



Civility Faculty Resources

Ideas for Talking about Civility:

1. Use Civility as a framework to discuss classroom guidelines and expectations.
2. Use Civility as a framework to talk about current events.
3. Use Civility concepts as guidelines for group work.
4. Incorporate Civility learning opportunities (e.g. Civility Cafés, Civility Dialogues) in your Syllabus.

Online Resources:

[20 Ways to Promote Civility and Respect](#) (University of Missouri)

Provides a list of ways to promote civility and respect on campus and in the classroom.

[American Association of State Colleges and Universities](#)

The American Democracy Project (ADP) is a multi-campus initiative focused on public higher education's role in preparing the next generation of informed, engaged citizens for our democracy.

[Civility in the College Classroom](#) by Jennifer L. Schroeder & Harvetta Robertson (Association for Psychological Science, APS Observer, November 2008)

Lays out the problem of classroom incivility and provides suggestions to promote civil behavior, such as "be proactive" by setting up expectations and "have a plan" for dealing with unexpected behaviors.

[Combating Classroom Misconduct \(Incivility\) with Bills of Rights](#) by Linda B. Nilson and Nancy S. Jackson (Clemson University)

Reviews prevention strategies presented in the literature on incivility and proposes another: class and instructor develop a mutual bill of rights and responsibilities on the first day of class.

[Cropping Out Incivility](#) by Maria Shine Stewart (Inside Higher Ed, July 29, 2011)

Discusses examples of hurtful behavior; concludes that the entire campus community must work together "to consciously... build kinder campus communities."

[Dealing with Troublesome Behaviors in the Classroom](#) by Mary Deane Sorcinelli (University of Massachusetts, Amherst)

Categorizes irritating and disruptive student behaviors, provides strategies for creating a classroom environment that can avert many problems, and suggests ways to deal with troublesome behaviors when they occur.

[Examples of Guidelines for Class Participation](#) (University of Michigan)

Example sets of guidelines or 'ground rules' could be distributed to students, or used to start a conversation with students about expectations for participation and interaction that will foster an environment of mutual respect and collaborative inquiry. Many instructors also find it useful to engage students in generating guidelines as a class.

[Incivility](#) by B.A. Berger (American Journal of Pharmaceutical Education, Vol. 64, No. 4, 2000)

Gives examples of student incivility and possible causes, and then provides do's and don'ts for responding to specific types of incivility. The appendix contains excerpts from 2 syllabi that address expectations for student behavior plus a weekly class assessment form.

[Responding to Disruptive or Threatening Student Behavior: A Guide for Faculty](#) (Virginia Tech)

A nineteen-page manual for dealing with inappropriate, disruptive, or threatening behavior.

[Sample Mutual Expectations in the Classroom](#) (University of Missouri)

Sample of mutual expectations from University of Missouri School of Journalism Professor Clyde Bentley.

[Survey of Academic Incivility at Indiana University, Bloomington](#) (Preliminary Report, June 14, 2000)

Results of a survey of faculty and graduate instructors asking about the extent and types of incivility they encountered, their responses, and their perceptions about who engages in incivility.

[Tips for Confronting Incivility](#) (University of Missouri)

Provides sample questions to ask others when perceiving someone's behavior as disrespectful or uncivil.

[Tools and Strategies for Fostering a Civil Work Environment](#) (Webinar) by Daniel Griffith, J.D. SPHR

In this free webinar, Daniel Griffith reviewed common workplace incivilities and explained why institutional leaders and others wishing to foster a positive work culture should take heed. He also explored why traditional procedural responses are often ineffective for responding to uncivil behaviors and advocated instead for practical responses that empower organizational members and support their innate desire to use common sense, goodwill, and mutual trust to self-regulate their interactions.

[Understanding Student and Faculty Incivility in Higher Education](#) by Kristen A. Frey Knepp (Journal of Effective Teaching, 2012).

This paper reviews academic literature focusing on disrespect and disruptions in the classroom and explores strategies for preventing and managing student incivility.

CSUSM Resources:

Civility Campaign

The Civility Campaign engages CSUSM students, faculty, and staff in learning opportunities to create a community that navigates social justice issues and multiple perspectives through self-reflection, care, respect, and empathy while acknowledging the culture and humanity of others.

Faculty Center

The Faculty Center has CSUSM faculty at the core of its mission. The programs and activities they offer are designed to support the professional development of faculty in areas of teaching and learning, research, and service.

(760) 750-4019

Dean of Students Office

One of the goals in the Dean of Students Office is to provide support to faculty and staff to foster student success and maintain the well-being and safety of the university community.

(760) 750-4935

Cougar Care Network

The Cougar Care Network (CCN) is CSUSM's early support initiative to improve student success, retention, and persistence. Through early alert referrals from campus community members, CCN serves as a safety net to assist students who may be experiencing challenges inside or outside of the classroom.

(760) 750-7627

[Red Folder](#)

The CSU Red Folder provides a response protocol for assisting students in distress, as well as additional CSUSM campus resources and supports.

[Civic Learning Initiative](#)

Cal State San Marcos is part of a movement among institutions of higher learning that share a commitment to make civic and democratic learning for all students a top national priority.

[American Democracy Project](#)

The goal of the American Democracy Project is to produce graduates who are committed to being knowledgeable, involved citizens in their communities.

[Office of Diversity, Educational Equity & Inclusion](#)

As a community of students, faculty and staff, we at California State University San Marcos (CSUSM) are committed to respecting and reflecting the diversity of our region within a context of social justice. Together, we strive for educational equity and seek to promote a fair and open environment for the exchange of ideas.