pertaining to classroom incivility in higher education is limited (Altbach, Berdahl, Gumport, 2005; Anderson, 1999; Brubacher & Rudy, 1975; Cohen, 1998; Morison, 1998; Thelin, 2004). Moreover, the majority of the inquiries about classroom incivility have focused specifically on the behaviors of undergraduate students (Boice, 1996; Hannah, 1996; Twale & DeLuca, 2008). Very little research exists about the behaviors and actions of both

college instructors and undergraduate students in fostering a culture and climate of classroom incivility (Boice; Hannah; Twale & DeLuca). Therefore, this study is timely and relevant to the study of classroom incivility.

The research questions that guided this study were:

1. Is there a difference between faculty and student perceptions of the types and frequency of classroom incivility occurring, and if so, what are they?

2. Is there a difference between faculty and student perceptions of whose actions in the classroom has a greater impact on incivility in the classroom, and if so, what are they?

3. Is there a difference in faculty and student perceptions of the effectiveness of a teacher's interpersonal and pedagogical skills and the amount of perceived incivility and if so, what are they?

4. Is there a difference in faculty and student perceptions about the effectiveness of University policies in place to address classroom incivility?

The following null hypotheses were tested in an attempt to answer the research questions:

1. There is no statistically significant difference between faculty and student perceptions of the types and frequency of classroom incivility occurring.

2. There is no statistically significant difference between faculty and student perceptions of whose actions in the classroom have a greater impact on the incivility in the classroom.

3. There is no statistically significant difference in faculty and student perceptions of the effectiveness of a teacher's interpersonal and pedagogical skills and the amount of perceived incivility.

4. There is no statistically significant difference in faculty and student perceptions about the effectiveness of University policies in place to address classroom incivility.

The research questions and the corresponding hypotheses were derived after a thorough review of the literature about classroom incivility in higher education. Reiterated throughout this study, is the notion among academics, administrators and students that classroom incivility is increasing in type, frequency and severity, previously unseen before on American college and university campuses (Hernandez & Fister, 2001; Meyers, 2003; Seidman, 2005; Twale & DeLuca, 2008; Young, 2003). Examples range from the trivial (eating noisily, arriving to class late, leaving class early, sleeping in class, cell phones ringing in class, etc.) to the more alarming (students openly defying a professor, challenging instructors to fistfights, stalking professors, and verbally and physically attacking instructors (Boice, 1996; Feldman, 2001; Hernandez & Fister; Meyers, 2003; Seidman, 2005). Indeed, some academics have adopted popular jargon and referred to these students as "classroom terrorists" (Boice; Schneider, 1998; Feldman, 2001). Classroom incivility has a profound effect on the classroom environment and is an important topic of study (Ennis, 1996; Hirschy & Braxton, 2004; Morrissette, 2001; Twale & DeLuca, 2008; Seidman, 2005).

Design and Procedures

The researcher chose to implement an explanatory design model (Creswell & Clark, 2007). An explanatory design is a two-phased mixed methods design that begins with the collection of quantitative data followed by a subsequent qualitative data collection (Creswell & Clark). Data for this explanatory design were obtained through the administration of two survey instruments. The *Faculty Perceptions of Classroom Incivility*

90

(see Appendix E) and *Student Perceptions of Classroom Incivility (*See Appendix F) were created for this study to use to measure student and faculty perceptions of classroom incivility. The survey instruments were adapted and modified using Indiana University's (2000) *Survey of Academic Incivility* as a template. The researcher was granted permission from Indiana University to adapt their survey instrument for this study (see Appendix G). The survey was designed to measure student and faculty perceptions of classroom incivility. Additionally, open-ended questions in the survey were used to buttress and support faculty and student responses. Both instruments used the same questions and response choices in the first two sections. The remaining sections of the survey were written specifically to address the perceptions of faculty and students and possible differences between each group.

Quantitative data were gathered from the *Faculty Perceptions of Classroom Incivility* survey and the *Student Perceptions of Classroom Incivility* survey .The quantitative data were analyzed using the SPSS 16.0 statistical package to examine the potential differences between faculty and student perceptions of classroom incivility in higher education. For research question 1, this involved generating descriptive statistics from the data and conducting *t*-tests of survey question scores between students and faculty. For research questions 2, 3, and 4, the outcome variables were categorical, so chi-square tests of independence were conducted to test for discernable differences between students and faculty. This survey was analyzed for test-retest reliability using a sample of 8 faculty members, producing a correlation coefficient of 0.521. 49.2% of all survey responses in the test-retest study were the same at both test times.

91

Qualitative data were collected from the open-ended questions in the *Faculty Perceptions of Classroom Incivility* survey and the *Student Perceptions of Classroom Incivility* (see Appendices F & G) survey as well as a follow-up questionnaire (see Appendix J). The follow-up questionnaire was e-mailed to both faculty and student respondents who expressed a desire and willingness to be contacted after completing the online survey. The follow-up questionnaire used open-ended questions that were derived from an analysis of the survey data. These questions were framed around specific themes that emerged from the survey data that required greater depth and understanding (Creswell & Clark, 2007). Qualitative data was triangulated using the initial quantitative data collected in the survey, the existing literature, as well as each University's code of conduct or student code of conduct handbook.

Findings of the Study

Question 1

Research question 1 was answered using the data gathered from the administration of *Faculty Perceptions of Classroom Incivility* survey and the *Student Perceptions of Classroom Incivility* survey. Statistics were calculated using the *Statistical Package for the Social Sciences (SPSS)* version 16.0. Research question 1 asks whether there is a difference between faculty and student perceptions of the types and frequency of classroom incivility occurring. By comparing the significance of each t-statistic to 0.05, the researcher found several questions where student opinion differed from faculty opinion significantly as to the type of incidents considered to be classroom incivility. In general, the results suggested that faculty found the types of behavior listed in the survey to be acts of classroom incivility more so than the students did.

As to the frequency of incidents of classroom incivility, students' and teachers' responses differ significantly. The only behavior that faculty reported seeing significantly more than students is students being unprepared for class. Interestingly, students noticed many of these behaviors significantly more than faculty. In particular, students noticed more frequent occurrences of disappointed groans, sarcastic remarks/gestures, student conversations, computer use for non-class, cell phone interruptions, and students challenging the professor's knowledge or credibility in class.

These findings indicate that there are strong discrepancies between student and teacher as to what exactly constitutes classroom incivility. While faculty considered the lack of preparation for class, an academic issue to be sure, to be an affront to classroom decorum, students did not find such behavior to be uncivil. Clearly, faculties view such behavior to be problematic. Perhaps, as Boice (1996) and Twale and DeLuca (2008) suggested, faculty are so preoccupied with the content of the curriculum, they lose sight of the classroom culture and climate. Indeed, since students considered other students' behavior (groans, sarcasm, side conversations, cell phones) to be uncivil, more so than faculty, it seems to support the notion that academics are perhaps out of touch to the wants and needs of students (Oblinger, 2003; Twale & DeLuca; Wood).

One need only recall from the literature review that differences in thinking, opinions, and beliefs existed between students and faculty since the inception of Harvard College in 1636 (Anderson, 1999; Brubacher & Rudy, 1975; Cohen, 1998; Morison, 1998; Thelin, 2004). As Brubacher and Rudy noted, the first two hundred years of American higher education were predicated with rowdies, riots and rebellion. Thus, such differences in the results of question 1 are to be expected and indeed seem almost trivial in comparison to the student rebellions and

perpetual conflict between faculty and students of the not-so-distant past (Anderson; Brubacher & Rudy; Thelin). However, when viewed through the lens of the twenty-first century, the incidents described in the results do indeed constitute forms of incivility. Are they as bad, or worse, as the actions of previous generations? That decision must reside within the reader.

Question 2

Research question 2 asked if students and faculty have different perceptions of whose actions in the classroom have a greater impact on classroom incivility. To address this, participants were asked whether they felt that teachers, students, both, or neither had the greater effect. Because this data is not scale data, a chi-square test of independence was employed. The Chi-square test showed that there was no significant relationship between faculty and student responses to this question.

While the results for question 2 were not statistically significant, the qualitative data provided another lens to view the question. Both faculty and student respondents indicated in open-ended responses and the follow up questionnaires, that the behavior and actions of the instructor had a greater impact on classroom incivility than those of students. As Glasser (1996) noted, choices frame one's actions. Qualitative data indicated that the choices of the instructor weigh more heavily on the preponderance of classroom incivility. Repeatedly, both students and faculty spoke to the importance and necessity of faculty setting the proper tone of the classroom. "Instructors are the leaders of the classroom. Leading a classroom is all about management and meeting the needs of the students" noted one student. Another student stated, "I think that if teacher's are too permissive, students will take advantage of them. Usually within the first couple of weeks of a class, you get a feel for the teacher's instructional style, and students start to modify behavior (either straighten up or slack off) accordingly." Interestingly, faculty

respondents reiterated this notion of permissiveness. One professor confided, "I am sometimes overly permissive because I don't like to have confrontations in class, and I hope that as the semester goes on and more "bonding" occurs, the incivility will go away. Sometimes it does but sometimes it doesn't, and I realize in those cases I should have nipped it in the bud." Another professor noted, "I have not always addressed a student directly because my concern is that it will only make the student angry or defensive." The review of literature suggested that professor permissiveness of classroom incivility was quite common (Barbetta, Norona & Bicard, 2005; Ennis, 1996; Hernandez & Fister, 2001; Meyers, 2003; Seidman, 2005; Young, 2003). Nonetheless, it seems that students and faculty concur that yes, faculty can curb most incidents of incivility well before they play out in the classroom.

Question 3

Research question 3 asked whether or not a teacher's effectiveness was related to the amount of incivility in the classroom. Students were asked whether teachers' actions could contribute to the incivility, and their available responses were "yes," "possibly," "no," and "unsure." Again, a chi-square test of independence was carried out to determine whether there is a difference in faculty student responses. This test did exhibit a significant difference between faculty and student. A post-hoc examination of the cell contributions involved standardizing each cell's observed count versus its expected count and computing a z-score and ultimately a p-value. This test revealed that three of the cells were significantly different than expected. Faculty replied that "yes" they could contribute fewer times than expected while they replied "no" more frequently than expected. Students, meanwhile, replied "no" less frequently than expected. Student responses indicated that a teacher's behavior in the classroom (interpersonal skills and

95

pedagogical choices) does impact classroom incivility. Instructor responses appeared to indicate the opposite.

The qualitative data buttressed the statistical significance of question 3. Instructors noted that both their interpersonal skills and/or pedagogy could have an effect on classroom incivility. One professor noted that, "I believe that educators in general are very poor at appreciating their own role in supposed incivility. I see faculty evincing the same types of behaviors during dull faculty meetings/talks. If you yammer on for an hour about nothing then expect your audience's attention to wander. Whether that wandering attention results in act of incivility is the students' responsibility, but poor teaching us largely responsible for getting students to that point." Another instructor stated "The quality of the instruction and the manner in which one teaches can contribute to negative student behaviors." A third teacher said, "The type of personality the instructor portrays affects the level of respect of some students toward the classroom." These comments are representative of the responses from all faculty members. Boice (1996), Hannah (2004) and Twale and DeLuca (2008) stressed that the actions of college professors were most likely the cause of classroom incivility. The qualitative data seems to support this construct.

Furthermore, student responses to question 3 undergird the findings. Students, more so than faculty, appeared to be more acutely aware of the power of the professorate in fostering classroom incivility. Pedagogy appears to be important. One student suggested, "I believe that professors should be experts not only in their subject, but also in educating." Another noted, "I feel when a teacher goes too fast in the lecturing, then I become lost and uninterested." A third student said, "Some instructors do not observe the student's behavior clearly and maybe understand some instruction does not promote interest." Boice (1996) stressed that ineffective pedagogical choices can and do foster classroom incivility. Additionally, the interpersonal skills

(or the lack thereof) of professors can instigate incivility (Boice, 1996; Hannah, 2006; Oblinger, 2003). One student noted that some "Teachers sometimes press students and aggravate them which makes students get frustrated and uncivil quickly." Another student recounted, "In one of my classes the teacher came in on the first day with an unapproachable and disrespectful mind frame. She made all the students feel inferior and now they don't pay attention to her." A third student admonished "If the teacher is rude to the students, the students are more likely to act out in response to the teacher's attitude." Although faculty responses indicate at least a tacit understanding of the importance of pedagogical aptitude as well as strong interpersonal skills, innumerable student responses stressed that faculty often behave in a manner that fosters incivility.

Question 4

Research question 4 involved policies implemented by the university. Participants were asked whether the university's policies toward incivility in the classroom, if any such policies existed, were effective. Here, the chi-square analysis indicated no significant difference between faculty and student responses. Although statistical results were found to not be significant, qualitative responses indicated that faculty and students alike tended to either be unaware of campus incivility policies and/or felt that said policies were ineffective in actually curbing classroom incivility.

Discussion of the Findings

The following section examines the results of this study in relation to the current literature about classroom incivility in higher education, immediacy, and Choice theory and classroom incivility policy analysis. Presented in Table 14 is a summary of this information, which includes the current findings.

Table 14

Selected Literature

Researcher(s)	Choice Theory	Classroom Incivility	Immediacy	Policy Analysis
Glasser, 1998	X			
Boice, 1996		X	X	
Fowler, 2004				X
Hannah, 1996		X	X	
Hirschy & Braxton, 2004		X		X
Amada, 1994		X		X
Caboni et al., 2004		X		X
Feldman, 2001		X		
Hernandez & Fister, 2001		X		
Twale & DeLuca, 2008		X		
McKinne, 2008	X	X	X	X

Question 1

A significant difference was found between undergraduate student and undergraduate faculty as to the type and frequency of incidents of classroom incivility occurring in higher education. Confusion existed in the literature as to exactly what constitutes classroom incivility

and the rate of incidence of such acts (Boice, 1996; Caboni, et al., 2004; Twale & Deluca, 2008). Therefore, the findings of this study supported the literature.

Question 2

Unfortunately, there was a lack of significance between student and teacher perceptions as to whose behavior in the classroom had a greater impact on classroom incivility. However, as previously mentioned, the qualitative data answered the question in a different manner and was therefore found to support current research on classroom incivility. As noted, the qualitative findings revealed that both faculty and students felt that the primary actors responsible for affecting, addressing or circumventing classroom incivility were professors. These findings supported the research of both Boice (1996) and Hannah (1996) who contended that the actions of instructors set the tone of the class. Additionally, the tone of the class could be either positive or negative, depending on the behavioral choices of the instructor (Boice; Hannah; Glasser, 1998; Twale & DeLuca, 2008). Researchers agreed that having a positive attitude towards the curriculum and more importantly, the students, helped create a positive tone (Boice; Hannah; Hernandez & Fister, 2001; Twale & DeLuca).

Question 3

A significant difference was found between student and faculty responses as to whether a professor's interpersonal skills and pedagogical choices could affect classroom incivility. Again, these findings supported the literature about classroom incivility in higher education. Boice (1996) stressed the importance of the level of a teacher's immediacy (or interpersonal skills) in the classroom and the amount of classroom incivility. These findings support the research. Additionally, the findings also supported current research about an instructor's pedagogical

prowess and the affect on classroom incivility (Boice; Hannah, 1996; Hernandez & Fister, 2001; Hirschy & Braxton, 2004; Twale & Deluca, 2008).

Question 4

The least impressive finding was the lack of significance between student and professor perceptions about the effectiveness of university policies addressing classroom incivility. As mention in Chapter 4, the lack of significance could be related to the low level of responses to this question. Nevertheless, the qualitative data did provide a smattering of insight into teacher and student perceptions about policy effectiveness. First, both teacher and students indicated a general ignorance as to the existence of said policies. This finding supported the current research on classroom incivility policies and policy analysis (Amada, 1994; Caboni, et al.; 2004; Fowler, 2004; Hirschy & Braxton, 2004). In addition, qualitative findings also suggested that participants felt that if policies were in place, they were ineffective at circumventing classroom incivility. These findings support current research (Amada; Caboni et al.; Fowler; Hirschy & Braxton).

Implications for Practice

The results of this study indicated that classroom incivility is perceived to be problematic in the academy and that the primary actors involved, the professorate and the students, have differing views on the problem. Quantitative results showed a statistically significant difference between instructors and students insofar as the type and frequency of perceived incidents of classroom incivility. Moreover, quantitative results showed a statistically significant difference between instructors and students about the perceived effectiveness of a professor's interpersonal skills and pedagogical skills and the amount of perceived incivility. Qualitative results indicated that both teacher and student felt that the actions of the professor had a greater impact on classroom incivility. In addition, qualitative findings indicated that both teacher and students

believed that a professors interpersonal skills and pedagogical skills can and do affect classroom incivility. Finally, qualitative results also revealed that professors and students perceived university policies to address classroom incivility were at the best, ineffective.

The first implication for practice is there needs to be a dialogue between professors and students to properly define classroom incivility. As both the findings and the literature suggest, there is strong debate and discrepancy as to what exactly constitutes acts of incivility (Hernandez & Fister, 2001; Meyers, 2003; Seidman, 2005; Young, 2003). Moreover, this conversation should not be a "global" event, meaning the dialogue would not be best served in a campus-wide workshop or symposium (Twale & DeLuca, 2008). These conversations need to be at the "local" level, in the classrooms of individual instructors. Bruffee (1999) underscored the importance of collaboration in higher education. Collaboration between faculty and students would be a powerful tool to address classroom incivility. Additionally, the findings of this study as well as the literature support the concept that faculty must address classroom incivility head on and not shirk from such responsibilities (Boice, 1996; Braxton & Mann, 2004; Hannah, 2006).

The second implication for practice underscores the importance of a professor's pedagogy and personality. The findings reiterated Boice's (1996) contention that a teacher's level of immediacy had a direct correlation on the amount of perceived classroom incivility. This is not to suggest that professors adopt a touchy-feely attitude and behavior. Hardly. What this researcher is proposing is that professors become active reflective practitioners, continually thinking about their performance in and out of the classroom. By understanding that one's actions can have a negative effect on students, professors become proactive in avoiding such confrontations (Boice; Hannah, 1996; Sarason, 1999; Twale & Deluca, 2008). In addition, professors should recognize that one's pedagogical choices need to match student learning

preferences and maturity (Boice; Glasser, 1998; Sarason; Twale & DeLuca). Simply teaching in the same manner as one has for years may not be the best pedagogical decision (Boice; Braxton & Mann, 2004; Hannah, 2006). As the literature suggested, current students learn in a different manner than those of previous generations.

And third, the final implication for practice involves the proper creation, implementation and dissemination of policies to address classroom incivility. Fowler (2004) admonished the importance of policy in education. However, colleges and universities have tended to focus more on cheating and plagiarism, rather than classroom incivility (Boice, 1996; Braxton & Bayer, 2004; Bray & Del Favero, 2004). Additionally, policies have long addressed faculty improprieties with students (sexual relationships, etc.) more so than faculty behaviors in the classroom (Braxton & Mann, 2004; Bray & Del Favero). The results indicated that both students and faculty were unaware, at best, whether or not their University even had such policies. In addition, the perception was that such policies were ineffective. Hence, it is suggested that if colleges and universities are to take classroom incivility seriously, policies need to be created with all actors involved (Fowler). In addition, it is also suggested that colleges and universities become proactive and create a code of conduct for professors in the classroom. Twale and DeLuca (2008) noted the high preponderance of student code of conducts but very few, if any, for the professorate. Obviously the logistics of such an endeavor are beyond the scope of this discussion.

Limitations and Design Controls

Mixed-methods research of both qualitative and quantitative analysis allow for a synthesis of the best techniques of the two designs (Creswell & Clark, 2007; Fraenkel & Wallen,

2003). An explanatory mixed method design was used in this study to develop generalizations pertaining to perceptions of both college faculty and undergraduate students and the possible causes and effects of classroom incivility in higher education. The limitations for this study were relative to the geographical area and design used by the researcher and is indicated as follows:

1. The study was limited geographically to college students [undergraduate] and college professors [tenured or tenure track] in three Midwestern states.

2. It was assumed that college students [undergraduate] and college professors [tenured or tenure track] based their responses on their own personal and professional experiences.

3. It was assumed that college students [undergraduate] and college professors [tenured or tenure track] were forthright in their responses and correctly interpreted the questions as intended.

4. Researcher bias was controlled through triangulation of survey data and qualitative questions and questionnaires and supporting policy documents.

The mixed methods sequential explanatory design consists of two distinct phases: quantitative and qualitative (Creswell & Clark, 2007). In this design, the researcher first collected and analyzed the quantitative data. From this data, semi-structured, open-ended questions are written to use in the second phase. The second phase consisted of the researcher conducting qualitative research and analyzing the data to help explain or expand concepts obtained in the first phase. The rationales for this design in that the qualitative data and the subsequent analysis provided a general understanding of the research problem. The qualitative data analyses refined and explained the statistical results by exploring participants' views in more depth (Creswell & Clark).

Recommendations for Future Research

Findings from this study as well as current research (Boice, 1996; Feldman, 2001; Harris, 1996; Heinemann, 1996; Morrissette, 2001; Richardson, 1999; Schneider, 1998; Twale & DeLuca, 2008) indicated there is a strong perception that classroom incivility is becoming more problematic in colleges and universities. This study evidenced that faculty and students disagreed as to the type and frequency of incidents of classroom incivility. Further research is needed to examine in greater detail possible reasons why such discrepancies exist.

Furthermore, more needs to be known about what specific interpersonal skills and pedagogical choices instructors can hone to be more effective in the classroom (Boice, 1996; Hannah, 1996; Twale & DeLuca, 2008). The literature suggested that such knowledge would be invaluable to improve the classroom-learning environment but also the teacher performance (Boice; Twale & DeLuca). For example, it would be edifying to study the effectiveness of professors recognized for teaching excellence (usually awarded annually at most colleges and universities) and the perceived and reported incidents of classroom incivility in his or her classrooms.

A third area for future study would be to examine the possible correlation of new technologies in the classroom (iPods, cell phones, laptops, etc.) and classroom incivility. The literature suggested that such technologies were becoming more problematic in the academy (Hirschy & Braxton, 2004; Morrissette, 2001; Seidman, 2005). Indeed, some respondents (both faculty and students) indicated annoyance with such technology in their classrooms. Such a study would be timely and relevant in the twenty-first century.

And finally, the last area for future study would be to replicate this study to include undergraduate and graduate faculty and students as well as all departments and colleges on

campuses. Since this study was limited to undergraduate students and undergraduate faculty as well as limited to Psychology departments and Education departments, a broader population and sample would be beneficial to the study of classroom incivility. Future research could compare perceived classroom incivility between undergraduate and graduate students, or future research could examine the frequency and type of perceived classroom incivility between different academic disciplines.

Summary

The purpose of this study was to add to the body of knowledge about classroom incivility in higher education. Specifically, the researcher decided to focus on student and professor perceptions about the type and frequency of incidents of classroom incivility. A statistically significant difference was found between faculty and student perceptions of type and frequency. Meaning, that the professorate and students strongly differ as to what exactly constitutes classroom incivility in higher education In addition, the researcher examined the perceptions of both teachers and students and the effectiveness of interpersonal skills and pedagogical skills and the amount of perceived incivility. A statistically significant difference was found between professor and student responses, indicating that yes, pedagogy and interpersonal skills can have an effect on classroom incivility.

Evidence suggests that colleges and universities need to address classroom incivility from a more proactive, learner-centered paradigm. Meaning, the results of this study reveal that students and faculty alike agree that instructors have a greater impact on fostering classroom incivility and, more importantly, preventing classroom incivility. An emphasis on effective teaching throughout the academy would be well served. Training and in-services for faculty willing to expand their teaching repertoire, is another suggestion. Finally, professors need to

band together and create a faculty code of conduct that empowers teachers to be responsible,

effective and involved in circumventing classroom incivility.

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Appendix A

University President or IRB Information Letter

I am a doctoral student at the University of Missouri-Columbia and am currently completing my dissertation entitled, "A Quantitative and Qualitative Inquiry into Classroom Incivility in Higher Education." As part of the research study, college faculties and undergraduate students are being surveyed regarding perceptions of classroom incivility in higher education.

The electronic survey should take approximately 10 minutes to complete. The instructors and students will be e-mailed a description of the study and a link to the survey and complete it online.

I am writing to seek your permission to conduct the surveys in your college, providing the instructors and students voluntarily agree to participate. Would you please take a moment to sign the attached form, so that I may seek their involvement? Additionally, I am requesting that you would inform department chairs and/or academic deans of my purposes and of my intent to contact them. Very little research exists about classroom incivility in higher education, so your help would be greatly appreciated.

Confidentiality of the college, instructors, and students will be protected throughout the study. No faculty member or student will be identified in reporting results. While I do hope that you will allow the participation of faculty and students, participation is voluntary. Participants may withdraw at any time without penalty. Individual responses to the survey are confidential. Only aggregate data will be reported in the study results. Your signature on the attached form indicates your informed consent to participate in the study. You may fax the signed informed consent form to me at the FAX number listed below and keep the original signed copy for your records.

If you have any questions about this research project, please feel free to contact me at home (816) 524-4526, my office (816) 833-0524 ext. 4205, or hermanblume@hotmail.com. You may also contact my Faculty Advisor, Dr. Barbara N. Martin, at 660-543-8823 or bmartin@cmsu.edu. Thank you in advance for your assistance with this project.

Sincerely,

Mike McKinne
Doctoral Candidate
University of Missouri-Columbia

FAX (816) 833-2990

Appendix B

Informed Consent University President/IRB

I, (Name _____), (College/University _____), (Date ___/___/___) consent to participate in this research project and understand the following:

PROJECT BACKGROUND: This project involves gathering data through a survey investigating the perceptions of college faculty and undergraduate students about classroom incivility. The data will be collected for analysis and may be published. You must be at least 18   years of age to participate.
PURPOSE: The purpose of this study was to contribute to the body of knowledge about classroom incivility in higher education by examining the perceptions of both faculty and students.
VOLUNTARY: The survey is voluntary. Participants may refuse to answer any question or choose to withdraw from participation at any time without any penalty or loss of benefits to which they are otherwise entitled.
WHAT DO YOU DO? Sign this consent form and fax a copy to me at the FAX number below, thereby allowing participants in your college/university to be involved in completing the survey.
BENEFITS: Your participation in this research project will enrich the information base. A clearer understanding of how principal communication effects organizational knowledge creation will expand the educational knowledge base. The findings could help high school principals understand how effective communication serves to help create organizational knowledge and improve teaching and learning.
RISKS: This project does not involve any risks greater than those encountered in everyday life.
CONFIDENTIALITY: Your confidentiality will be maintained in that a participant's name will not appear on the survey or in the published study itself. A code number may be assigned so that responses may be grouped for statistical analysis. The data will only be reported in aggregate form.
INJURY: It is not the policy of the University of Missouri to compensate human subjects in the event the research results in injury. The University of Missouri does have medical, professional and general liability self-insurance coverage for any injury caused by the negligence of its faculty and staff. Within the limitations of the laws of the State of Missouri, the University of Missouri will also provide facilities and medical attention to subjects who suffer injuries while participating in the research projects of the University of Missouri. In the event you suffered injury as the result of participating in this research project, you are to immediately contact the Campus Institutional Review Board Compliance Officer at (573) 882-9585 and the Risk Management Officer at (573) 882-3735 to review the matter and provide you further information. This statement is not to be construed as an admission of liability.

Thank you for your assistance in providing current information regarding classroom incivility in higher education. Your efforts are greatly appreciated. If you have any questions about this research project, please feel free to contact me at home (816) 524-4526, my office (816) 833-0524 ext. 4205,or hermanblume@hotmail.com. You may also contact my Faculty Advisor, Dr. Barbara N. Martin, at 660-543-8823 or bmartin@cmsu.edu.If you have questions regarding your rights as a participant in research, please feel free to contact the Campus Institutional Review Board at (573) 882-9585. Thank you in advance for your assistance with this project.

Sincerely,
Mike McKinne
Doctoral Candidate, University of Missouri-Columbia   **FAX** (816) 833-2990

Appendix C

Department Chair Information Letter

I am a doctoral student at the University of Missouri-Columbia and am currently completing my dissertation entitled, "A Quantitative and Qualitative Inquiry into Classroom Incivility in Higher Education." As part of the research study, college faculties and undergraduate students are being surveyed regarding perceptions of classroom incivility in higher education.

The electronic survey should take approximately 10 minutes to complete. The instructors and students will be e-mailed a description of the study and a link to the survey and complete it online.

I am writing to seek your permission to conduct the surveys in your college, providing the instructors and students voluntarily agree to participate. Would you please take a moment to sign the attached form, so that I may seek their involvement? Additionally, I am requesting that you would inform department chairs and/or academic deans of my purposes and of my intent to contact them. Very little research exists about classroom incivility in higher education, so your help would be greatly appreciated.

Confidentiality of the college, instructors, and students will be protected throughout the study. No faculty member or student will be identified in reporting results. While I do hope that you will allow the participation of faculty and students, participation is voluntary. Participants may withdraw at any time without penalty. Individual responses to the survey are confidential. Only aggregate data will be reported in the study results. Your signature on the attached form indicates your informed consent to participate in the study. You may fax the signed informed consent form to me at the FAX number listed below and keep the original signed copy for your records.

If you have any questions about this research project, please feel free to contact me at home (816) 524-4526, my office (816) 833-0524 ext. 4205, or hermanblume@hotmail.com. You may also contact my Faculty Advisor, Dr. Barbara N. Martin, at 660-543-8823 or bmartin@cmsu.edu. Thank you in advance for your assistance with this project.

Sincerely,

Mike McKinne
Doctoral Candidate
University of Missouri-Columbia

FAX (816) 833-2990

Appendix D

Department Chair Informed Consent

I, (Name _____), (College/University _____), (Date ___/___/___) consent to participate in this research project and understand the following:

PROJECT BACKGROUND: This project involves gathering data through a survey investigating the perceptions of college faculty and undergraduate students about classroom incivility. The data will be collected for analysis and may be published. You must be at least 18   years of age to participate.

PURPOSE: The purpose of this study was to contribute to the body of knowledge about classroom incivility in higher education by examining the perceptions of both faculty and students.

VOLUNTARY: The survey is voluntary. Participants may refuse to answer any question or choose to withdraw from participation at any time without any penalty or loss of benefits to which they are otherwise entitled.

WHAT DO YOU DO? Sign this consent form and fax a copy to me at the FAX number below, thereby allowing participants in your college/university to be involved in completing the survey.

BENEFITS: Your participation in this research project will enrich the information base. A clearer understanding of how principal communication effects organizational knowledge creation will expand the educational knowledge base. The findings could help high school principals understand how effective communication serves to help create organizational knowledge and improve teaching and learning.

RISKS: This project does not involve any risks greater than those encountered in everyday life.

CONFIDENTIALITY: Your confidentiality will be maintained in that a participant's name will not appear on the survey or in the published study itself. A code number may be assigned so that responses may be grouped for statistical analysis. The data will only be reported in aggregate form.

INJURY: It is not the policy of the University of Missouri to compensate human subjects in the event the research results in injury. The University of Missouri does have medical, professional and general liability self-insurance coverage for any injury caused by the negligence of its faculty and staff. Within the limitations of the laws of the State of Missouri, the University of Missouri will also provide facilities and medical attention to subjects who suffer injuries while participating in the research projects of the University of Missouri. In the event you suffered injury as the result of participating in this research project, you are to immediately contact the Campus Institutional Review Board Compliance Officer at (573) 882-9585 and the Risk Management Officer at (573) 882-3735 to review the matter and provide you further information. This statement is not to be construed as an admission of liability.

Thank you for your assistance in providing current information regarding classroom incivility in higher education. Your efforts are greatly appreciated. If you have any questions about this research project, please feel free to contact me at home (816) 524-4526, my office (816) 833-0524 ext. 4205,or hermanblume@hotmail.com. You may also contact my Faculty Advisor, Dr. Barbara N. Martin, at 660-543-8823 or bmartin@cmsu.edu.If you have questions regarding your rights as a participant in research, please feel free to contact the Campus Institutional Review Board at (573) 882-9585. Thank you in advance for your assistance with this project.

Sincerely,
Mike McKinne
Doctoral Candidate, University of Missouri-Columbia   **FAX** (816) 833-2990

Appendix E

E-mail Introduction to Survey Link

Dear

My name is Mike McKinne. I am a Doctoral Student at the University of Missouri-Columbia

studying Classroom Incivility in Higher Education. Below is a link to a survey which gathers

information about your perceptions about this phenomenon. The survey is VOLUNTARY,

CONFIDENTIAL and should take between 5-10 minutes to complete. I am asking you to

complete this survey to help me in my research. I appreciate your time and consideration.

Sincerely,

Mike McKinne

http://www.surveymonkey.com/s.aspx?sm=83RfvJc7ueSGAymr_2bVOb0Q_3d_3d

Appendix F

Faculty Perceptions of Classroom Incivility Survey

Faculty Incivility Survey

1. Introduction

Thank you for your willingness to take part in this study of faculty perceptions of classroom incivility. Your participation is completely voluntary and you may withdraw from participation at any time you wish without fear of consequence. The next page explains how you and your rights will be protected.

2. Informed Consent

Dear Participant:

Thank you for considering participation in my study on classroom incivility in higher education. This study is part of my dissertation research for a doctoral degree in educational leadership and policy analysis from the University of Missouri-Columbia. Your participation will take approximately ten minutes.

Before you make a final decision about your participation, I need to explain how your rights as participants will be protected:

1. Participation in the study is completely voluntary. You may withdraw from participation at any time you wish without penalty, including in the middle of completing survey. Your consent to participate or refusal to participate will not negatively affect you in any way. You may also decline to answer any questions that you feel uncomfortable answering.
2. If you have any questions about this research project, please feel free to contact me at home (816) 524-4526, my office (816) 833-0524 ext. 4205,or hermanblume@hotmail.com. You may also contact my Faculty Advisor, Dr. Barbara N. Martin, at 660-543-8823 or bmartin@cmsu.edu.If you have questions regarding your rights as a participant in research, please feel free to contact the Campus Institutional Review Board at (573) 882-9585
3. Confidentiality. Participants' answers will remain confidential, anonymous, and separate from any identifying information. Only the researcher and the dissertation supervisor will have access to identifiable data. Collected data will be kept locked and destroyed three years after completion of this study. Participants' identity and university affiliation will not be published. Data will be aggregated for statistical analysis and summarized for reporting, protecting participants' confidentiality at all times.
4. Risks. There are minimal risks involved. These could include an outsider observing the participant recording responses that could be considered 'negative' towards his or her institution. However, these risks are indeed minimal and no more than those occurring in daily life.
5. Benefits. By participating, you are helping contribute to the body of knowledge about Classroom Incivility in Higher Education.

By completing the online survey entitled the "Classroom Incivility Survey" you agree to participate in the study of classroom incivility in higher education being conducted by Mike McKinne. By completing the survey you understand that the following safeguards are in place to protect you:
1. Your responses will be used for dissertation research and potential future publications.
2. Your participation is voluntary, and may be withdrawn at any point in the study prior to submission of the survey.
3. Your identity will be protected in all reports of the research.
4. Your consent or refusal to participate in this study will not affect you in any negative manner.

By completion of this online survey it is understood that you agree to participate in this study and waive the requirement for a written consent. Please click the button below, indicating that "I agree" to participate.

3. Classroom Incivility Survey

Classroom incivility can be defined as any behavior that negatively affects teaching and/or learning.

Faculty Incivility Survey

1. Listed are some student behaviors you might have experienced in your undergraduate class(es) during during the past calendar year (2007).

Please indicate if you think the behavior constitutes "incivility". Mark your response by clicking the appropriate box.

	Always	Under Some Conditions	Never
Acting bored or apathetic	☐	☐	☐
Cell phone disruptions during class	☐	☐	☐
Cheating on exams or quizzes	☐	☐	☐
Disapproving groans	☐	☐	☐
Harassing comments (racial, ethnic, gender) directed at you in the classroom	☐	☐	☐
Hostile verbal attacks or challenges directed at you in the classroom	☐	☐	☐
Not paying attention in class	☐	☐	☐
Not taking notes during class	☐	☐	☐
Sarcastic remarks or gestures, staged yawning or eye rolling	☐	☐	☐
Sleeping in class	☐	☐	☐
Students arriving late for class	☐	☐	☐
Students being unprepared for class	☐	☐	☐
Students challenging your knowledge or credibility in class	☐	☐	☐
Students' conversations distracting other students	☐	☐	☐
Students' conversations distracting you	☐	☐	☐
Students creating tension by dominating discussion	☐	☐	☐
Students cutting class	☐	☐	☐
Students leaving class early	☐	☐	☐
Students taunting or belittling other students	☐	☐	☐
Threats of physical harm against you	☐	☐	☐
Using a computer during class for purposes not related to the class	☐	☐	☐

Faculty Incivility Survey

Vulgarity directed at you in the classroom	☐	☐	☐

4. Classroom Incivility Survey

2. How OFTEN did you experience the same student behaviors during the past calendar year (2007)?

	Never/Zero Times	One time	Two times	Three times	Four Times	Five or more times
Acting bored or apathetic	☐	☐	☐	☐	☐	☐
Cell phone disruptions during class	☐	☐	☐	☐	☐	☐
Cheating on exams or quizzes	☐	☐	☐	☐	☐	☐
Disapproving groans	☐	☐	☐	☐	☐	☐
Harassing comments (racial, ethnic, gender) directed at you in the classroom	☐	☐	☐	☐	☐	☐
Hostile verbal attacks or challenges directed at you in the classroom	☐	☐	☐	☐	☐	☐
Not paying attention in class	☐	☐	☐	☐	☐	☐
Not taking notes during class	☐	☐	☐	☐	☐	☐
Sarcastic remarks or gestures, staged yawning or eye rolling	☐	☐	☐	☐	☐	☐
Sleeping in class	☐	☐	☐	☐	☐	☐
Students arriving late for class	☐	☐	☐	☐	☐	☐
Students being unprepared for class	☐	☐	☐	☐	☐	☐
Students challenging your knowledge or credibility in class	☐	☐	☐	☐	☐	☐
Students' conversations distracting other students	☐	☐	☐	☐	☐	☐
Students' conversations distracting you	☐	☐	☐	☐	☐	☐
Students creating tension by dominating discussion	☐	☐	☐	☐	☐	☐
Students cutting class	☐	☐	☐	☐	☐	☐
Students leaving class early	☐	☐	☐	☐	☐	☐
Students taunting or belittling other students	☐	☐	☐	☐	☐	☐
Threats of physical harm against you	☐	☐	☐	☐	☐	☐
Using a computer during class for purposes not	☐	☐	☐	☐	☐	☐

related to the class						
Vulgarity directed at you in the classroom	☐	☐	☐	☐	☐	☐

5.

3. Compared to previous years, do you believe classroom incivility is:

☐ On the rise.
☐ About the same as previous years.
☐ On the decline.

If you believe classroom incivility is on the rise, would you provide an explanation why you believe this is the case:

```
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6.

4. Does your college or university have a comprehensive policy addressing classroom incivility?

◯ Yes
◯ No
◯ Unsure

5. If your college or university has a comprehensive classroom incivility policy, how EFFECTIVE do you believe the policy is?

◯ Very effective
◯ Somewhat effective
◯ A little effective
◯ Not effective at all
◯ Not applicable

Other (please specify)

```
```

7.

6. Some argue that classroom civility is the responsibility of both students and instructors. Sometimes instructors can do things (or not do things) that contribute to incivility in the classroom, such as distancing themselves from students, lecturing too quickly for students to keep up, or being overly permissive of students' disruptive behaviors. Do you think that you might contribute to classroom incivility in any way?

○ Yes.
○ Possibly.
○ Unsure.
○ No.

Please elaborate:

8.

7. Whose actions in the classroom have a greater impact in fostering classroom incivility?

☐ The teacher's actions.
☐ The students' actions.
☐ Both the teacher's and students' actions.
☐ Neither the teacher's actions nor the students' actions.

Other (please specify)

9.

Thank you for your participation. If you would be willing to have me contact you to discuss your own personal experiences and ideas about classroom incivility, would you please provide me with your first and last name, the name of the University in which you teach at and an e-mail address so I may contact you in the future?

8. First and Last Name
University
E-mail address:

Appendix G

Student Perceptions of Classroom Incivility Survey

1. Introduction

Thank you for your willingness to take part in this study of student perceptions of classroom incivility. Your participation is completely voluntary and you may withdraw from participation at any time you wish without fear of consequence. The next page explains how you and your rights will be protected.

2. Informed Consent

Dear Participant:

Thank you for considering participation in my study on classroom incivility in higher education. This study is part of my dissertation research for a doctoral degree in educational leadership and policy analysis from the University of Missouri-Columbia. Your participation will take approximately ten minutes.

Before you make a final decision about your participation, I need to explain how your rights as participants will be protected:

1. Participation in the study is completely voluntary. You may withdraw from participation at any time you wish without penalty, including in the middle of completing survey. Your consent to participate or refusal to participate will not negatively affect you in any way. You may also decline to answer any questions that you feel uncomfortable answering.
2. If you have any questions about this research project, please feel free to contact me at home (816) 524-4526, my office (816) 833-0524 ext. 4205,or hermanblume@hotmail.com. You may also contact my Faculty Advisor, Dr. Barbara N. Martin, at 660-543-8823 or bmartin@cmsu.edu.If you have questions regarding your rights as a participant in research, please feel free to contact the Campus Institutional Review Board at (573) 882-9585
3. Confidentiality. Participants' answers will remain confidential, anonymous, and separate from any identifying information. Only the researcher and the dissertation supervisor will have access to identifiable data. Collected data will be kept locked and destroyed three years after completion of this study. Participants' identity and university affiliation will not be published. Data will be aggregated for statistical analysis and summarized for reporting, protecting participants' confidentiality at all times.
4. Risks. There are minimal risks involved. These could include an outsider observing the participant recording responses that could be considered 'negative' towards his or her institution. However, these risks are indeed minimal and no more than those occurring in daily life.
5. Benefits. By participating, you are helping contribute to the body of knowledge about Classroom Incivility in Higher Education.

By completing the online survey entitled the "Classroom Incivility Survey" you agree to participate in the study of classroom incivility in higher education being conducted by Mike McKinne. By completing the survey you understand that the following safeguards are in place to protect you:
1. Your responses will be used for dissertation research and potential future publications.
2. Your participation is voluntary, and may be withdrawn at any point in the study prior to submission of the survey.
3. Your identity will be protected in all reports of the research.
4. Your consent or refusal to participate in this study will not affect you in any negative manner.

By completion of this online survey it is understood that you agree to participate in this study and waive the requirement for a written consent. Please click the button below, indicating that "I agree" to participate.

3. Classroom Incivility Survey

Classroom incivility can be defined as any behavior that negatively affects teaching and/or learning.

Student Incivility Survey

1. Listed are some student behaviors you might have experienced or observed in your undergraduate classes during during the past calendar year (2007).

Please indicate if you think the behavior constitutes "incivility". Mark your response by clicking the appropriate box.

	Always	Under Some Conditions	Never
Acting bored or apathetic	☐	☐	☐
Cell phone disruptions during class	☐	☐	☐
Cheating on exams or quizzes	☐	☐	☐
Disapproving groans	☐	☐	☐
Harassing comments (racial, ethnic, gender) directed at the teacher in the classroom	☐	☐	☐
Hostile verbal attacks or challenges directed at the teacher in the classroom	☐	☐	☐
Not paying attention in class	☐	☐	☐
Not taking notes during class	☐	☐	☐
Sarcastic remarks or gestures, staged yawning or eye rolling	☐	☐	☐
Sleeping in class	☐	☐	☐
Students arriving late for class	☐	☐	☐
Students being unprepared for class	☐	☐	☐
Students challenging the teacher's knowledge or credibility in class	☐	☐	☐
Students' conversations distracting other students	☐	☐	☐
Students' conversations distracting you	☐	☐	☐
Students creating tension by dominating discussion	☐	☐	☐
Students cutting class	☐	☐	☐
Students leaving class early	☐	☐	☐
Students taunting or belittling other students	☐	☐	☐
Threats of physical harm against the teacher	☐	☐	☐

Page 2

125

Student Incivility Survey

	None/Zero Times	One time	Two times	Three times	Four Times	Five or more times
Using a computer during class for purposes not related to the class	☐		☐		☐	
Vulgarity directed at the teacher in the classroom	☐		☐		☐	

4. Classroom Incivility Survey

2. How OFTEN did you experience or observe the same student behaviors during the past calendar year (2007)?

	None/Zero Times	One time	Two times	Three times	Four Times	Five or more times
Acting bored or apathetic	☐	☐	☐	☐	☐	☐
Cell phone disruptions during class	☐	☐	☐	☐	☐	☐
Cheating on exams or quizzes	☐	☐	☐	☐	☐	☐
Disapproving groans	☐	☐	☐	☐	☐	☐
Harassing comments (racial, ethnic, gender) directed at the teacher in the classroom	☐	☐	☐	☐	☐	☐
Hostile verbal attacks or challenges directed at the teacher in the classroom	☐	☐	☐	☐	☐	☐
Not paying attention in class	☐	☐	☐	☐	☐	☐
Not taking notes during class	☐	☐	☐	☐	☐	☐
Sarcastic remarks or gestures, staged yawning or eye rolling	☐	☐	☐	☐	☐	☐
Sleeping in class	☐	☐	☐	☐	☐	☐
Students arriving late for class	☐	☐	☐	☐	☐	☐
Students being unprepared for class	☐	☐	☐	☐	☐	☐
Students challenging the teacher's knowledge or credibility in class	☐	☐	☐	☐	☐	☐
Students' conversations distracting other students	☐	☐	☐	☐	☐	☐
Students' conversations distracting you	☐	☐	☐	☐	☐	☐
Students creating tension by dominating discussion	☐	☐	☐	☐	☐	☐
Students cutting class	☐	☐	☐	☐	☐	☐
Students leaving class early	☐	☐	☐	☐	☐	☐
Students taunting or belittling other students	☐	☐	☐	☐	☐	☐

Student Incivility Survey

Threats of physical harm against the teacher	☐	☐	☐	☐	☐	☐
Using a computer during class for purposes not related to the class	☐	☐	☐	☐	☐	☐
Vulgarity directed at the teacher in the classroom	☐	☐	☐	☐	☐	☐

5.

3. Compared to previous years, do you believe classroom incivility is:

☐ On the rise.
☐ About the same as previous years.
☐ On the decline.
☐ Not sure.

If you believe classroom incivility is on the rise, would you provide an explanation why you believe this is the case:

6.

4. Does your college or university have a comprehensive policy addressing classroom incivility?

○ Yes
○ No
○ Unsure

5. If your college or university has a comprehensive classroom incivility policy, how EFFECTIVE do you believe the policy is?

○ Very effective
○ Somewhat effective
○ A little effective
○ Not effective at all
○ Not applicable

Other (please specify)

7.

6. Some argue that classroom civility is the responsibility of both students and instructors. Sometimes instructors can do things (or not do things) that contribute to incivility in the classroom, such as distancing themselves from students, lecturing too quickly for students to keep up, or being overly permissive of students' disruptive behaviors. Do you think that a teacher's behavior might contribute to classroom incivility in any way?

◯ Yes.
◯ Possibly.
◯ Unsure.
◯ No.

Please elaborate:

8.

7. Whose actions in the classroom have a greater impact in fostering classroom incivility?

☐ The teacher's actions.
☐ The students' actions.
☐ Both the teacher's and students' actions.
☐ Neither the teacher's actions nor the students' actions.

Other (please specify)

9.

Thank you for your participation. If you would be willing to have me contact you to discuss your own personal experiences and ideas about classroom incivility, would you please provide me with your first and last name, the name of the university in which you attend and an e-mail address so I may contact you in the future?

8. First and Last Name
University
E-mail address:

128

Institutional Review Board Approval

Campus Institutional Review Board

University of Missouri-Columbia
483 McReynolds Hall
Columbia, MO 65211-1150

PHONE: (573) 882-9585
FAX: (573) 884-0663

Project Number: **1096517**
Project Title: A Quantitative and Qualitative Inquiry into Classroom
Incivility in Higher Education
Approval Date: 11-09-2007
Expiration Date: 11-09-2008
Investigator(s): Martin, Barbara Nell
McKinne, Michael A
Level Granted: Exempt

CAMPUS INSTITUTIONAL REVIEW BOARD APPROVAL FORM
UNIVERSITY OF MISSOURI-COLUMBIA

This is to certify that your research proposal involving human subject participants has been reviewed by the Campus IRB. This approval is based upon the assurance that you will protect the rights and welfare of the research participants, employ approved methods of securing informed consent from these individuals, and not involve undue risk to the human subjects in light of potential benefits that can be derived from participation.

Approval of this research is contingent upon your agreement to:

(1)   Adhere to all UMC Policies and Procedures Relating to Human Subjects, as written in accordance with the Code of Federal Regulations (45 CFR 46).

(2)   Maintain copies of all pertinent information related to the study, included but not limited to, video and audio tapes, instruments, copies of written informed consent agreements, and any other supportive documents for a period of **three (3) years** from the <u>date of completion</u> of your research.

(3)   Report potentially serious events to the Campus IRB (573-882-9585) by the most expeditious means and complete the eIRB "Campus Adverse Event Report". This may be accessed through the following website: <u>http://irb.missouri.edu/eirb/</u>.

(4) IRB approval is contingent upon the investigator implementing the research activities as proposed. Campus IRB policies require an investigator to report any deviations from an approved project directly to the Campus IRB by the most expeditious means. All human subject research deviations must have prior IRB approval, except to protect the welfare and safety of human subject participants. If an investigator must deviate from the previously approved research activities, the principal investigator or team members must:
a. Immediately contact the Campus IRB at 882-9585.
b. Assure that the research project has provisions in place for the adequate protection of the rights and welfare of human subjects, and are in compliance with federal laws, University of Missouri-Columbia's FWA, and Campus IRB policies/procedures.
c. Complete the "Campus IRB Deviation Report". This may be accessed through the following website: <u>http://irb.missouri.edu/eirb/</u>.

(5)   Submit an Amendment form to the Campus IRB for any proposed changes from the previously approved project. Changes may not be initiated without prior IRB review and approval except where necessary to eliminate apparent and immediate dangers to the subjects. The

investigator must complete the Amendment form for any changes at http://irb.missouri.edu/eirb/.

(6)   Federal regulations and Campus IRB policies require continuing review of research projects involving human subjects. Campus IRB approval will expire one (1) year from the date of approval unless otherwise indicated. Before the one (1) year expiration date, you must submit Campus IRB Continuing Review Report to the Campus IRB. Any unexpected events are to be reported at that time. The Campus IRB reserves the right to inspect your records to ensure compliance with federal regulations at any point during your project period and three (3) years from the date of completion of your research.

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Appendix I

Indiana University Permission

From: kennedyj@indiana.edu
Subject: FW: Civility Survey
Date: March 31, 2007 4:03:31 PM CDT
To: m_mckinne@mac.com
Cc: banniste@indiana.edu

Hello

Feel free to use the questionnaire in your research. We ask only that
you cite the IU Center for Survey Research as the source. We don't need
written approval.

We are often asked for permission to use this questionnaire.

   John

-----Original Message-----
From: M Mckinne [mailto:m_mckinne@mac.com]
Sent: Friday, March 30, 2007 12:51 PM
To: Center for Survey Research
Cc: M Mckinne
Subject: Civility Survey

To Whom it May Concern,

My name is Mike McKinne. I am a Doctoral Candidate at the University
Missouri_Columbia in the Educational Leadership and Policy Analysis
Department. I am completing a dissertation studying incivility in
higher education. I was writing to ask permission to modify the
instrument your Center used in 2000 to complete a study of incivility
at your institution to use for my own research. Please let me know if
I need to gain written approval (if so: who I need to write, etc...)
or if a reply to this e-mail will suffice. Please e-mail me if you
have any questions or concerns for me. Thank you.

Sincerely,

Mike McKinne

Appendix J

Follow Up Questionnaire

1. Do you believe that technology has negatively impacted classroom civility? If "yes", how so?

2. If you believe technology has had a negative impact on classroom civility, in what specific ways have cell phones, text messaging, iPods, laptop computers, etc. negatively impacted YOUR classroom?

3. There is some discussion in the literature about the possible unintended consequences of the commercialization (or "selling") of higher education. Specifically, the notion that a degree is a "product" and students are "consumers". Do you believe such a move has a positive or negative impact on classroom civility? Please elaborate.

4. Do you believe that your administration would support you if you had an incident (or incidents) of classroom incivility? Why or why not?

5. Does your teaching (pedagogical style, subject/content, structure of the lesson/lecture, etc.) have an effect on classroom civility? How so?

6. Do you have any final thoughts, personal experience in dealing with classroom incivility or ideas that have NOT been addressed in my survey or this follow-up questionnaire? Feel free to elaborate.

VITA

Michael Alan McKinne was born on November 16, 1969 in Minneapolis, Minnesota to
Dr. Richard A. McKinne and Jan O. McKinne. Mike grew up in Muskogee, Oklahoma and
attended public school in Muskogee over the course of his P-12 educational career. Mike
graduated from the University of Oklahoma (1992) with a Bachelor of Science degree in
Elementary Education. He taught four years at Corpus Christi Catholic School in Oklahoma
City, Oklahoma. Mike moved to the Kansas City area in 1996 and taught for two years at J.A.
Rogers Academy of Liberal Arts in the KCMO School District. In 1998, Mike began teaching at
Eastwood Hills Elementary in the Raytown C-2 School District. He earned a Masters of
Integrated Humanities in Education (MIHE) from Rockhurst University in 2001. In 2002, Mike
became an Assistant Professor of Education at Graceland University (Independence Campus)
where he continues to teach a myriad of courses, supervise student teachers and advise
undergraduate students. He has continued to teach in the Raytown school district during summer
school sessions as well as serving as a summer school principal in 2007 and 2008. Mike earned
an Ed.D. in Educational Leadership and Policy Analysis from the University of Missouri-
Columbia in 2008. Mike is married to Christi McKinne. They have a daughter, Macy Margaret
McKinne.