

A SURVEY ON  
**ACADEMIC**  
*Incivility*  
AT INDIANA UNIVERSITY

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*If* **we**

can invite ourselves  
and our colleagues,  
our students, staff and administration  
to participate fully in this

**community of learning,**

learning to *acknowledge* and *value*  
all the different ways of contributing to it,  
then *civility* and *common good*  
will surely follow.

ANYA PETERSON ROYCE  
*Civility: An Uncommon Good*, Keynote Presentation  
at the Campus Forum on Academic Incivility  
October 12, 1998

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Do you consider this incivility?			1. Listed are some student behaviors you might have experienced in your graduate or undergraduate class(es) in the Fall 1999 semester. Please indicate with an "x" (☒) if you think each behavior constitutes "incivility" (left side) and how often each behavior occurred during the Fall 1999 semester (right side).	How often did you experience it in Fall 1999?			
Always	Under some conditions	Never		Often	Sometimes	Rarely	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chewing gum in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Eating in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Acting bored or apathetic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disapproving groans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sarcastic remarks or gestures, such as staged yawning or eye rolling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sleeping in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not paying attention in class; for example, doing schoolwork for other classes or reading a newspaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not taking notes during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students' conversations distracting other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students' conversations distracting you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reluctance to answer direct questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Using a computer during class for purposes not related to the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cell phone or pager disruptions during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students arriving late for class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students leaving class early	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students cutting class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students being unprepared for class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you consider this incivility?				How often did you experience it in Fall 1999?			
Always	Under some conditions	Never		Often	Sometimes	Rarely	Never
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students creating tension by dominating discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cheating on exams or quizzes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students demanding make-up exams, extensions, grade changes, or special favors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students taunting or belittling other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students challenging your knowledge or credibility in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Harassing comments (racial, ethnic, gender) directed at you in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other harassing comments directed at you in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hostile verbal attacks or challenges directed at you in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vulgarity directed at you in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inappropriate emails to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Harassing comments or behavior directed at you outside the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Threats of physical harm against you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (please explain):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If you experienced any student behaviors in the Fall 1999 semester that caused a disruption or were uncomfortable for you, which of the following actions did you do in response? (Please indicate on the left)

*If you did not experience any student behavior problems in your classes in the Fall 1999 semester, please check here and continue with question 3 on page 4.*

For each action you took, please indicate on the right how effective it was in reducing or eliminating classroom behavior problems.

Did you do this in response to classroom problems?		Possible Responses to Classroom Problems	How <u>effective</u> was it in reducing classroom problems?			
Yes	No		Very	Somewhat	Not very	Not at all
<input type="checkbox"/>	<input type="checkbox"/>	Ignored the problem or decided not to take action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Addressed the students involved or entire class during class time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Spoke with the students involved outside of class time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Changed course requirements, grading criteria, and/or deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Made tests or assignments easier or dropped a requirement to pacify disruptive students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Made class more fun or entertaining	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Sought advice from colleagues or other departmental or university resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Reported a student's behavior to the department, university officials, or police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Other (please explain):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Based on your overall experiences, would you say that male or female students are more likely to engage in classroom incivility?

- Males are much more likely
- Males are a little more likely
- About equal
- Females are a little more likely
- Females are much more likely
- Don't know

4. Based on your overall experiences, would you say that undergraduate or graduate students are more likely to engage in classroom incivility?

- Undergraduates are much more likely
- Undergraduates are a little more likely
- About equal
- Grad students are a little more likely
- Grad students are much more likely
- Don't know

5. Based on your overall experiences, would you say that classroom incivility is more likely to occur in small or large classes?

- Much more likely in small classes
- A little more likely in small classes
- About equal
- A little more likely in large classes
- Much more likely in large classes
- Don't know

6. Based on your overall experiences, would you say that classroom incivility is more likely to occur in required or optional classes?

- Much more likely in required classes
- A little more likely in required classes
- About equal
- A little more likely in optional classes
- Much more likely in optional classes
- Don't know

7. Based on your perceptions, would you say that male or female instructors are more likely to be targets of incivility?

- Males are much more likely
- Males are a little more likely
- About equal
- Females are a little more likely
- Females are much more likely
- Don't know

8. Based on your perceptions, would you say that AIs or faculty are more likely to be targets of incivility?

- AIs are much more likely
- AIs are a little more likely
- About equal
- Faculty are a little more likely
- Faculty are much more likely
- Don't know

9. Based on your perceptions, would you say that younger or older instructors are more likely to be targets of incivility?

- Younger instructors are much more likely
- Younger instructors are a little more likely
- About equal
- Older instructors are a little more likely
- Older instructors are much more likely
- Don't know

10. Based on your perceptions, would you say that demanding or easy courses are more likely to have incivility?

- Demanding courses are much more likely
- Demanding courses are a little more likely
- About equal
- Easy courses are a little more likely
- Easy courses are much more likely
- Don't know

11. Please use this space to describe other reasons you think may be responsible for classroom incivility.

12. 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?

- no
- yes (please explain)

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13. How much formal training have you received, during graduate school or while an instructor, in dealing with classroom incivility or disruptions by students?

- a lot of training
- some training
- very little training
- no training

15. If a workshop were offered to help you learn ways to address classroom incivility, do you think you would attend?

- definitely attend
- probably attend
- probably not attend
- definitely not attend
- don't know

14. In the past two years, how much discussion with your colleagues or others have you had about ways to deal with classroom incivility?

- a lot of discussion
- some discussion
- very little discussion
- no discussion

16. If you were to attend a workshop focusing on ways to address classroom incivility, what would you like to be discussed?

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17. If you taught classes in Fall 1999, what level courses did you teach, how many students were enrolled in each course, and what teaching styles did you use in each course?

If you did not teach any courses in the Fall 1999 semester, please check here and continue with question 18 on page 7.

First class	Second class	Third class	Fourth class
<i>Level</i>	<i>Level</i>	<i>Level</i>	<i>Level</i>
<input type="checkbox"/> undergraduate <input type="checkbox"/> graduate	<input type="checkbox"/> undergraduate <input type="checkbox"/> graduate	<input type="checkbox"/> undergraduate <input type="checkbox"/> graduate	<input type="checkbox"/> undergraduate <input type="checkbox"/> graduate
<i>Class size</i>	<i>Class size</i>	<i>Class size</i>	<i>Class size</i>
<input type="checkbox"/> fewer than 25 <input type="checkbox"/> 25-49 <input type="checkbox"/> 50-99 <input type="checkbox"/> 100-149 <input type="checkbox"/> 150-249 <input type="checkbox"/> 250 or more	<input type="checkbox"/> fewer than 25 <input type="checkbox"/> 25-49 <input type="checkbox"/> 50-99 <input type="checkbox"/> 100-149 <input type="checkbox"/> 150-249 <input type="checkbox"/> 250 or more	<input type="checkbox"/> fewer than 25 <input type="checkbox"/> 25-49 <input type="checkbox"/> 50-99 <input type="checkbox"/> 100-149 <input type="checkbox"/> 150-249 <input type="checkbox"/> 250 or more	<input type="checkbox"/> fewer than 25 <input type="checkbox"/> 25-49 <input type="checkbox"/> 50-99 <input type="checkbox"/> 100-149 <input type="checkbox"/> 150-249 <input type="checkbox"/> 250 or more
<i>Primary instructional style(s)</i> (Check one or more)	<i>Primary instructional style(s)</i> (Check one or more)	<i>Primary instructional style(s)</i> (Check one or more)	<i>Primary instructional style(s)</i> (Check one or more)
<input type="checkbox"/> lecture <input type="checkbox"/> class discussion <input type="checkbox"/> group work <input type="checkbox"/> student presentation <input type="checkbox"/> guest speaker <input type="checkbox"/> field trip <input type="checkbox"/> other (please specify):	<input type="checkbox"/> lecture <input type="checkbox"/> class discussion <input type="checkbox"/> group work <input type="checkbox"/> student presentation <input type="checkbox"/> guest speaker <input type="checkbox"/> field trip <input type="checkbox"/> other (please specify):	<input type="checkbox"/> lecture <input type="checkbox"/> class discussion <input type="checkbox"/> group work <input type="checkbox"/> student presentation <input type="checkbox"/> guest speaker <input type="checkbox"/> field trip <input type="checkbox"/> other (please specify):	<input type="checkbox"/> lecture <input type="checkbox"/> class discussion <input type="checkbox"/> group work <input type="checkbox"/> student presentation <input type="checkbox"/> guest speaker <input type="checkbox"/> field trip <input type="checkbox"/> other (please specify):

## DEMOGRAPHIC INFORMATION

18. Please indicate your gender:

- male       female

19. In what year were you born?

20. How many years, including the 1999-2000 academic year, have you been teaching at the college or university level?

years

21. How many years, including the 1999-2000 academic year, have you been teaching at Indiana University?

years

22. Are you of Hispanic, Latino, or Spanish origin?

- yes       no

23. What is your race or ethnic identification? (Check one or more)

- White or Caucasian  
 Black or African American  
 American Indian or Alaska Native  
 Asian or Pacific Islander  
 Other race (please specify): \_\_\_\_\_

24. What is your classification?

- full-time faculty  
 adjunct faculty  
 visiting faculty  
 part-time faculty  
 associate instructor (A  
 other (please specify): \_\_\_\_\_

If you have any additional thoughts that you would like included in the survey, please write them here.

***Thank you very much for completing this survey!***

Please return the questionnaire to:  
Center for Survey Research  
1022 E Third St  
Bloomington IN 47405