

**Creating a Diverse Academic Community
Through Respect and Integrity**

**A Proposal for a Civility Initiative
at Manatee Community College**

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A Proposal for a Civility Initiative at Manatee Community College

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Chapter 1: Examining the Mission Statements and Values

One act of kindness can change a person's day or how a person feels about themselves. Research indicates that there are health, personal, school, or even work benefits from such an act of kindness or civility. Civility is a code of conduct we all should abide by in daily life situations that benefit the community as a whole. There have recently been several adverse events that may have increased our nations' stress level, such as the war in Iraq, the recent Presidential elections, as well as the current economic crisis. Therefore, it seems very easy to focus on the negative aspects of life and forget the importance of being kind and civil to each other. However, there have been many influential programs established on the basis and importance of being civil towards one another. One of those, being the most meaningful to our own community, a local organization called Because It Matters.

As a learning institution, Manatee Community College (MCC) encourages excellence and success in education and does not directly focus on the civility values demonstrated through Because It Matters. However, Manatee Community College, in the opinion of its own community of staff members, students, and peers, is a great follower of these main values and missions. Because It Matters mainly targets individuals in the community, while MCC targets their own individual students, faculty, and staff. However, MCC is doing a great job in mirroring the Because It Matters organization, by stressing the importance of respecting others in the educational environment as being essential in order to promote a productive learning atmosphere.

Although there is a perception that MCC has a civil atmosphere, a formally integrated civility initiative could prove to make a positive impact on individuals, the institution, and the community as a whole. There is research from other institutions that indicates increased

improvement in communication between staff and students, implementing good problem solving, and a decrease in reports of rude behavior. The goal of a civility initiative at MCC is to encourage those who study and work on campus to incorporate the values and mission of civility into their day-to-day interactions. It is believed that the mission and values of both MCC and Because It Matters, if tied together, would have the most successful outcome for not only the students, but the community as a whole.

Mission Statements

Manatee Community College Mission Statement

Manatee Community College provides an accessible, dynamic learning environment that facilitates the achievement of educational, professional, and personal goals by our students and members of our communities in an atmosphere that embraces academic excellence, diversity and innovation.

Because It Matters

A community-wide initiative to promote civility in our workplaces, our neighborhoods and civic organizations, and our schools. It is a campaign to encourage citizens of our region to communicate in a more respectful way, improving public discourse. Because It Matters is all about: Improving quality of life by increasing civic participation, civil discourse, and social capital. Those are all stylish words for politeness, good manners, and making connections to the community, and those behaviors are the glue for creating the social network we need to live happy, healthy lives.

Comparing Mission Statements

Manatee Community College and Because it Matters missions both utilize the term community as a central component. Manatee Community College is open and accessible for all

community members to enroll and take classes. It does not matter who you are, how old you are or what you are going to school for. If you are someone in the community that wants to come to school you are given that privilege and able to come. Because It Matters is a community-wide initiative to promote civility and thus it too is open for the entire community to participate in this effort no matter whom you are.

Additionally, both organizations want to help the community. Manatee Community College wants everyone to be able to further their educational, occupational, and personal goals, which will in turn make our community a better place. Because it Matters wants to encourage everyone to respect their community so everyone can live happier lives. Both organizations target the community and both help you to learn. At Manatee Community College there is an academic focus to better the community and at Because it Matters there is a focus on learning civility and to spread it to others.

Differences in Mission Statements

Manatee Community College's Mission targets the individual student by providing an accessible, dynamic learning environment that facilitates the achievement of educational, professional, and personal goals. Personal goals are individualized and they normally do not involve others so that leans more toward individuality and not a group. Of course Manatee Community College includes the whole community but when it comes right down to it, each student has individual accountability for tests, notes, and showing up to class. The whole community is not standing behind you cheering you on. The institution is for completion of individual feats.

Because it Matters states that the behaviors of politeness, good manners, and making connections to the community, are the glue for creating the social network we need to live happy,

healthy lives. Learning these behaviors is directed more towards setting things right with the whole community not just for the individual. The Because It Matters mission has a community focus and is less individualistic. Yes, individuals can make a difference but if no one else returns the civility you are not going to get much further with it.

Values

| Manatee Community College's Values | | Because it Matters' Values | |
|------------------------------------|-----------------------|----------------------------|---------------------------|
| <i>Learning</i> | <i>Excellence</i> | <i>Respect Others</i> | <i>Think Positively</i> |
| <i>Integrity</i> | <i>Accountability</i> | <i>Pay Attention</i> | <i>Make a Difference</i> |
| <i>Diversity</i> | <i>Community</i> | <i>Speak Kindly</i> | <i>Say Thank You</i> |
| <i>Innovation</i> | <i>Opportunity</i> | <i>Accept Others</i> | <i>Rediscover Silence</i> |
| <i>Respect</i> | <i>Success</i> | <i>Listen</i> | <i>Keep Your Cool</i> |

Comparing Values

Manatee Community College and Because It Matters both have 10 key values that they feel are strong and important. Each of these values individually is very beneficial to everyone in one way or another. They all aim towards the same direction of civility and being civil towards each other. All of these values are steps, taking a step with one of these makes a difference somewhere, or to someone. Separately these values are very important by adding them together you can see just how similar these two groups' values work together at civility.

Respect and Respect Others are two values that when combined can really make a difference towards civility and being civil towards one another. The ability to see the actual individual is part of acknowledging each other, and the first step to positive regard. Respect for the whole person entails listening to others' opinions, their feelings, and their time, even their physical space. At the core of "respect others" is the "golden rule," do unto others as you would have them do unto you. To gain respect you must first be respectful to others around you. No one will truly have respect for you if you have no respect for yourself. Being respectful towards

others shows you have respect for others and shows you have respect for yourself. Respecting yourself shows you care, and you're strong willed. You do not let yourself or others down, which is very important to everyone.

Next, Learning and Pay Attention are two values that also share similarities. How often do we go through our daily routines as human robots with little awareness of others surrounding us? The root of "attention" is "to attend to." That means that every act of acknowledgement or kindness begins with "attending to" the other person. In other words, to be at our best in our human encounters, get off of autopilot and pay attention. The only way to learn is to pay attention; in class you pay attention to teachers in order to grasp the information being taught. If you want to learn how to fix a car you pay attention to everything that person is showing you in order to learn how to fix a car. To study for a test you must pay attention to the information that will be on it so you can study for it. If you do not pay attention how are you to learn anything that could be very important to you later on down the road?

In order to learn and pay attention to what you are learning you need to exhibit Excellence and Think Positively to accomplish your goals. Wouldn't life be more joyful if we all viewed it through a glass "half-full" rather than "half-empty"? Countless studies have demonstrated that those who think positively live longer and happier lives. In the context of Because It Matters, a positive attitude is an emotional contagion we want to spread. Living a longer happier life insures that you will be able to excel much further with yourself. If you're happier you're more up to trying new ideas and expanding your range of knowledge. With more knowledge there is no telling where you can excel to in life.

If others disagree with your positive attitude all you need to do is hold on to your Integrity and Keep Your Cool. Medical science tells us that nonassertive behavior is a health

risk. On the other hand, being a bully is just as unhealthy as being a doormat. The key is to find that happy medium where you express your needs without intruding on others' needs and done in a calm and kindly way. Instead of lashing out at someone else's opinion keep your cool, know that you have the integrity to just hear others thoughts even if you do not agree. This builds your integrity as well because your not wasting your time yelling about different opinions, you can be open minded without fully agreeing with others and you can still keep your own opinions. It looks more profession to keep your cool rather than calling someone a degrading name.

You must make sure you stay Accountable and Say Thank You. Such a simple deed, the acknowledgment of an act of service or kindness by saying "thank you." Being accountable for your actions and words shows civility. Be accountable and say thank you to someone who has gone out of there way to help you even if it is something as simple as holding the door open for you. The phrase thank you can really mean a lot to people. They feel as if they have really helped to make a difference and if you really think about it they have. Being accountable for saying thank you is a very simple thing that can turn someone's bad day around.

Being accountable for yourself and saying thank you really affects the Community and if people are Listening they too will soon pass on your words. The act of listening takes work. Instead of focusing on what we want to say and our own needs, good listening requires that our attention go to others. How refreshing to demonstrate that we value others before ourselves. How non-competitive. How civil. Communities listen to their members all the time, in order to make changes they need input. In order to get input they need to listen to what the community members have to say. By listening to them the community can work to make changes that benefit the community as a whole.

When it comes to listening you must have the Innovation and ability to Rediscover Silence. In an age when background noises are constant, some fear we are becoming accustomed to noise. Is that a problem? Noise can take us away from ourselves; silence can be the bridge to our innermost thoughts and tranquility. Ralph Waldo Emerson said, “Let us be silent—so we may hear the whisper of the gods.” Innovating silence is something new that everyone can be introduced to. Instead of always speaking your mind let someone else do the talking, you would be amazed at what others can teach you.

Having innovation can really open up you to an Opportunity to Make A Difference. Here’s an expression that has become such a part of our cultural lexicon that it has almost lost meaning. Almost is the key word, for the concept of making a difference has never been more valid. Our culture makes self-gratification a must-do, reducing the moral energy we have for others. Self-centered behaviors can put altruism in the back seat. It doesn’t have to be that way. There are opportunities to make a difference in every encounter.

Opportunity and making a difference comes from Accepting Others and their own Diversity. George Bernard Shaw, in his play “Pygmalion,” speaks of “having the same manner for all human souls: in short, behaving as if you were in heaven...where one soul is as good as another.” That is the crux of accepting others: welcoming all with the same enthusiasm as we experience in the feeling of belonging. Diversity is a main indicator of everyone; no two people are the same. Everyone differs from someone else and although they are different from you that does not mean you can not accept them. Accepting someone who is different from you can be one of the most beneficial factors in life. They open your eyes to new ideas, cultures, and thoughts as you do for them.

All of these values can be combined to help you Succeed and Speak Kindly while doing so shows you are a truly civil person. The flip side of speak kindly is, why be rude? Words of kindness can inspire others, lift their spirits, and even, as P. M. Forni writes, “reconcile them with life.” And isn’t that a great way to make a difference? Making a difference to succeed and overcome a goal is much more rewarding in the eyes of those who are encouraged with kind words rather than words that would put them down. How are you to succeed if everyone is putting you down? With kind words and encouragement you will be successful at achieving your goal.

Any of these values could be combined together and they can all compliment each other. When adding them together it shows that with one-step you take another and with another you take the next. Over time you will be a walking civil person, you are the strongest one out there because you’ve taking the time to take each step and you’ve achieve the one goal that should be second nature to everyone. You’re civil, kind, respectful, and you have gained such an award that some people may never experience in life.

Differences in Values

Manatee Community College’s values really target the individual student, individual values, and what is important to succeed at Manatee Community College. The individual has the opportunity to further their education by respectfully learning about diversity and having the integrity to continue a goal and being held accountable for their actions and commitments.

Because it Matters targets what you would do/say to others, groups or an individual. Mostly these are things you would do out in the community you would say thank you to someone who held a door open for you, you can make a difference for the community by picking up a piece of

trash on the ground. These values are all actions that the individual can take to make not only a better person but also a better community.

Manatee Community College's Proposed New Civility Mission Statement and Values

New Mission Statement

To succeed in everyday life with a positive, respectful outlook, provide innovation, kindness, and diversity to meet the goal of a healthy style of living. The goal is to make a difference in the world and education a peaceful and caring place because it matters.

New Values

| | | | | |
|------------------|-------------------------|--------------------|-----------------|-------------------|
| Positive Outlook | Respect | Community Outreach | Priorities | Make a Difference |
| Personal Goals | Listening to Each Other | Inspiration | Acknowledgement | Opportunities |

These values reflect the students, staff, and faculty members at Manatee Community College. If everyone were to follow the same values while attending school, more people would be likely to become more civil towards each other. Not only would everyone be kinder towards each other, listen to each other, but also everyone would have their own positive outlook. This could help them succeed at their academic as well as personal goals. This inspires them to look for opportunities with their own priorities that help to make a difference. These differences show respectful acknowledgement towards the community and inspire others.

The first value, positive outlook, shows you are able to tackle any situation no matter the circumstances. Greeting everyday with a positive attitude affects everyone. A positive attitude will motivate everyone around you. If you feel positive about completing a paper or an assignment you will get the work done faster and the result will be greater than if you were to have an "I do not care" attitude.

The next value is respect. Having respect for not only other students and teachers but for yourself is important. If you show that you value and hold others in respect you may find that the respect will be returned to you. This type of reciprocity can also be found through community outreach. When you help the community your helping the very place you live to become a better place.

Setting priorities shows individual responsibility. When you know what you have to do and when you have to do, this helps an individuals ability to focus and get things done. Instead of waiting for the last minute to finish an assignment, signing up for a class or making an important appointment, your priority setting has allowed you to be proactive. Showing up to that appointment shows that you do have your priorities set and you are not letting yourself down or the person you've made that appointment with.

To make a difference, not everyone has to do the same and you can stand out for doing what is right. Even if its unseen or unannounced it still made a difference somewhere along the line. You do not need an award or a pat on the back for doing something good, just knowing in your mind you made a difference should be awarding enough.

Setting personal goals will help you achieve those goals. You gain more and you can accomplish a lot more by setting goals for yourself. You really show that you are willing to accomplish those goals when you set them. If your goal is to pass a certain class, you must set smaller steps to achieve the larger goal. For example if your overall goal was to pass a class, first would be to go to class, then to pay attention and take down notes, third would be to study for test or exams. After you have completed these steps you are well on your way to passing that class. Personal goal setting is a very helpful and useful skill for everyone to do.

By listening to each other shows that you care in what others have to say and not just what you have to say. It also opens your eyes to others opinions, beliefs, and values. Of course you do not have to agree with them but just listening to what they have to say makes them feel better that they are being heard. Typically reciprocity will occur with listening as well. If you listen to others they are more likely to listen to you.

Believing in yourself and getting your goals done can be a real inspiration. Not only to yourself because you have accomplished your goals, but to others as well. Others who feel they can not accomplish a goal can look to you for support. Knowing someone else accomplished a similar goal can help to ease the mind of the one trying to accomplish his or her goal. By inspiring others you really help them and make new opportunities for them. Opening others eyes to finding new goals and helping them to achieve is beneficial to you and them.

Making new opportunities for yourself and others is a very rewarding feeling. It allows you to feel that you have more to life than meets the eye. If you apply yourself to the best of your ability there are so many opportunities for you to achieve you just need to want to achieve them.

In the end, a little acknowledgment can go a long way. The next time you are having a bad day, turn it around. If you happen to be leaving a building and the person in front of you stops and waits for you to approach the door and keeps it open for you, don't storm out of the building, instead of grunting at them you really should thank them. They took the time to help you and if you really think about it they made getting out of that building a whole lot easier and faster. Acknowledging people with a positive outlook and respect can be a real inspiration to not only you but also others and the community.

Results and Research

Establishing a new mission statement and a new set of core values would be beneficial to the college. These two things would help the school environment become a better place.

Emotions are contagious and both our good deeds and our bad behavior make a difference in the community. It also makes a difference in our physical health. Civility matters because it affects our emotional health, our physical health and our community health. Everyone has the ability to be civil as long as they just put in a little effort to these simple guidelines everyone could make a difference even if it is small or goes unnoticed.

Research shows that there is health; personal, school, or even work benefits when in a civil environment. When employees do not get along with other employees or managers the research shows that turnover is worse than when employees are civil towards each other. Employees that are surrounded by others with an “I do not care” attitude help to spread that attitude to others including their customers. In an environment where civility is not prevalent employees are prone to more stress, they are not as productive, and they are more likely to call in sick to work. Aimlessness, as well as ignoring problems and not attempting solutions, are often a continuing battle for employees in workplaces where incivility is the norm. When beneficial programs to promote civility have been introduced, these issues slowly decrease. Employees do not feel the need to call in sick, they want to come to their workplace because they enjoy it. Since the employees are happy they have a better attitude so the customers are pleased. They no longer ignore situations but instead they take the time to focus on a solution. The aimlessness disappears and they have more dedication and drive at work.

For many the workplace environment is much like the education environment. When students are stuck in a classroom with twenty to thirty uncivil students they are more likely to not want to attend school. Students do not participate in class for fear of someone mocking them.

They lose focus on what the teacher is saying because of this fear and do not learn the information being taught. Common behaviors may be an attempt to deceive the teacher, becoming very aggressive with the teacher, other students, and a disrespect for the rules of the classroom. Finally some become so disobedient and ill mannered that they are too much for the teacher to deal with. When a beneficial program is introduced into the educational environment the students' behavior drastically changes. They treat their teacher, other students, and the classroom with respect. They want to come to school and participate. The student pays attention, retains the information, and does well on assignments. The students are obedient and genuine, class resumes as it should and students learn more.

When beneficial civility programs are introduced to anyone they really can make a difference. Whether it's school or work when someone is in a civil environment people react better over all. Starting their day by dreading the thought of going to work or school is unacceptable. Civility plays a main role in having people start their day with the will to want to go to work or school. With just the littlest effort of being kind, respectful, and polite you can really make a difference for everyone.

Chapter 2: Manatee Community College Civility Survey Results and Analysis

This survey was designed to ask the students, faculty and staff at all Manatee Community College (MCC) campuses what they thought about civility and its place in our campus life. The brief questionnaire that was created to analyze each of the group's interpretation of civility on campus. The questions varied from the perceived definition of civility, incidents of incivility on campus, the introduction of a civility program, and a space for any additional comments. The surveys were for the most part quite similar with each one varying by a few questions that applied to that group in particular.

The final survey consisted of 13 questions for the students (see Appendix A), 12 for the faculty (see Appendix B) and 11 for the staff (see Appendix C), including a space for a definition of civility and the additional comments section. Once the survey design was completed, an email was drafted to send out to all MCC faculty and staff (see Appendix D), and students (see Appendix E). The email also noted that the survey was anonymous in the hope of receiving a greater rate of return for the survey. The college President, Dr. Hafner, wrote a preface to the email and sent it out to all respondents from his office. The hope was that the results of the survey will illuminate in what ways we can improve civility on campus.

Survey Question Results and Analysis

| <i>Which campus do you primarily attend or work at?</i> | | | |
|---|-----------|----------------|-----------|
| | Bradenton | Lakewood Ranch | Venice |
| Students (979) | 671 (69%) | 30 (3%) | 278 (28%) |
| Faculty (110) | 80 (73%) | 1 (1%) | 29 (26%) |
| Staff (97) | 78 (80%) | 3 (3%) | 16 (17%) |

This question was for informational purposes only. The response to this question did not redirect the respondents so there is no way to know what campus the rest of the responses came from, so this question gives an idea where most of the survey answers came from. The Bradenton

campus is the largest so it was not surprising that most of the answers were from Bradenton students, faculty and staff.

| <i>Does this campus have a positive civil atmosphere?</i> | | |
|--|-----------|---------|
| | Yes | No |
| Students (975) | 921 (94%) | 54 (6%) |
| Faculty (108) | 100 (93%) | 8 (7%) |
| Staff (93) | 86 (92%) | 7 (8%) |

Students, faculty and staff overwhelmingly said the campus has a generally positive civil atmosphere. After reading the additional comments it seems that most people agree that acts of civility outnumber acts of incivility. However, comments regarding incivility on the campuses will be discussed throughout this section when pertinent to the analysis.

| <i>Have you observed a lack of civility between:</i> | | | | | | |
|---|-----------|----------|----------|----------------------|--------------------|-------------------|
| | Students | Faculty | Staff | Students and Faculty | Students and Staff | Faculty and Staff |
| Students (947) | 373 (39%) | 73 (8%) | 63 (7%) | 269 (28%) | 121 (13%) | 48 (5%) |
| Faculty (217) | 56 (26%) | 30 (14%) | 16 (6%) | 60 (28%) | 29 (13%) | 26 (12%) |
| Staff (163) | 40 (25%) | 15 (9%) | 30 (18%) | 21 (13%) | 33 (20%) | 24 (15%) |

This question tries to get a feel for where the incivility occurs most. The highest numbers were related to students. Does this mean that the students are the main source of incivility? Are they the ones that need civility training? The next highest were students and faculty. From the comments the main issue seems to be students talking on cell phones and being generally disruptive in class. For some reason the behaviors that are not supposed to be tolerated according to the class syllabus (which are mandatory in every class) and the student handbook are being allowed in class. Why is this? Do the teachers need to be stricter and expect their students to follow the behavior guidelines? Since faculty are expected to uphold the rules and policies of classroom behavior is there something that prohibits them from doing so?

| <i>Do you feel that students, faculty, and staff are respectful and accepting of each other?</i> | | | |
|---|-----------|-----------|---------|
| | Always | Sometimes | Never |
| Students (972) | 355 (37%) | 613 (63%) | 4 (<1%) |
| Faculty (110) | 15 (14%) | 95 (86%) | 0 (0%) |
| Staff (96) | 17 (18%) | 79 (82%) | 0 (0%) |

The majority of respondents stated that students, faculty and staff are respectful and accepting of each other sometimes. It's surprising that 37% of the students said always. No matter what class you're in or who your teacher is, aren't there going to be times when someone is not respectful and accepting? There were some comments about younger students for example: "...younger students have very little respect for college professors." Or "Some younger students that act that way don't appreciate the education they are receiving." Is it possible that the most recent generation of students that are attending colleges approach post high school education differently than past generations? This could be due to college education being viewed less as a privilege and more of a requirement in today's society. The pressure of parents and teachers pushing that you must go to college to make it in today's world could make some students treat college as just the next required step after high school. Where as in the past, if you went to college you were very fortunate and possibly more thankful you had the opportunity.

| <i>Do you feel that students listen and pay attention to you during your class? (Faculty)</i> | | | |
|--|-----------|-----------|--------|
| <i>Do you feel that students listen and pay attention to their professors and classmates while in class? (Students)</i> | | | |
| | Sometimes | Always | Never |
| Students (973) | 741 (76%) | 224 (23%) | 8 (1%) |
| Faculty (105) | 92 (88%) | 11 (10%) | 2 (2%) |

This question is interesting in that students said twice as much as faculty that students "always" pay attention during class. Are the students seeing things differently than faculty? Maybe it's different when you're the one standing in front of a classroom trying to teach? One student commented "The professors get very frustrated, don't they have the authority to dismiss

the students?" Here again, why are the faculty not enforcing appropriate class conduct? The comments would seem to indicate that they wanted to so it seems as though there may be something preventing them.

| <i>Are students, faculty or staff becoming more disruptive in your work area? (Staff) Are students becoming more disruptive in your classroom? (Faculty)</i> | | |
|--|----------|----------|
| | Yes | No |
| Faculty (103) | 43 (42%) | 60 (58%) |
| Staff (94) | 25 (27%) | 69 (73%) |

The most popular answer for this question was “sometimes”. This type of question may be hard for a straight answer because it’s fair to say there is probably at least some kind of disruption in several classes. It’s possible the levels of disruption may vary in different degrees as well.

| <i>Do you feel that students are disruptive or disrespectful in class?</i> | | | |
|--|-----------|---------|-----------|
| | Sometimes | Always | Never |
| Students (973) | 697 (72%) | 28 (3%) | 248 (25%) |

The most answers were for sometimes. It seems like there's always one bad apple that spoils it for the bunch. There were a lot of comments on people using cell phones in class, talking loudly to others while the professor is lecturing and texting or using computers during lecture. Also, it seems there are a lot of students wandering in and out during class, coming in late, going to the bathroom etc. As mentioned twice so far, why is this behavior tolerated and not dealt with? This is not to place the blame on faculty but it does seem as though there may be something preventing faculty from enforcing rules and policies, when they are broken by students.

| <i>Do you feel comfortable talking to people on campus that you may not know?</i> | | | |
|---|-----------|-----------|---------|
| | Sometimes | Always | Never |
| Students (976) | 580 (59%) | 308 (32%) | 88 (9%) |

A little over half of the student answered "sometimes" to this question, with 32% answering "always", and only 9% with "never". This is a tricky question because 94% also stated they believed the campus has an overall civil atmosphere in a previous question. It may or may not be an issue of civility if they do not feel comfortable talking to people they don't know. Some may keep to themselves because they chose to, not because they literally don't feel comfortable due to lack of civility.

| <i>Could the level of civility on campus improve?</i> | | |
|--|-----------|---------|
| | Yes | No |
| Students (968) | 877 (91%) | 91 (9%) |
| Faculty (108) | 100 (93%) | 8 (7%) |
| Staff (96) | 94 (98%) | 2 (2%) |

According to the survey, 98 percent of the staff said civility could improve on campus, while 91 percent of the students and 93 percent of the faculty answered the same way. There are always some areas to improve upon in whatever you are doing and the people who said no must think we live in a Utopian society. Certainly, the comments made note of many areas that could be improved upon.

| <i>Do you think it is important to improve civility on campus and in the classroom?</i> | | |
|--|-----------|---------|
| | Yes | No |
| Students (973) | 916 (64%) | 57 (6%) |
| Faculty (109) | 105 (96%) | 4 (4%) |
| Staff (93) | 90 (97%) | 3 (3%) |

An overwhelming majority said they think it is important to improve civility. The majority of the comments on this issue were the smoking in non-designated areas, and people talking during class. As one comment stated, "I think it is the responsibility of your teacher to keep some kind of respect level in the classroom." This individual clearly indicates a possible solution to creating a more civil environment on campus.

| <i>Do you think a civility program would improve behavior and attitudes on campus and in the/your classroom?</i> | | |
|---|-----------|-----------|
| | Yes | No |
| Students (965) | 610 (63%) | 355 (37%) |
| Faculty (104) | 77 (74%) | 27 (26%) |
| Staff (95) | 79 (83%) | 16 (17%) |

The numbers for this one are surprisingly low, especially for students, only 63% of students said yes. If you look at the question "Could the level of civility on campus improve?" 91% of students said yes. If they think it could improve but not with a civility program, how then would it improve? Some student comments were "People know how to be civilized. They don't need a class to teach it, it is their personal choice to be uncivil." There were several comments about how people can't be forced to change; instead they have to want to change: "Students must first want to be civil and must initiate the change..." A comparison about learning civility can be made to traveling to a foreign country. When you travel to a foreign country, you may be unaware of the norms and rules of civility that this country follows. So, at first, you would break these rules, but after you were informed or punished, you would understand what was acceptable and what was not. Is it not possible that if people were informed about the rules of civility and they were enforced, that people may adapt to these rules and incorporate them into their daily life?

| <i>Would you be supportive of a civility program being incorporated into the curriculum and overall college culture?</i> | | |
|---|-----------|-----------|
| | Yes | No |
| Students (972) | 746 (77%) | 226 (23%) |
| Faculty (106) | 88 (83%) | 18 (17%) |
| Staff (95) | 90 (95%) | 5 (5%) |

The majority said they would support a program being incorporated. However there were quite a few comments in the additional comment section that said they didn't want it to be

mandatory, or they would like it to be included in new student orientations. The only way to incorporate it would be to make it mandatory or else the people that really need it wouldn't attend.

Overall, there was a lot of support for a civility program. One student said "I think this is a wonderful idea and I hope you follow through on it."

Civility Definition Results and Analysis:

Everyone that did the survey was given an open ended question: What is your definition of civility? This was done to get an idea of what people think civility is. The final percentages were calculated based on the total number of people that responded to the question. Students had 824 valid responses. 163 students left the question blank so they were not counted in the final calculations. Faculty had 97 valid responses and 14 blank. Staff had 87 valid responses and 10 blank. In calculating those who did not respond, students had 16.5 %, faculty had 12.6%, & staff had 10.3%. So, students had more non-responders than the other two groups. (Percentages for these tables will equal over 100 percent. Due to people using multiple concepts or adjectives to describe civility, we decided to count each of them as their own individual entry.)

Students:

| | <i>Respect</i> | <i>Politeness</i> | <i>Code of Conduct/ Golden Rule</i> | <i>Courtesy</i> | <i>Kindness/ Nice/ Friendly</i> | <i>Other</i> |
|-----------------|----------------|-------------------|---|-----------------|---|--------------|
| Students (1406) | 252 (31%) | 242 (30%) | 222 (26.5%) | 179 (22%) | 111 (13%) | 400 (48.4%) |
| Faculty (188) | 55 (57%) | 29 (30%) | 42 (43%) | 23 (24%) | 10 (10%) | 29 (29%) |
| Staff (171) | 51 (59%) | 17 (19.5%) | 30 (34%) | 25 (29%) | 15 (17%) | 40 (46%) |

The results of the definitions of civility were about the same for staff, faculty and students. Respect was first for all three groups, then courtesy, politeness and reference to a code

of conduct or Golden Rule, in varying orders. All of these things reflect how you should behave, or how you think others should behave. Another thing brought out was that a lot of people said or eluded to being nice regardless of whether or not you like that person, or if they look, act, and have the same values as you. Just because someone is or isn't like you should not be a basis of how you treat them.

Being respectful, polite and courteous is expected or wanted from most people. You should treat all people how you want to be treated (Golden Rule). People tend to judge people based on appearance and first impressions. You need to consider that if you don't know someone, you may not understand what they're going through in their life. You might think they are being uncivil when really they are just not happy with something else going on in their life. You shouldn't judge someone until you get to know them.

Additional Comments-Results and Analysis:

Faculty

In the faculty additional comments section, there were a few common themes that appeared. Most of the faculty offered positive feedback, constructive criticism, and ideas where civility can improve. While 93 percent of the faculty believed that our campus is pretty civil, they also acknowledged that there are some areas that can be improved upon.

Smoking in non-designated smoking areas was the general complaint. This act is seen as disrespectful to those who are trying to avoid inhaling the second hand smoke. By doing this, they are ignoring the possibility of running into people with respiratory problems, or allergies to smoke. The people with these allergies and health concerns are intentionally avoiding these areas to prevent any serious effect, but by ignoring the designated area, individuals are putting these

people at risk. A few comments found similar issues, “Smoking on campus, [in non designated areas] is not good for many other students who may be allergic to smoke.”

Talking during class has become a big issue as well. When students are having side conversations during class, this shows a lack of respect to the instructor and fellow students. This talking causes distractions that can interrupt the professor or other students from focusing on the class material. One commenter felt, “that extraneous conversations... are not conducive to a learning/teaching atmosphere.”

The student’s sense of entitlement has become a problem for some faculty members as well. It appears that a few students feel as though they are entitled to get good grades, learn and pass each class. For instance, one commenter said, “Students also seem to feel that they can dictate what is happening in the classroom. The ‘I pay you attitude’ has come to my attention more than once.” Another commenter mentioned similar things, “I have more students now that feel that as a consumer (they paid for the course) that as an instructor I am to give them everything they feel they deserve out of the course. (E.g. high grade, notes, test questions, etc.)” Students of this generation are coming into college with a belief that the college owes them everything, since they pay for it. This could be due to the fact that our society works in a way in which everything is so instant and money has so much influence on how we live our life. If students are use to paying for a service and getting a certain result without effort on their part, this could carry over to schooling as well.

There were quite a few faculty members who gave constructive criticism about the survey. The most common complaint was that our possible responses were too narrow and did not allow them to identify with the response they truly wanted to give. The comments typically said, “I wish you had a category for "most of the time" instead of just always (100%) or

sometimes (50%).” If we allowed a response that allowed a “most of the time” or “usually” response to the questions, our results on these questions would shift more to these responses rather than always and sometimes.

Although, some faculty offered criticism in a positive way, there were some cases where the criticism was rude and ironically uncivil. Their concern was with how the survey was given, but they displayed this in way that was destructive to those who created it. The faculty knew that this was a student created survey, but some of them ignored this and attacked the survey. One comment claimed, “The answers to the questions in this survey are VERY POORLY DONE”, now the use of capital letters suggests yelling or an increased emphasis on the poorly done. If you are yelling about something that you disagree with, this shows a lack of respect to the people who wrote the survey. By doing this, the faculty member is being uncivil. This is the apparent irony with the survey and the comments.

Staff:

The staff commented in many ways similar to the faculty. 92 percent of the staff agreed that our campus has a positive civil atmosphere. Some of the comments suggested that there were only a few issues every now and again that could be improved upon. Some of the complaints of incivility observed were against the students in regard to smoking, loud music and their sense of entitlement.

Some individuals are playing there “deafening music” while in the parking lot and this is a nuisance to some members of the staff. As students drive on to a campus, a select few of them appear to play the music in their car very loud while their windows are down. Unfortunately, the issue derives from classes being held at different hours and people coming on and off campus sporadically throughout the day. This means while class is in session, or a staff member is

working, a student could be arriving for his next class and drive by. The music is heard by the class or staff and it disrupts them from whatever they were doing. Some staff feels that, “students need to have more respect for others by not playing loud music [on campus].” This issue could easily be fixed if there was a rule/policy that required students to just turn down their music as they arrive on campus.

The dress code of students at our campuses did come up in the comments section. According to one comment: “Females wearing extremely short shorts with low cut blouses and males wearing slacks hanging down so that underwear is showing would seem like distractions to learning.” In wearing these outfits, some feel that they distract others from learning. This could also be disrespectful to people who do not desire to see certain clothing on individuals or exposed body parts. There were not too many people that mentioned this as a complaint, and one individual mentioned they wanted a dress code liked they had in the 1960’s. So this complaint could come from people of only an older generation, there is no way of truly knowing.

The staff has also noticed students ignoring the smoking areas and being disrespectful to those who are trying to avoid smokers. Some staff members see a tendency for people to ignore the provided smoking areas and smoke where they please. They feel this is disrespectful to other people on campus. One commenter felt that, “One civility issue for me is smoker’s not taking people with respiratory health issues into consideration when they refuse to contain their smoking in designated smoking areas.” This is not only uncivil, but also puts people at risk with health concerns.

Profanity was an issue that came up in a few of the comments. Some staff members hear students using profanity and vulgar language outside of the classroom: “In my area there has been cursing and inappropriate conversation going on between students.” The students must be

talking somewhat loudly if people around them are hearing them use this language. People should take into consideration what they say when they are in a public environment, by not doing so this shows a lack of respect for those around them.

The lack of respect of these rules is why some comments suggested that a civility program could not work on campus. The claim that civility is learned at a young age and cannot be taught to adults appeared in the comments section as well. Several people strongly expressed their opinions on this matter, pointing fingers at “home-life” which might lack civility. One additional comment submitted stated, “Parents have completely disregarded teaching their children to be civil and respectful. This is their responsibility, not anyone else’s, but sometimes falls on faculty shoulders.” Some, instead of blaming family for not teaching civility, denied the fact that civility can be taught at all but instead, “it’s inherent”. It appears that to some we would be wasting our time with teaching civility and an academic program would not work.

A few of the survey questions got some negative feedback for not allowing more choices. They felt they needed answers that were more indicative of what was going on, i.e. most of the time, almost all the time, almost always, etc. There were quite a few comments that felt they would have changed their answer, if there were more responses like the ones above. The comments tended to look like this “Answer needed to include most of the time in addition to sometimes.” The reasoning was that almost all of the interactions on campus are civil and only a select few appear to be uncivil. For instance, “In general, behavior by most students, faculty, and employees is exemplary. However, at times, I perceive some students lacking respect for an instructor's position of authority.” So our results on the survey would change, if we had added responses such as always or most of the time. Many staff members suggested this is what they would have truly selected had the option been available.

Students:

The student's comments differed slightly from that of the faculty and staff. Ninety-four percent of the students agreed that the campuses had a positive civil atmosphere, which was the highest of any survey. In the comments section, we did find out more things that the students felt were uncivil acts happening on campus.

Talking during lectures was an area where some students felt that things could improve. Students are showing disrespect to their fellow students and professors by talking in class while others are trying to learn. Many complaints were made against these actions and some of them were very passionate. One comment stated, "I believe that many students are continuously rude by participating in outside conversations in the classroom while the teacher is lecturing. Many teachers just ignore this behavior, but I cannot." This was not an isolated comment, many others were similar: "The only problem I have are those few students in every class who feel that their personal lives are more important than the class and they sit in class and talk the whole time. I find it disruptive to the professor and the other students, especially when the professor does not say anything to them." This shows that it is not just that people are talking in class, but that the professors are not enforcing any rules and just allow this behavior to continue. If no one is correcting this behavior will it stop? This issue falls on both the students and faculty and indicates an area that needs to be worked on.

A major issue that occurred in the comments was the use of cell phones by students during class. Majority of the complaints involved texting. Many students feel that too many students are texting during class, which shows that they are not paying attention to lecture. They also are causing distractions to people who are trying to learn. Many comments displayed their anger about texting and how it is disruptive: "I see a lot of student's texting messages on their

cell phones throughout class, which is very disruptive as well as disrespectful to the teacher and other students.” Most of the comments suggested this behavior was disrespectful and/or disruptive to them, the professor and the learning environment. Some proposed that cell phones should not even be used in class period: “A way to improve civility on campus to instruct all students not use the cell phone to text in class.” This issue appeared the most in the students comment section by a long shot. So, many students are committing this act, because so many students are seeing it in their classes. Is it possible that seeing individuals get away with this behavior could cause other people to do the same? The increase in behavior could also be due to people feeling like they paid for this class, so they have the right to do what they please while in class.

A good deal of comments said that students were acting like they owned the class and they could come and go as they please. The coming in late or leaving when you please causes disturbances in class and slows down whatever is going on in class. Many comments looked like this one: “I think that many students are here just for the heck of it and do not treat their professors with respect at all. This is seen in coming late to class.” Coming in late is not the only area of concern, many feel that the ability to leave when you please is equally as disruptive, as seen here: “I really feel, the students shouldn't disrupt in class at all...Students should not be able to get up during class numerous times.” Both of these actions cause disruption in class and show a complete disregard to the professor and students, if they are done with just a blatant lack of concern for the class. There are some incidents that could be seen as understandable cases of these acts, which may make it hard to enforce. For instance, flat tires, car accident, sick children, health emergency, or even an urgent need for the bathroom may be considered excusable reasons to leave or be late.

For the most part, it was hard to identify a campus that was generally more civil than another, but with one comment we found a certain campus that was seen as the worst. One individual had attended each campus and found that the Lakewood Ranch and Venice campuses were great compared to the Bradenton Campus. This individual made it pretty clear how the campuses differed: “The instructors, students, and staff on the Venice and LWR campus are 100% civil and easy to work with...The civility on Bradenton campus is about 40%.” This would indicate, at least by one student's remarks, that Bradenton is the worst campus, in regards to civility, when compared to the others. Unfortunately, people do not always attend both campuses, so it is hard to know exactly which campus is more civil.

The students did offer some criticism about the survey itself. The criticism was far less in the student section, but there were a few students who felt that the questions need to have more possible responses. The general concern was that in cases where the answers only contained responses like always, sometimes, never, they felt there should be a most of time or usually response. The comments generally looked similar to this: “You can't just have sometimes, always, and never as choices. There are more degrees of occurrence than this.” This criticism is warranted and if we had more available responses (usually, most of the time, rarely), our survey results would have been in favor of the new available responses.

According to the survey, 77 percent of students voted in support of a civility program. Though the survey results suggest that the students would be supportive of a civility program, many felt that it would be a complete waste of time and resources. Many comments stated that civility starts at home and if they have not learned it by now, then they will not learn it. For instance one student wrote, “I believe that a civility program could be incorporated but I'm not sure it will make a big difference. Civility starts with a person's raising and beliefs.” Now many

agreed with this, but some felt that they should not have to pay for a course on civility. School is already quite expensive as it is and why should they have to pay for other people's lack of civility. One comment in particular said, "Extra programs will cost money that the school and we don't have. Civility is important on campus but the civility level on our campus is acceptable already. Please do not waste any time or money on this experiment." Many students appear to feel as if a program may not be beneficial to the overall civility of campus and instead it would just be a waste of time.

Comparison of Comments:

Overall, the majority of people that took the survey found MCC campuses, for the most part to be civil. Each group did, however, feel that there were certain areas that could use improvement. Most of the areas that needed improvement were recognized by all of the groups. Smoking in non-designated areas, using cell phones (texting), talking during lectures, and the sense of entitlement that accompanies some students were some common areas that lack civil behavior.

Quite a few comments felt that the survey could be formatted better. The major concern involved the lack of available responses for some questions. The comments suggested the responses were too narrow and the survey needed responses that allowed for a different rate of occurrence ("always", "most of the time", "rarely", etc.). If the survey contained these responses the results would likely shift in favor of the newly added responses.

Many comments, in each group, claimed a civility program is a waste of time. Generally, the reasoning came from the notion that civility needs to be learned from a young age, most likely at home. If an individual has not learned it by now, then many people feel it is a waste of time and money trying to teach them it. A few students do not feel they should be required to pay

for a course due to a small group of individuals that are not civil. However, there was support for improving civility so implementing some type of program seems appropriate.

Conclusion and Recommendation:

The analysis of this entire survey seems to indicate that students should not be required to take a whole course on civility. Instead it could be incorporated into another course required by all new students or in orientation. Several students commented that they already pay a lot of money for school and don't need an extra expense. There were also some comments that faculty and staff should take a course as well. If our professors aren't civil why would the students be civil? One student even suggested games or something to get people relating to others to help to get to know them. Sometimes when you loosen up a bit it's easier to get to know people. On the other hand, some introverted people might have a hard time with that.

In conclusion, it seems most everyone agrees that the overall atmosphere at MCC is fairly civil. Of course there is always room for improvement. There were several areas that a lot of people think need improvement.

Areas such as, being disruptive in class, talking, texting and not paying attention could be improved upon. While this is a student issue, the faculty has the power to stop this. If they would across the board agree to uphold and enforce the behavior in their classrooms they may look like the bad guys at first but, those that are here to learn would be better able to do so. A few other issues with all three groups were the inappropriate use of smoking areas, and loud music or vehicles in the parking lot. It seems there are a lot of "rules" that are not enforced. If you let people get away with things why would they change?

Students want to be treated like adults. You have to act like an adult to be treated like one, and majority do it's the few that don't that ruin it for everyone else. There were a lot of

students that complained about other students being loud in class. It seems that there are different reasons for going to college. Those that are there to learn and get good grades are better behaved, while some are there to have fun.

The faculty are tired of students feeling like they are entitled to an education. They feel the students should have to work for it: "There seems to be more interest in what the individual wants and feels good about than there is in what is best to teaching and the students" "The "I pay you attitude" has come to my attention more than once." They would also like more appreciation, say thank you when they take time to help you.

Several staff brought up the issue that civility must be started in the home at a young age. "...they grew up with a lack of guidance." Or "Civility classes would be a complete waste of time, money and energy. Civility is learned, or commonly not learned, very early from parents and other usually adult role models. If someone has reached college age and has yet to embrace basic civil attitudes, we will be unable to change something so basic in a person's psyche." Is it impossible to teach adults to be civil? Would trying to improve civility on campus be futile or make a real difference?

Chapter 3: College Administrator Interviews

To better understand how a civility initiative or program would fit into the culture of Manatee Community College (MCC) it was necessary to interview the administrators who would be responsible for implementation. The following were interviewed: Dr. Lars Hafner, President; Dr. Michael Mears, Interim Vice President of Academic Affairs; Dr. Donald Bowman, Vice President of Student Development and Enrollment Services; Ann Roggero, Venice Campus Executive Officer; and Peg Lowery, Executive Director of the Foundation.

Each interview was conducted using a set of interview questions (see Appendix F). The interview questionnaire began with broad, open-ended questions, inquiring every participant's definition of civility. It then segued into personal experiences and insight, with questions about their personal experiences of civility and incivility at the College. In closing the interviews, a question was asked as to the perception of the interviewee and his/her ideas on the implementation of such an initiative based on the design of the Gulf Coast Community Foundation's "Because It Matters" initiative.

Dr. Donald Bowman, Vice President of Student and Development Services

Dr. Bowman, the Vice President of Student Development and Enrollment Services, was asked about his roles and responsibilities as the Vice President. He gave a brief overview of generic areas of college administration, spending extra time on an explanation of his position. In his opinion, clubs, extra-curricular and co-curricular activities, are perhaps the most effective tools to deliver a civility message to the students. Dr. Bowman gave a basic idea of his understanding of civility. In his point of view, civility is simply an approach to building meaningful relationships. Whenever the opportunity for this arises, it can be promoted and approached as a learning opportunity. One of the fundamental rules is consistency. Being

consistent is not putting up with any behavior that does not promote safe learning environment for both students and faculty.

Dr. Bowman strongly believes that one of the main steps in supporting and promoting the civility project is to model core values: “Respect, Civility, and Professionalism.” “We already have civility,” he said; “We just need to make sure everyone values our core values. Civility is an approach, and respect is a mindset.” Today, civility is challenged by civil discourse. Therefore, the main role of it is to control the civil discourse, so it does not become chaos. In identifying civility resources that MCC currently has, Dr. Bowman encourages students to view the “Student Code of Conduct” which is readily accessible to students in their MCC planner. As an added element to the current Student Code of Conduct, Dr. Bowman pointed out that unlike other colleges and universities in the United States; MCC does not have a Civility Statement. He proposed that developing a Civility Statement would be the first step in a college component for a Civility Initiative.

Dr. Bowman states, “I believe, more and more students should think about civility, because we really don't think about it that much.” In a community college setting, most students go from the parking lot to the class and back to the parking lot. More precisely, a better way to engage students in campus activities needs to be developed. Dr. Bowman strongly believes that the Student Life Skills course will benefit students not only through the promotion of a healthy lifestyle, but through the promotion of an MCC civility initiative as well.

We also discussed the importance of electronic communication today. He agreed that technology is the way to go, and suggested the future MCC portal as an effective method of delivering civility information to everyone in college efficiently. In Dr. Bowman's point of view, students are the ones who should come up with the basis, create something he called “a

philosophical base", discuss it with the faculty, and implement it in college setting.

Collaborative learning is a key element in the college community, and must incorporate the student body.

Dr. Bowman also warned not to think about funding in the early stages of this project. It is important to first develop ideas and examine their validity. Think bigger, and ask questions. What kind of impact is needed? How can it be compared to other projects similar to this initiative? Only after these steps, can the project forward. Furthermore, after following these steps, there may be no need for funding, because all the resources are already aligned.

On the suggestion of making a scheduled project (once a week, once a month), Dr. Bowman said that the one-time projects die first. He suggested creating a theme and having multiple styles to promote civility, by putting on the generic expectations, and opening the pathway for other organizations (such as student clubs we currently have) to follow. In addition, he suggested considering the creation of workshops, such as those on listening and paraphrasing. His most favorite key of civility is "Listen". This discussion led to the Student Life Skills course. Dr. Bowman showed himself as a strong supporter of the class and made a firm statement that the class should be mandatory, preferably in the first or the second term, and should go into graduation. The main role of the course is to introduce new students to the particular opportunities in college. It was suggested the class could possibly be a good starting point for the civility project.

Finally, Dr. Bowman was asked to comment on the main reason of incivility in our society. "One of them is the dysfunction of families in the U.S. The lack of empathy towards other's viewpoints is also very crucial." He saw all of these as the result of materialism, and that it is important to combat materialism by modeling and seeking good community role models.

Ann Roggero, CEO of Manatee Community College, Venice

The interview with Ann Roggero, the CEO of Manatee Community College's Venice Campus, began with several questions on the subject of civility and her thoughts on civility on campus. Ms. Roggero displayed great enthusiasm over the idea of the interview. Her positive attitude was a key driver through the discussion of a College Civility Initiative. She explained from the beginning that civility has always been a major part of her life, and that she has a significant interest on the subject. "I feel like I am an expert on the subject", she said.

When asked to describe civility and what it means to her, she explained very simply that to her it was the application of "The Golden Rule" to every aspect of your life. It is simple, "Just be nice". She feels that if people were to always treat each other with respect and dignity, it would make it easier on everyone to do just that. Be nice. Ms. Roggero passionately stated, "It is like a wild fire when you see someone doing the right thing- it makes you want to do the right thing." She gave the example of a simple smile at a grocery store, or letting someone go at a four way stop sign. "That smile becomes contagious."

While Ann Roggero did not feel as though incivility was an issue on the Venice campus, she did feel that a civility project and raising awareness would be beneficial to not only the Venice campus, but also college wide and community wide. Ms. Roggero explained that in the rare occasion that incivility does occur on campus between students and staff, it is usually easily resolved with a sit down between the two parties.

Ann Roggero believes that the MCC staff sets the tone for everything on campus. While discussing current events, she pointed out that stressful times "will either out the best or the worst in people", and she believes that currently the best of people are being brought out. She explained that she and the rest of the MCC staff look at each other like family, always willing to

help one another out. “The staff is not only invested in the health of the students, but the entire college”, she explained.

Since Ms. Roggero is, as she put it, in touch with everyone, she would be a very useful resource in the creation and promotion of a campus civility initiative. She explained that in addition to being well connected in the college, she is also very much active in the community. She felt spreading this initiative into the community, and raising awareness of the college’s commitment to the project could be beneficial to the growth of MCC.

Ann Roggero felt that the biggest challenge would be promoting the idea that being civil is “cool”. Depleting the “what’s in it for me” mentality that society has gripped onto will take great time and dedication. However, like all challenges, they can be overcome. She recommended the involvement of other community service groups, and that outside involvement would ensure a civility initiative’s stability and future at MCC.

Dr. Michael Mears, Interim Vice President of Academic Affairs

As Interim Vice President of Academic Affairs, Dr. Mears revealed that his role is to be a good role model; “part of my role is to treat people in a manner of how you would want to be treated”. “Acting in a proper, humane manner,” and remembering the “Golden Rule: treat others like you would like to be treated,” are messages that Dr. Mears put out as his definition of civility. In his opinion, implementing civility on campus can be done within the classroom setting. An interviewer suggested that perhaps on the first day of class, when the professor is introducing him or herself and going over the syllabus, he/she could inform the student of any civility clubs, and the overall philosophy of civility, to which Dr. Mears was agreeable.

Dr. Mears ask what groups could best “help sustain civility on campus”. What he was attempting to get across was the importance of information passed along the grapevine of

faculty, to the students, in regards to clubs/groups, and especially a civility initiative. Furthermore, Dr. Mears was asked if he felt that today's current events might cause an increase of incivility on campus. To which Dr. Mears responded openly "Yes, in the world we live in now, there's a lot of pressure on folks; children are reflecting what they're seeing in their environment." He is a believer that life moves in cycles. What he meant was more along the line of why the American culture today embraces incivility. As an example, he referenced back to the 50s, when the nuclear family existed, and one parent was the financial provider, and the other stayed home, allowing them to have more control of what their children were learning about civility.

Dr. Mears appeared to have the desire to see an increase of civility on a larger scale, not just on campus. Aware that this initiative will take much time, he felt that dedicating one day a week to do something for the community or being civil would become a fad. Perhaps it is better to begin small: start a club, involve faculty, staff, and students, and promote civility that begins on campus, which then leads to a greater arena. Dr. Mears' position as Interim Vice President will be tremendously helpful in making improvements that will assist in the process of implementing civility at Manatee Community College.

Peg Lowery, Executive Director of the MCC Foundation

Peg Lowery had just rushed down from a potential MCC donor meeting to meet with the interviewers and seemed very excited and enthusiastic about the project. Ms. Lowery was the most candid and personally involved interview to date and had many personal stories that brought to light why her passion for civility on campus and in the community was so profound. Ms. Lowery was able to offer a great 'behind the scenes' look at the workings of the schools management team, and the things they are doing to help solve a myriad of problems that exist

within the school; from smoking on campus, to making sure students take their scholarship responsibilities seriously.

As the interview began, Ms. Lowery was asked how her role at MCC, from her perspective, could implement a civility initiative. It was surprising to hear that she was a large part of the reason the project had been set into motion. She was asked if she felt there was a need for a civility initiative on campus, and responded with a confident “absolutely, I actually had initially proposed it at one of our management team meetings”. Recently, “Dr. Haffner and I met at the Gulf Coast Community Foundation and discussed it and I was tickled pink to find out the project was going forward”. This was very motivating and directed the interview into an area that revealed the experiences that had led her proposing the idea to the board.

Civility, or in a few cases incivility, has shaped the landscape in which Peg Lowery works; from losing employees, potential donors, students losing scholarships, health risks from smokers, and even a fear for her safety as she walks to her office everyday from her car and having to call for many students to slow down as they speed dangerously through the parking lot. Ms. Lowry would be the first to say that MCC students are polite, “polite students are here... Bradenton campus students hold doors open... it’s a very, very polite campus.”

However, as she pointed out, basic politeness isn’t the issue on campus for the most part and the issues that are arising are having long-term effects on students, faculty, and ultimately the community’s view of MCC as an institution of higher learning. Ms. Lowery really highlighted just how far reaching an effect incivility can have on a student’s future, and the way the students are viewed by Donors and business people of the community. When Peg Lowery took Dr. Hafner around to meet the donors for the first time since he took office, their first stop was with one of the major donors and hirers associated with MCC’s Medical program. When

they sat down to speak with the CEO of hospital funding, they were shocked to hear his story about a recent visit he had with some nursing students at MCC. “They were so uncivil and rude during his presentation that he had his assistant take down the names of the disruptive girls, submit them to Human Resources, and make sure they never attain a job in his hospitals, because he does not want people like that working for him.”

Fortunately, he told Peg Lowery and Dr. Hafner that he had also had some great experiences with students and that he was not going to let this incident shape how he views the entire school. However, he did stress that it is not something to be ignored and may cause further severe problems between donors and employers in the future.

Peg Lowery explained her role as a fundraiser for the school, dividing her time between meetings with donors and students who are getting scholarships. She was asked how her role at MCC would allow her to help facilitate a civility initiative on campus. She elaborated on her own personal experiences of fear in the parking lots, aggravation at smokers as she attempts to transverse the campus on a daily basis and her struggle to retain her staff, who deals with their own struggle with incivility from students when they lose scholarships due to negligence on their own behalf.

Civility, she says, “is a two way street and requires everyone working together to make the program a success.” Her suggestions ranged from making a civility club, or having an existing group take on the project, having the civility initiatives worked into the syllabus, positive peer pressure, online tutorials/forums for students to discuss, to utilizing on campus career resource council to help educate students on how their behavior effects their future in the job market. She suggested that to further research on campus civility, the security staff should be interviewed to see what problems they encounter the most on a daily basis. She hopes that a

successful program would promote a heightened awareness of how student's actions affect their future and those around them. Incivility is inexcusable, and Peg Lowery hopes that the campus environment can step up and help each other grow as a part of the community. Her pride as being a liaison between MCC and the community is apparent to anyone who speaks to her and it is abundantly apparent that she and the Foundation are here to support the goals of the potential civility initiative. In Ms. Lowery's words, "The more we teach students here, the better it will reflect on the school and its students; we don't want major employers in the community thinking, don't hire anyone from MCC".

Dr. Lars Hafner, President

The series of views concluded with the President of Manatee Community College via videoconference. The interview began with a brief overview of the assignment. Dr. Hafner was then informed of the goals of the assignment, and how one of the objectives is to identify civility initiatives in schools, workplaces, and communities. This objective then leads into an attempt to develop an initiative fit for Manatee Community College based on conducted research. When asked to define civility, Dr. Hafner said that by "treating people how you want to be treated," students and faculty alike could show civility. In regards to the interview question of Dr. Hafner's roles and responsibilities, he identified that he works "closely with the board of trustees" and "in day to day efforts" he "serves the community and students."

Further, he was asked to explain how his role as president could assist in a broad scale implementation of a campus-wide civility initiative, to which he responded that "by embracing projects like these, and taking the ideas and concepts of students," he could both "implement and execute" a campus-wide initiative. He elaborated that he would do this on both the "internal and external levels". Internal, he said would be, "working with faculty members, where you'd cover

civility in the classroom,” which he said is “simple.” In addition, external, he explained, would be bringing issues to light like, “smoking”, “courtesy”, “volume of voices, and behavior in the ARC.”

“Civility is cross curriculum,” and should be the “culture of our school”, was Dr. Hafner’s response when asked exactly what he would like to see in a civility initiative for MCC. He warned not to “get too expandant,” and to try to “pull it back to important values.” He recommended speaking with department chairs, the faculty senate to hear their issues, and ideas; “take it to groups,” show it to our communities, and “build the fabric of it until it becomes natural.”

Overall, Dr. Hafner’s interview was informational. Hearing his views and ideas on the topic of a campus-wide civility initiative helped direct the path of the initiative. He felt that the Gulf Coast Community Foundation’s ‘Because it Matters’ was an inspiring community outreach initiative; however, because MCC’s population focus is much smaller, the “Ten Keys” to the “Because It Matter’s” initiative could be condensed to help this proposed educational component meet the needs of Manatee Community College. He summarized that regardless of what is proposed, it must be ensured that it be kept simple, to the point, and not “frustrating” to uphold over a course of time.

Summary and Conclusion of Administration Interviews

From an administrator’s perspective, it was revealed that the implementation of a college-wide civility initiative is only necessary because household values are changing with the times. They showed enthusiasm of using their positions as administrators to support the initiative. Even more rewarding, was their desire and ability to help proliferate the prospect of a civility

initiative, and their desire to take it even further into the community where MCC would be recognized, and set apart by this kind of civility.

Some administrators had slightly different visions of what this ‘civility initiative’ should be made of. Dr. Bowman believes that there should first be a Civility Statement incorporated into MCC rules and regulations. Dr. Hafner emphasized that a civility initiative should by all means be kept simple, and quite the opposite of “frustrating.” Dr. Mears and Ann Roggero would love to see the direct involvement of various clubs and groups of MCC to help inform the college and the community about such an educational component. Peg Lowery, ultimately, would like to see a genuine level of consistency in civil behavior for all MCC students; which she can expect and rely on, while doing her job of helping MCC students acquire scholarships. She would like to see them take their commitments seriously, to be dependable, and accountable to their agreements with trustees.

To conclude, it is has been observed and recorded that there is some level of need for a civility initiative for Manatee Community College. In addressing this need, all ideas and suggestions have been taken into thought and consideration. Such suggestions include the incorporation of a civility element to the Student Life Skills class. This idea suggests making the course a requirement for first year students. Another idea requires the inclusion of the faculty- they could initiate the first class of every semester not only with the typical syllabus review and course requirements, but also with a declaration of civility expectations. This would further include an introduction to clubs, and groups affiliated with the promotion of civility at Manatee Community College. Manatee Community College is a culture in itself, and being successful in proposing and promoting a college component to a civility initiative, MCC must embrace its culture and identify the diversity of needs uniquely represented on each campus.

Chapter 4: Because It Matters Community Participants Interviews

Because it Matters is an organization designed to promote civility in public life. "One bad apple can ruin the bunch," is a saying that means emotions can be contagious. The same can be said for a person that projects positive emotions can infect others in a good way. Large companies are recognizing the importance of having a good working atmosphere. Local schools are adopting the idea of teaching civility to students before they are introduced to the work force. Good manners and interpersonal skills are learned and not something we are born with. Teaching civility is a must to ensure our community continues to progress in a positive way.

Promoting Work Ethic and Civility in the Workplace Survey Results

On Tuesday, October 7, 2008 at 7:30 am at the Hyatt hotel and Convention Center in Sarasota, FL, Dr. David Walsh presented, "Promoting Work Ethic and Civility in the Workplace." This presentation was sponsored in part by the Gulf Coast Community Foundation of Venice which supports the Because It Matters initiative. During this presentation a survey (see Appendix G) was handed out to the attendees. The turnout was about 100 or more people. Although a survey was handed to each person, only 30 were returned. The type of questions that were asked on the survey were: On a scale of 1-10 how essential is civility in the workplace? How will having a civil workplace affect your life outside of the job? There were several different responses to these questions. For example, about 98% of the answers for the scale question were 10, which is denoted as the most important factor. Therefore, most of the employees do value civility in the workplace. However there were the occasional few that did not read the survey properly and did not answer this question. The most common answer for "How will civility affect your life outside the job?" was "a better home life" and the second most common answer

was "better communication with friends and community". The rest of the questions were poorly answered or not answered at all.

The attitudes of the people at the conference were quite passive. Not many people had any questions about the survey. Most of them actually just took one and sat down immediately. There were some appreciative people that eagerly filled out the survey and handed it back promptly. From the responses on the survey the majority of the employees agreed that a civility class or program implemented in schools was a great idea.

Venice High School Interview

This interview was with Elisha Jennings at Venice High School in Venice, Florida and was conducted by email when scheduling conflicts occurred. She also seemed very eager to answer these questions, mainly because she agrees that this program is a great idea and that it is working in her area of expertise; the school system. This is great because if the students enjoy it and practice it in their daily lives and communities then the future of this program looks like it will be very successful.

Also sending this program of civility through the school system can bring it into the home. As students are being taught, they will ultimately bring their learning into the home and inform their parents. Hopefully the parents will want to know more about this program and perhaps want to practice it in their own workplace. Even though the interview was at the high school level, it is believed that this program would be more effective in the younger age groups since they are the ones who are most impressionable and easy to educate. Utilizing this program can be a great way to spread civility to our area and hopefully spread it nationally, and perhaps maybe even globally.

Tervis Tumbler Interview

This interview was conducted with Maureen Altman, Head of Human Resources on October 24, 2008 at 1:30 pm at Tervis Tumbler's manufacturing facility on Laurel Road in Sarasota, Fl. The interview took place in Mrs. Altman's office where "Because it Matters" cards and pamphlets were in plain view. They were arranged in such a way as to command the attention of anyone entering her office.

Without prompting Mrs. Altman proceeded to provide the background information for the program they had implemented. She stated that it was decided by the Corporate Office to initiate a civility program based on and in conjunction with "Because it Matters". She inferred that the program was in essence an effort by the company to be a part of the community and culture of Florida as a whole. She then stated that the program was initiated in June of this year. It began by conducting a meeting with all of the directors, laying out the fundamentals of the program and the responsibilities for each of them. They were to individually log on to the "Because it Matters" web site and familiarize themselves with the program. She then said that all of the directors at that time signed a pledge, "Manager Support Resolution" to not only comply with the goals of the program but also that they would fully support all and every aspect of the program.

Later, she said that each department held their own meetings and at that time each employee was informed of the program. Each employee was also given two "Because it Matters" cards and were instructed to hand them to anyone that they thought epitomized the theme or to anyone that they witnessed performing an act of civility. She then went on to say that "Because it Matters" posters have been placed in all common areas such as the canteen, halls and break rooms.

Mrs. Altman then commented that they had just completed a television commercial supporting the program, depicting Tervis Tumbler employees. It was filmed by Comcast and is to air sometime in November. She seemed quite proud of this. Having answered most of the questions, an additional question was posed. What, if any, benefits could be gained by the program? She said that it was hoped that it would encourage and foster a better working environment. She added that Tervis Tumbler employs approximately 200 people at this facility and that they already had a very conducive work environment, but that there is always room for improvement.

She added that in her mind she hoped it would transcend into every employee's personal life as well. Mrs. Altman was then asked about future initiatives. She stated that they have recently begun to add or introduce the theme of civility to all new employees but that as of yet it is still being refined. She stated that in the future they will be awarding a "traveling trophy" to an individual who exemplifies the theme of civility, similar to employee of the month.

Fifth Third Bank Interview

This interview took place at Fifth Third Bank in Venice, Florida on October 28 at roughly 3 pm with Mrs. Ricigliano. Fifth Third Bank in Venice, Florida has initiated a civility program for all of their employees. The program consists of having employees attend mandatory quarterly civility meetings. The meetings give the employees a chance to speak about any issues that need to be addressed in the work place and also gives them a chance to suggest new ideas for better customer satisfaction. They are also taught techniques to deal with unhappy customers and how to better prevent unhappy customers in the future.

Toni Ricigliano was asked for her opinions on the success and benefits of their civility initiative program. She stated that by having a civil work environment, the employees are

happier and more comfortable coming to work. The employees in turn pass these good vibes onto the customers. She also said that having less stress at work has contributed to a less stressful home life. The interview ended with all of us agreeing that civility should be taught in local public schools and colleges.

Conclusion

After examining several local institutions that have initiated the Civility Program, it is noticeable that a new age has begun where the workplace is no longer just a place to earn a living, it is now becoming a place of transformation and learning. No longer will the focus be only on simply getting the job done, or earning a dollar. Society has started to recognize the decline in morals, manners, and the increase in violence and civil unhappiness.

Civility penetrates to the core of these values. If there is respect for each other and ourselves, achieving changes in behavior can be transformational. If such a transformation is to be seen on a wider scale, implementation of a civility initiative at an early age, with continuous training throughout the one's life can and will spread the effect so that an entire community can be transformed.

A mission like this is not something that can be easily accomplished or even quickly for that matter, but evolves over generations to shape how humans interact. It takes time, effort, and persistent exposure, and eventually a program like this could very well change how we approach and deal with others. A program such as this could possibly be more effective in school settings when introduced early in a students' academic career. As students get older it becomes increasingly more difficult to change fixed views and patterns of behavior. Not to say that a program of this kind would have no effect on an older student, however it is possibly to achieve the same effect more easily on younger children.

Chapter 5: Civility on College Campuses

Civility is the image of what is the respected way of treating your fellow citizens. According to the basic guidelines of *Because It Matters* it is improving quality of life by increasing civic participation, civic discourse, and social capital. With the ten basic guidelines, colleges everywhere are eagerly starting to initiate their own civility projects. Seventy-one percent of all public schools from 1999 to 2000 witnessed some kind of violent incident. Everything from rape to robbery, schools are moving further away from civility than ever before.

Manatee Community College, along with many other colleges, is considering implementing a civility initiative on their campuses. Schools are desperately trying to put an end to the incivility which is becoming common place. As children, we are taught the “golden rule” to treat others the way we want to be treated, a rule commonly forgotten. Learning civility during school is critical for civility in the real world. If colleges are not enforcing civility in their curriculum, how civil will our future workplaces be? If our generation can learn to be civil, the future generations will be civil.

Because It Matters believes emotions are contagious, both good deeds and bad deeds make a difference in the community. This general idea has prompted some institutions to implement a civility initiative. John Hopkins University has a civility component as does Purdue University in which their belief is, “Respect and civility are integral to maintaining the quality of the academic environment and free inquiry.” Currently Manatee Community Colleges’ mission statement contains such terms as learning excellence, integrity, accountability, and diversity. The question is, are these acts of civility being displayed?

To determine if a civility program would be viable at Manatee Community College, several other civility programs at colleges, universities, and one high school were looked at. The

general nature of these programs was examined, especially those aspects which could be utilized at Manatee Community College.

Ocean County College

Ocean County College's Team for Civility on Campus had defined two major objectives for itself. They were to launch their webpage, which was finished in July of 2006, and they were to write a recommendation report to the President on the civility needs of the college. The students of Ocean County College set about to complete a report to the president of their college, they were to discuss recommendations for Ocean County's improvement of civility between the staff members and students at the college. The report states their institutional ideals and eleven guide posts of civility.

The recommendations were, the continuation of the civility team social events designed for all college employees, and suggestions regarding the management of campus change. The civility team report for Ocean County College states, "In January 2007, the President and his leadership team accepted the team report with some slight amendments." Those amendments were; the constitution of the civility team, the sponsorship of an annual college wide event, and managing change. Change is expressed as a major civil value making numerous points on why change is important. One specific point made was, "Training in preparation for the change, when needed, should be provided by the colleges in a timely and coherent manner."

Preparing students for real life situations that they need to act civilly for is a great action to take. The Team on Campus Civility's main belief is that many schools displays of incivility on their campuses are due to and can be directly linked to the pace of change. Dr. Pamela Steinert, a consultant to the civility team said it best when she stated, "On any campus there will be those who encourage change, those who are willing to accept it, those who really don't care,

passive-resisters who will not try to make it successful, and active resisters who will work to make it fail.” Although there will be some against change for civility on campus, Ocean County College is doing what they can to enforce it on their campus. Ocean County is offering a number of contact people, such as counseling services and a sexual harassment response team. The campus also does a spring semester civility roundtable that they claim is a wonderful learning experience.

University of Utah at Salt Lake City

The University of Utah is located in Salt Lake City and is the main school that is involved with the organization called Community of Caring. Community of Caring also involves many schools in Florida. The Community of Caring program is a whole school approach to developing character, with roles for staff, students, parents and the school community. The University of Utah has a unique program called Diversity. In this program they have an International Center, Ethnic Student Affairs, Residential Education, Disability Services, Woman's Resource Center, Lesbian, Gay, Bisexual, and Transgender Resource Center.

The University of Utah actually requires a course to on Diversity to be taken in order to graduate. The University of Utah Diversity requirement stands as an institutional commitment to develop and teach ways of thinking drawn from multiple histories and cultural heritages that shape the United States. They have multiple classes that are considered Diverse and help teach cross-cultural understanding, perhaps replacing the impulse to stereotype, with better informed reasoning, understanding, and judgment skills.

The positive aspect of this is that students are given a wide assortment of diverse culture courses. These courses educate students about a culture's history or current issue surrounding a minority in the United States. The courses confront values and make students question their

individual outlook. They bring discrimination to the front of the class and make students comprehend what stereotyping will do to a community by taking real life situations and showing benefits of a multicultural society. The goal is too eventually shift to a more acceptant civilization.

In order to graduate students must complete one of these numerous courses. It is important for students to be open to new ideas or new cultures and this is a perfect way to establish those ethics and principles. The negative aspect of their program is requiring students to take a course. Normally if a course is required it isn't appreciated as much. Students end up taking a course to fulfill a requirement not to learn diversity. So the whole point of this becomes obsolete. Another negative aspect is students who take one course their freshman year, then never have to encompass its principles ever again. Learning must be consistent in order to stick in a students mind.

University of Wisconsin-Eau Claire

Believing that improvement is always a possibility, The University of Wisconsin-Eau Claire (UWEC) encourages their community to use civil behavior towards one another in their program, Excellence Through Civility. Respect is just one of the many expectations of the program, and to gain this aspect UWEC encourages the community to recognize the small acts of positive behavior to raise the level of respect toward one another. Every individual is expected to play an active role on campus and individually find solutions to problems that may happen to arise.

To maintain the diversity in the campus community at UWEC, each member is not to blame their behavior or actions on anyone but themselves. This makes every individual responsible and accountable for their behavior. UWEC encourages their community to show

respect to other citizens and to respect their opinions and beliefs. If the opinion or belief differs from their own, they are expected to listen and give constructive criticism to expand the belief system of others as well as their own.

At UWEC students are expected to hold their community to a high level of integrity as well as fairness, thus holding themselves responsible for maintaining the community's excellence. It's important for everyone to notice the small acts of civility to influence others to follow. Most are not aware that taking note of these seemingly small acts can result in large influences in the community.

Catholic University of American

It was due to a number of complaints that the Catholic University of America (CUA) started their civility program. One specific incident arose when a staff member of the residence life department needed to cancel a meeting with a student at the last minute due to a family emergency. According to the assistant director of residence life, "the lack of compassion was clear in the incident last April involving the senior who had earned good grades and already had a great job lined up but seemed to have no sympathy for the housing staff member forced to cancel their meeting because of a death in his family." The student was immediately irate, insisting that the staff member call him to reschedule the meeting and then threatening not to meet with him at all.

This sparked conversations among the staff on ways to address certain behavior from an educational standpoint. This led to meeting the situation head on with the Student Decision Making and Civility project. CUA officials feel that if we have, "a student who is graduating with a 4.0 and he has a job lined up making \$150,000 a year, but he can't speak to another person in a civil manner, then have we really fulfilled our educational mission?"

Catholic University's civility program is hoping to enforce compassion and basic civility to its college students. Officials do not believe that the civility on the CUA's campus is getting worse but it does not seem to be improving either. There are certain behaviors that occur, such as ignoring a new student that is lost, and student to student harassment that appear to be on the increase. To counter these behaviors the civility project begins during a new student orientation where the university's core values are explained. Some of the core values expressed are respect, responsibility, confidence, community building, faith, and integrity. The goal is to have students who are involved in school to incorporate the schools guidelines into their everyday life and in and out of the classroom.

This college is not only having guest speakers such as Mindy Hurt the author of *Destiny Points: Decisions for Success in College and Beyond*, but they are also encouraging the civility project with decorative posters around the campus with catchy phrases that emphasize CUA's basic values. With support from their community, students and staff CUA hopes to see their civility program increase their civil environment.

University of Chicago-Hyde Park

While the University of Chicago's community is "dedicated to research, academic excellence, and the pursuit and cultivation of learning", it also enforces five main civility codes which contribute to the University's community. Everyone in the University has made a commitment to civility by striving "for personal and academic integrity; to treat others with dignity and respect; to honor the rights and property of others; to take responsibility for individual and group behavior; and to act as a responsible citizen in a free academic community and in the larger society." The University enforces a multitude of civility acts; including "an environment free from racism, sexism, ageism, heterosexism, homophobia, and xenophobia."

The first main civility act the University of Chicago places emphasis on is Diversity. Diversity has been highly appreciated in the University since 1921, when the first black woman in the United States earned her doctorate degree. Since 1996, the University has enrolled in extensive research and also graduate training with research regarding gender and sexuality. The school states that diversity is "central to our mission of discovery."

Civil behavior is also held very important at the University. While the University states that they "will frequently conflict and we do not attempt to shield people from ideas that they may find unwelcomed, disagreeable, or even offensive", they consider "acts of violence, and explicit threats of violence directed at a particular individual that compromises that individuals' safety or ability to function within the University setting are direct affronts to the University values and warrant intervention by University officials." Abusive conduct is also referred to as a means for intervention.

The third emphasis in the University civility code is Unlawful Harassment. This includes "peer harassment among students, staff or faculty, and same sex harassment." The fourth civility act is placed on Sexual Assault. Sexual assault involves anyone at the University including "students, staff, scholars, and academic personnel," and are considered serious acts of misconduct. One thing which sets the University of Chicago apart from other Universities is that it "provides education and sexual assault prevention resources, offers numerous support services, and referrals for anyone who has experienced sexual assault." The University also states that the victim of any sexual assault act should be held in confidentiality. The last civility code which the University enforces is that any resident living in dorms or any kind of housing associated with the University should follow all of the civility codes in housing situations along with the classrooms.

University of Maine-Fort Kent

At the University of Maine Fort Kent (UMFK), civility has been given an on going, proactive approach. The main goal for UMFK leaders is to teach their students of "bias, prejudice, and harassment" problems faced in their University. The "Campus Civility Project" came into effect in 2000. The civility project focuses on increasing the understanding of bias and prejudice outcomes by "providing sessions to faculty, staff, students, and the community."

The UMFK civility project is involved in "leading workshops, both on and off campus, to assist students and others to gain a fuller understanding of the harmful effects of degrading language, and to learn practical skills for intervening in low key ways, when confronted with behavior that demeans, degrades, or frightens." In gaining knowledge of these skills, the students are enabled to take responsibility on campus and within the community. The main goal is to get participants to change their lens or perspective on how they view others. Additionally the program tries to convey the message that everyone is entitled to their opinions, but it is how you express that opinion that makes the difference.

It has become mandatory for all new incoming students to sign up for a required humanities course where they will learn about the civility project. The students participate in "exercises including raising awareness of degrading language and slurs based on racial ethnicity, religion, gender, and sexual orientation." The project coordinators realize that it is nearly impossible to completely eliminate prejudice, bias views; but they hope to reduce the number of people feeling threatened by teaching their civility project. They also understand that, "It is not about teaching what is politically correct, but about trying to understand that everyone is different, and that difference is what enriches our lives in the entire UMFK community."

North Port High School

It is important to take a look also at the civility program in a high school environment and whether this is a good idea to start out at a young age. North Port High School has a Unity Day twice a year during the school year. During this Unity Day teachers and other faculty members pick about 50 students to attend a whole class day event. This Unity Day entails discussions, bonding activities, and other activities that get the students involved and active in the one day event. The point of Unity Day is to teach some students the values of being civil and understanding the importance of diversity. They discuss bullying, stereotyping, ageism, racism, gender discrimination, drug use, and much more.

The High School students and the faculty members go through many transitions during this full day class that involves many emotions and reactions leaving many people recapping the events at Unity Day. Organizations like Sarasota County Openly Plans for Excellence and Coalition for Inclusion & Diversity have assisted in financing the events and also provide their own input and have helped continue the event on a larger scale in the community rather than schools. The positive part is showing teenagers in high school the concerns of being uninformed in civility and helps make them change their perspective on issues. Teenagers learn that their actions effect people around them and that treating others differently because of race, gender or sexual orientation is unjust and thoughtless.

Faculty and other Staff members learn that teenagers struggle with depression because of stereotypes placed on them or because of someone else's ignorance. The negative part is it only involves a fraction of the school's students and staff. Not everyone is allowed to participate in the event and it leaves the majority of people out. The faculty members pick the students, so you don't always have a diverse group of teenagers involved. Unity Day is also only one day with one follow up a few months later. A one day event isn't very persuasive and if others around you

are still behaving ignorantly, the Unity Day values fall apart. It has to be consistent in order to work. It also has to involve the school as a whole rather than a school as a fraction.

Georgia Military College

Georgia Military College (GMC) focuses on modeling and teaching civility to their students. Stating, “It is our intention that every campus and every classroom be an island of civility where staff and faculty members set examples for fair-minded, respectful, sensitive, caring, tolerant, cooperative behavior—and students practice it.” Students attending GMC are required to successfully complete GMC 154, which is Character Above All. This course is required for graduation. Having a civility class that is required will help the college to get through to even those students who are not interested in learning how to be civil. According to the GMC webpage students taking the course develop critical thinking and ethical decision making skills which will further help them after graduation.

Georgia Military College gives their students a set of moral theories such as Aristotle’s Virtue Ethics, Immanuel Kant Ethics of Duty, and John Stuart Mill’s theory of Utilitarianism, which expresses the values of doing the greater good. An ethics course in most colleges is not required, but with a great record of civility on campus it seems to be working for the Georgia Military College. With high standards for their civility program on campus, one of their principle character development and educational goals is to have a classroom environment where students can practice different ways of “civil” discussions and learn to speak and treat other classmates civilly.

The college believes that, “Students need to see civility as an acquired skill. It requires careful thinking and habituation, stimulated by good example.” GMC also has promotes character development by nominating people they feel have done a civil act. Faculty and students

are urged to visit *Christian Science Monitor's* "Public Conversations project: Constructive Conversations that Reach Across Differences." This is a website that promotes constructive conversations and relationships between people with opposing view points. Utilizing this website is a great step in learning how to respect and be civil to people with different values, something that will help the college students in their classroom and throughout their whole life.

Georgia Military College seems to be on the right track with their encouragement for students and staff to be civil. With a required character development course, civility in their college will be seen first hand.

Overview

Universities all over our nation are practicing their own unique forms of civility to make our campuses and communities a better place. Manatee Community College can learn many things from these colleges. By examining the variety of initiatives that these institutions use MCC can surely benefit.

Certainly at the conclusion of this paper a recommendation will be made to the college similar to the one provided at Ocean County College. Their idea of having a web presence would be ideal along with a very real sign presence around the college campus. Manatee Community College could institute a mandatory ethics course such as the one that the Georgia Military College but it is not believed that the students would embrace that idea. Diversity as a means of civil acceptance similar to the University of Utah should also have a central place in the civil initiative proposed. Signing a civility code similar to the University of Chicago also seems like a good idea, however, one must question if that document would be something that would need to be enforced. Many of these ideas on how to institute a civility initiative may be put into the proposal.

Chapter 6: The Proposal

After each team completed their chapter research, the paper was combined together to form the previous five chapters. The paper was then posted online for all students in the class to read and comment on in an online discussion board. Specifically, all members in the class were asked to analyze each chapter for ideas that could be utilized in the proposal. Students were also asked to present their own ideas on how they thought a civility initiative should be implemented at the college.

Once all students had posted their ideas, the entire class discussed the specifics of the proposal. To be sure that the ideas that would go forward were embraced by the majority of the students, and for efficiency, some of the ideas were put into a survey so that votes could be taken. In the end, the entire class worked individually, in teams, and as a whole to create a mission statement, values, and an implementation plan for the proposed civility program for Manatee Community College.

Civility Mission Statement:

Manatee Community College and Because It Matters both had their own unique mission statements. These statements were created for very specific purposes. One goal of this project was to create an MCC civility mission statement. This was accomplished by first looking at the two mission statements.

Manatee Community College Mission Statement

Manatee Community College provides an accessible, dynamic learning environment that facilitates the achievement of educational, professional, and personal goals by our students and members of our communities in an atmosphere that embraces academic excellence, diversity and innovation.

Because It Matters

A community-wide initiative to promote civility in our workplaces, our neighborhoods and civic organizations, and our schools. It is a campaign to encourage citizens of our region to communicate in a more respectful way, improving public discourse. Because It Matters is all about: Improving quality of life by increasing civic participation, civil discourse, and social capital. Those are all stylish words for politeness, good manners, and making connections to the community, and those behaviors are the glue for creating the social network we need to live happy, healthy lives.

These mission statements seem appropriate for the purposes they were designed for but there was a need for a combined statement. Team 2 worked on comparing and contrasting the two statements in an effort to come up with a new unique MCC civility mission statement. The following is the statement that they produced:

New Mission Statement

To succeed in everyday life with a positive, respectful outlook, provide innovation, kindness, and diversity to meet the goal of a healthy style of living. The goal is to make a difference in the world and education a peaceful and caring place because it matters.

Once the research was completed and the entire class read the new mission statement a discussion ensued. The pros and the cons of the new statement came to light but what didn't arise was a genuine feeling that the new statement was the way to go. Some felt that it still had an 'administrative' feel to it. That it wasn't a statement that students would write, say, or embrace. This discussion was not intended to give any disrespect to Team 2 who worked so hard on the new mission statement but it was believed that if this proposal was to go forward it must come from the student perspective.

More ideas were put back out on the table to discuss and the majority of the class felt that a shorter, more direct ‘creed’ type of statement was necessary. Several were recommended including one that was very short and to the point, *‘Knowledge Through Respect’*; another, *A learning community utilizing mutual respect for all*; and one that used the word civility as an acronym for a mission statement. After discussion, most of the class agreed on this statement: *Striving to create a diverse academic community through respect and integrity*. Although there was an overall agreement that this was the statement to go with another discussion developed. This discussion was shorter and in fact resulted in shortening the newly agreed upon statement to the now final Manatee Community College Civility Statement:

Creating a diverse academic community through respect and integrity.

Civility Values

Not only did both Manatee Community College and Because It Matters have their own mission statements, they also had their own set of values, or in the case of Because It Matters, ten keys to civility. Team 2 continued to compare and contrast the two organizations by looking at these values.

| Manatee Community College’s Values | | Because it Matters’ Values | |
|---|-----------------------|-----------------------------------|---------------------------|
| <i>Learning</i> | <i>Excellence</i> | <i>Respect Others</i> | <i>Think Positively</i> |
| <i>Integrity</i> | <i>Accountability</i> | <i>Pay Attention</i> | <i>Make a Difference</i> |
| <i>Diversity</i> | <i>Community</i> | <i>Speak Kindly</i> | <i>Say Thank You</i> |
| <i>Innovation</i> | <i>Opportunity</i> | <i>Accept Others</i> | <i>Rediscover Silence</i> |
| <i>Respect</i> | <i>Success</i> | <i>Listen</i> | <i>Keep Your Cool</i> |

In the process of reviewing the values, Team 2 created an all new set of civility values to go along with the new mission statement. These new values were an attempt to combine the two overriding ideas of education and civility. In the creation of this new set of values Team 2

discussed the pros and cons of each original set and kept those that were the same or similar and added new ones.

New Civility Values

| | | | | |
|-------------------------|--------------------------------|---------------------------|------------------------|--------------------------|
| <i>Positive Outlook</i> | <i>Respect</i> | <i>Community Outreach</i> | <i>Priorities</i> | <i>Make a Difference</i> |
| <i>Personal Goals</i> | <i>Listening to Each Other</i> | <i>Inspiration</i> | <i>Acknowledgement</i> | <i>Opportunities</i> |

When the entire class reviewed the three sets of values many questions arose. Did these values need to be one word terms? Did they need to be actions that could be taken? Does there need to be ten? After several discussions, it was decided to put all of the values, new and old, on a survey so that a vote could be taken. It was hoped that certain terms would rise to the top to create the list. In fact, twenty ‘values’ were listed on the survey and five clearly stood out from the rest by the number of votes. Those five were (in order of votes): Respect, Diversity, Integrity, Unity, and Success.

In fact, Unity and Success had an equal number of votes. After discussion, it was decided that Success did not really fit with the other four terms and was dropped by vote. Several other terms were presented in an open ended comment box on the survey. These terms, optimism, inspiration, opportunity, and courtesy, were brought up in discussion but it was believed that keeping the list short and on task was the best way to go, thus the new civility values are:

| | | | |
|----------------|------------------|------------------|--------------|
| <i>Respect</i> | <i>Diversity</i> | <i>Integrity</i> | <i>Unity</i> |
|----------------|------------------|------------------|--------------|

Implementation

With the mission statement and values created, the class moved on to putting together a plan which would outline a method of implementation. The first discussion board requested the students to write out all of the ways in which they felt the civility initiative should be

implemented across the campus. The students looked at the various groups involved and reviewed the five chapters for what they felt would be the most effective ways to carry out the initiative.

After each student individually posted their ideas a master list was created so that students could then evaluate the methods of implementation. While examining these ideas the students also proposed a structure for their proposal. The following is the result of the individual and group discussion of how the implementation of the civility initiative should take place.

All individuals at Manatee Community College are directly affected by acts of incivility. One act can lead to an environmental disease. This disease should never be present at an academic institution so our implementation plan is not just for students but for the college as a whole. Therefore, we present here how we feel a civility initiative should be implemented. This includes suggestions designed for specific groups at the college and also but also ideas on how to integrate and infuse this civility initiative into the college culture.

Implementation for:

Administration, Faculty, and Staff

- The enthusiasm for a civil environment must start at the top. Administration, faculty and staff should be setting the example.
- Workshops should be provided two to four times a year.
 - There should be fun activities to promote interaction amongst the various work groups. They should train together since there was evidence of incivility between these two groups.
 - Lessons on how to make the campus a friendlier and civil place.
 - Discussions on civility and acceptance of diversity.

- Discussions on the trickle down effects of incivility.
- At some point these workshops could be open to students and student clubs.
- Faculty must remain consistent and persistent in demonstrating civility but most importantly in expecting and enforcing civil behavior.
 - For example: there should be one specific policy for attendance, cell phone use, talking in class, coming in tardy, leaving early, and walking out of class.
 - This policy must be discussed in every class syllabus and gone over on first day.
 - There must be clear consequences for an act of incivility and the consequence must be delivered consistently.
 - Ice breakers and a getting to know you assignment would also be helpful.
- Administration and Staff must remain consistent and persistent in demonstrating civility but most importantly in expecting and enforcing civil behavior.

New Students

- Present civility initiative at student orientation.
- All new students must complete an online tutorial that explains the Code of Civility and the behaviors expected of them.
- Student Life Skills course should be a requirement and must be taken either in the first or second semester
 - Within the course:
 - There should be a section on civility that includes a comprehensive project on the benefits of being civil not only within the college but how it will have life long consequences.

- An introduction to all student clubs on campus and how to get involved in a club. All student clubs require a service project so this could be an extension of the civility initiative.
- Class assignments that teach about civility and ethics.
 - What is proper and ethical in research, citing, and plagiarism.
- Keep journals in civil interactions.

All College Citizens

- Everyone on campus should be made to feel comfortable enough to speak up when they experience incivility (noise in class; smoking).
- Recognize that the I'MpleMEntation of civility begins with ME and then spreads.
- All students, faculty and staff should sign a code of civility statement (see Appendix H).
- Reward and recognition system for acts of civility every semester.

To implement this civility initiative it must become a visible, consistent, and persistent part of everyday life at Manatee Community College. The college should be blanketed with the new code of civility as if it were the school logo. The ideas found in this civility initiative should become woven into the fabric of the college community. This process can take place through a variety of methods and what we suggest here we hope is only the first step.

Internal College Communication

- A new Civility Team or Club should be created. This club should not just be for students but should have active involvement from faculty and staff to show a wider support for this initiative.
- All student clubs should be required to sponsor one activity that would exemplify acts of civility.

- E-mail can be used to communicate the various activities that may be occurring around campus that would promote the civility initiative. We think that daily smiley faces, civil saying, or quote would be a bit too much.
- A newly created Civility Newsletter could be created, online of course.
- Posters and banners should be a very large part of this initiative. The more visible this idea, the more likely it is to take growth. These posters and banners should be created by the students. These can be creations from the college art and graphics courses. These pictorials should show what behaviors are acceptable. In other words, how we can act civilly.
- There should be short films similar to those created by Because It Matters for local television and online. These should be created and produced by our own film students, after all, the college's film department has been named one of the top twenty-five in the world.
- A Civility web page could be created and updated by students in the computer courses as a semester project. This should include not only a blog but also a Youtube/Facebook/Myspace component.
- Must become a part of the Lancer Student Handbook.

College Wide Activities

- Workshops that would promote the values of the initiative: Respect, Diversity, Integrity, and Unity.
- Round-table discussions between all groups (students/faculty/staff) to clarify civil behavior expectations; subcultural norms (generational); and recognizing diversity.

- College wide day. Each year there could be a new theme that was in some way connected to the central civility principle. For example, one year could be diversity, another respect, and so forth. This day would be about learning and experiencing the concept and would be for the entire college community.

The students in no way feel that this is an exhaustive list of the possible ways in which civility can be implemented at Manatee Community College. They believe that this is the beginning of a grass roots effort to improve the quality of life on campus. Each year and each semester students can continually become involved in this initiative to create a diverse academic community through respect and integrity.

Appendix A

Manatee Community College Student Civility Survey

1. What is your definition of civility?
2. Which campus do you primarily attend?
 - a. Bradenton
 - b. Lakewood Ranch
 - c. Venice
3. Does the campus have a positive civil atmosphere?
 - a. Yes
 - b. No
4. Have you observed a lack of civility between (please check all that apply):
 - a. Students
 - b. Faculty
 - c. Staff
 - d. Students and Faculty
 - e. Students and Staff
 - f. Faculty and Staff
5. Do you feel that students, faculty, and staff are respectful and accepting of each other?
 - a. Sometimes
 - b. Always
 - c. Never
6. Do you feel that students listen and pay attention to their professors and classmates while in class?
 - a. Sometimes
 - b. Always
 - c. Never
7. Do you feel that students are disruptive or disrespectful in class?
 - a. Sometimes
 - b. Always
 - c. Never
8. Do you feel comfortable talking to people on campus that you may not know?
 - a. Sometimes
 - b. Always
 - c. Never

9. Could the level of civility on campus improve?
 - a. Yes
 - b. No

10. Do you think it is important to improve civility on campus and in the classroom?
 - a. Yes
 - b. No

11. Do you think a civility program would improve behavior and attitudes on campus and in the classroom?
 - a. Yes
 - b. No

12. Would you be supportive of a civility program being incorporated into the curriculum and overall college culture?
 - a. Yes
 - b. No

13. Additional Comments

Appendix B

Manatee Community College Faculty Civility Survey

1. What is your definition of civility?
2. Which campus do you primarily work on?
 - a. Bradenton
 - b. Lakewood Ranch
 - c. Venice
3. Does the campus have a positive civil atmosphere?
 - a. Yes
 - b. No
4. Have you observed a lack of civility between (please check all that apply):
 - a. Students
 - b. Faculty
 - c. Staff
 - d. Students and Faculty
 - e. Students and Staff
 - f. Faculty and Staff
5. Do you feel that students, faculty, and staff are respectful and accepting of each other?
 - a. Sometimes
 - b. Always
 - c. Never
6. Do you feel that students listen and pay attention to you during class?
 - a. Sometimes
 - b. Always
 - c. Never
7. Are students becoming more disruptive in your classroom?
 - a. Yes
 - b. No
8. Could the level of civility on campus improve?
 - a. Yes
 - b. No
9. Do you think it is important to improve civility on campus and in the classroom?
 - a. Yes
 - b. No

10. Do you think a civility program would improve behavior and attitudes on campus and in your classroom?

- a. Yes
- b. No

11. Would you be supportive of a civility program being incorporated into the curriculum and overall college culture?

- a. Yes
- b. No

12. Additional Comments

Appendix C

Manatee Community College Staff Civility Survey

1. What is your definition of civility?
2. Which campus do you primarily work on?
 - a. Bradenton
 - b. Lakewood Ranch
 - c. Venice
3. Does the campus have a positive civil atmosphere?
 - a. Yes
 - b. No
4. Have you observed a lack of civility between (please check all that apply):
 - a. Students
 - b. Faculty
 - c. Staff
 - d. Students and Faculty
 - e. Students and Staff
 - f. Faculty and Staff
5. Do you feel that students, faculty, and staff are respectful and accepting of each other?
 - a. Sometimes
 - b. Always
 - c. Never
6. Are students, faculty, or staff becoming more disruptive in your work area?
 - a. Yes
 - b. No
7. Could the level of civility on campus improve?
 - a. Yes
 - b. No
8. Do you think it is important to improve civility on campus and in the classroom?
 - a. Yes
 - b. No
9. Do you think a civility program would improve behavior and attitudes on campus?
 - a. Yes
 - b. No

10. Would you be supportive of a civility program being incorporated into the college culture?

- a. Yes
- b. No

11. Additional Comments

Appendix D

Dear MCC Faculty & Staff,

Dr. Finlay's Sociology class, in cooperation with Gulf Coast Community Foundation, would like your participation in an anonymous survey based on civility. We would appreciate if you would help us find out what is happening at our school, in regards to civility, and in what ways we may be able to improve. This survey should take less than ten minutes of your time. By letting us know what you feel is happening, we will work to find ways to improve civility on campus and make the school environment more enjoyable.

A separate email will be sent to all MCC students. If faculty members could provide an incentive for students to complete this survey, it would be greatly appreciated. Students can print the last page of the survey that states, "Your response has been submitted successfully," to present to faculty for that incentive.

To complete this brief survey simply click on the appropriate link below.

We want to thank you for your time and help. We hope to make a positive contribution to the MCC community.

Sincerely,
Dr. Finlay's Sociology Class

Faculty: (This link will close at noon on Friday, October 17th)
http://mccfl.angellearning.com/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=8A49A41252464DFC9636E5D1EF129400

Staff: (This link will close at noon on Friday, October 17th)
http://mccfl.angellearning.com/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=71B336892F0F423BB46C3289399F55CF

Appendix E

Dear MCC Students,

Dr. Finlay's Sociology class, in cooperation with Gulf Coast Community Foundation, would like your participation in an anonymous survey based on civility. We would appreciate if you would help us find out what is happening at our school, in regards to civility, and in what ways we may be able to improve. This survey should take less than ten minutes of your time. By letting us know what you feel is happening, we will work to find ways to improve civility on campus and make the school environment more enjoyable.

Many faculty members may be providing an incentive for students to complete this survey. Students can print the last page of the survey that states, "Your response has been submitted successfully," to present to faculty for that incentive.

To complete this brief survey simply click on the appropriate link below.

We want to thank you for your time and help. We hope to make a positive contribution to the MCC community.

Sincerely,
Dr. Finlay's Sociology Class

Student: (This link will close at noon on Friday, October 17th)
http://mccfl.angellearning.com/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY_ID=B4328D8966944AADA7FA7CAF4B772802

Appendix F

Manatee Community College Administrator Interview Questions

1. Tell us a little bit about your roles and responsibilities as an MCC Administrator?
2. How could your administrative position impact the success of a civility initiative?
3. How would you define civility, and can you give us a few examples of what it is like to be “civil”?
4. What do acts of civility look like on campus?
5. How have you encountered incivility on campus?
6. Do you feel that today’s current events may cause an increase of incivility on campus?
(Are there outside influences)
7. Who determines to what degree an act is deemed civil or uncivil.
8. How is incivility dealt with on campus?
9. Do you feel that this adequately resolves the occurrence of incivility?
10. Do you think that there is a need for a civility initiative on campus, such as ‘Because it Matters’
11. From your vantage point and your position here at MCC, how could you implement civility on campus.
12. What programs do you think could be implemented from your department?
13. How can we incorporate all of the educational departments in this initiative?
14. What do you think about dedicating one day a week to do something for the community?
15. Do you feel that constructive criticism is used appropriately in classrooms and among faculty?

Appendix G

Thank you for taking just a moment to complete this survey. We are working on a class project inspired by The Gulf Coast Community Foundation civility initiative called Because It Matters. Because It Matters is a community-wide initiative to promote civility in the workplace, neighborhoods, civic organizations, and schools. Currently there is an education component, but it does not address the unique needs of the college level student. We are here today researching the initiative in an effort to create a proposal for a college level component.

Please feel free to select more than one answer if they apply:

1. Is your attendance at today's presentation:
 - a. proactive – to learn more about civility in the workplace
 - b. reactive – to learn how to address a current situation in the workplace
 - c. other

2. Have you initiated a civility program in your workplace?
IF YES – PLEASE COMPLETE ONLY THE BACK SIDE OF THIS SURVEY

IF NO – PLEASE COMPLETE ONLY THE FRONT SIDE OF THIS SURVEY

3. On a scale of 1-10 (1 being not very important and 10 being very important) how essential is active civility amongst both the employees and the customers?

4. Do you think that a civility initiative in your workplace would improve behavior and attitudes?
 - a. Yes
 - b. No
 - c. Unsure

5. Do you think that a civility initiative in your workplace would reduce turnover?
 - a. Yes
 - b. No
 - c. Unsure

6. Do you think that a civility initiative in your workplace would reduce absenteeism?
 - a. Yes
 - b. No
 - c. Unsure

7. What large scale benefits do you believe companies will receive by having employees engage in a civility initiative in the workplace?

8. How will having a civil work life affect your life outside of your job?

9. If you initiate a civility program in the workplace, what outcome do you expect to achieve amongst the employees/customers?

10. As a company, do you believe it is a good idea to implement civility education in local public schools and colleges?
 - a. Yes
 - b. No
 - c. Unsure

3. On a scale of 1-10 (1 being not very important and 10 being very important) how essential is active civility amongst both the employees and the customers?
4. Do you think that the civility initiative in your workplace has improved behavior and attitudes?
 - a. Yes
 - b. No
 - c. Unsure
5. Do you think that the civility initiative in your workplace has reduced turnover?
 - a. Yes
 - b. No
 - c. Unsure
6. Do you think that the civility initiative in your workplace has reduced turnover?
 - a. Yes
 - b. No
 - c. Unsure
7. Do you think that the civility initiative in your workplace has reduced absenteeism?
 - a. Yes
 - b. No
 - c. Unsure
8. What large scale benefits do you believe your company has received by having employees engage in a civility initiative in the workplace?
9. How has having a civil work life affected your life outside of your job?
10. When you initiated a civility program in the workplace, what outcome did you expect to achieve amongst the employees/customers? Have you seen some of those expectations?
11. As a company, do you believe it is a good idea to implement civility education in local public schools and colleges as preparation to being a good employee and citizen?

Appendix H

Student Code of Civility*

As a student of MCC, I resolve to:

Enhance my education and community atmosphere of my educational environment by conducting myself in a civil manner.

I recognize that civility is exhibited through behavior which includes being kind, respectful, attentive, accountable, considerate, and community-minded. By conducting myself in this manner, I can inspire greatness, improve the overall climate of my learning environment and make a difference.

I recognize that I am here to acquire knowledge, and will utilize my ability to act civilly to perpetuate a safe, caring, and dignified educational environment while maintaining respect for my peers and myself.

*A similar code would be created for administration, faculty, and staff.

Resources

BOOKS

Bauman, Stephen. Simple Truths : On Values, Civility, and Our Common Good. Abington Press: 2006.

- A simple book that offers the reader tips and facts about inner peace and a calmer life and attitude towards others.

Berger, Bruce. Promoting Civility in Pharmacy Education. Binghamton, NY: Pharmaceutical Products press, 2003.

- This is about how to promote civility in large classrooms, small classrooms, Professionalism, and from New Faculty members.

Brosseau, Jim. Town & Country Social Graces: Words of Wisdom on Civility in a Changing Society. Hearst: 2008.

- This book is a collection of essays from top writers in the world explaining the importance of grace and civility amongst people.

Carter, Stephen L. Civility. New York: Basic Books, 1998.

- A book in which the author describes America to be going through a social incivility crises, and how he claims through “his own brand of self-sacrificing Christian morality will set things right once again”.

Dahnke, Cassandra; Spath, Tomas; and Donna Bowling. Reclaiming Civility in the Public Square. Houston : 2008.

- A book about how to bring back civility to the American people 10 simple steps that work.

Ferrucci, Piero. The Power of Kindness. USA: Penguin Group, August 2008.

- A leading transpersonal psychologist reveals the unexpected secret to a happy life: behaving with kindness.

Forni, P.M.. Choosing Civility: The Twenty-Five Rules of Considerate Conduct. New York: St. Martins Press, 2002.

- A handbook for the practical use of civility. Tries to make a persuasive case for making civility a central concern in our lives and presents the 25 rules.

Forni, P.M.. The Civility Solution: What to Do When People Are Rude Books. New York: St. Martins Press, 2008.

- A simple and practical handbook that presents logical solutions that reinforce good behavior and make our world a more civil place. It shows what to do when confronted with bad behavior by being assertive as well as civil.

Lee T. Percy.. The Grammar of Our Civility: Classical Education in America. Waco, TX: Baylor University Press, 2005.

- The book provides a theoretical and historical account of classical education in the United States and suggests the need for a distinctly American approach to ancient Greece and Rome.

Michelli, Joseph. The Starbucks Experience: 5 Principles for Turning Ordinary Into Extraordinary . New York: McGraw-Hill, 2006.

- A book full of stories, anecdotes, and strategies on how Starbucks has become one of the most admired companies through their motive; enriching peoples daily lives through creating personalized customer experiences.

Putman, Robert. Bowling Alone: The Collapse and Revival of American Community. New York: Simon & Schuster, 2000.

- Information on how human behavior has made us disconnect with family, friends, neighbors, and our democratic structures and how we need to reconnect.

Rouner, Leroy S. CIVILITY. Indiana: University of Notre Dame Press, 2001.

- This book is a compilation of authors, psychologists, anthropologists, etc. all contributing to their opinions about the way society treats one another. They try to analyze and argue the facts and try to prove to one another that society needs reshaping.

Washington, George. Rules of Civility & Decent Behaviour in Company and Conversation: a Book of Etiquette. Williamsburg, VA: Beaver Press, 1971.

- For a brief overview: <http://www.cwf.org/Almanack/life/manners/rules2.cfm>

JOURNAL ARTICLES

Anderson, Kirby. Civility. <http://www.leaderu.com/orgs/probe/docs/civility.html>

- Article begins: We seem to be living in the midst of an epidemic of rudeness. Articles in the newspaper document the number of incidents of road rage. And if you doubt that, just try to merge onto a busy freeway and see how many drivers honk their horn or try to cut you off.

Billante, Nicole and Saunders, Peter. "Why Civility Matters."

<http://www.cis.org.au/policy/Spring02/polspring02-6.pdf>

- This articles contains information on why civility matters and shows key elements that represent the importance of civility.

Burgess, Guy and Burgess, Heidi, The Meaning of Civility, Conflict Research Consortium

<http://www.colorado.edu/conflict/civility.htm>

- An article by the co-directors of the Conflict Research Consortium outlining what they believe to be the best starters and basic needs of the community for civility programs to take hold and flourish.

Forni, P.M. "The Baltimore Workplace Civility Study". January, 2003.
<http://www.ubalt.edu/jfi/jfi/reports/civility.PDF>

- Explains a survey done by the John Hopkins University sampled random employees on civility in their workforce & this article shows the results of their answers.

Lee, Catherine. "CUA Tackles Civility on Campus".
<http://publicaffairs.cua.edu/news/Civility02.htm>

- This article concerns the issue that incivility creates on a school campuses & what steps can be taken for improvement.

Lim, Sandy, and Lilia M. Cortina. "Personal and Work Group Incivility: Impact on Work and health outcomes." *Journal of Applied Psychology* 93 (2008): 95-107.

- This article discusses the results from two tests done to find out the effects of incivility on the workplace and personal health of employees. The article states how the results from these studies indicate that incivility in the workplace is negatively effecting more than just the individuals involved directly, but instead it effects the whole work environment.

Pearson, Christine, Porath, Christine. "On the nature, consequences and remedies of workplace incivility: No time for "nice"? Think again." *Academy of Management Executive* 19(2005): 7-18.

- Details the nature of incivility and its consequences in the workplace. Incivility in the workplace erodes organizational values and depletes organizational resources. Article provides ways to recognize and remedies that are being used effectively.

Simmons, I.G. *To Civility and to Man's Use History, Culture, and Nature*, Geographical Review, Vol. 88, No. 1 (Jan., 1998), pp. 114-126.

Viadero, Debra. "Social-Skills Programs Found to Yield Gains in Academic Subjects." *Eye on Research, Education Week Pub. Online: December 18, 2007, Pub. In Print: December 19, 2007.*

- Journal article that describes how social-skills similar to 'Because it Matters,' were implemented in schools during a 7-year study. The results were conclusive, that when programs of this nature are implemented with education, "academics improve".

Wooley, Alice. "Does Civility Matter?"

- Journal Article focuses on the importance of civility as a fundamental value and goal of ethical conduct. Also, talks about why civility matters and if courtesy is a moral good.

WEBSITES

Acts of Kindness: www.actsofkindness.org

- The Random Acts of Kindness™ Foundation inspires people to practice kindness and to "pass it on" to others. They provide free educational and community ideas, guidance, and other resources to kindness participants through their website.

Because It Matters: <http://www.becauseitmatters.net/>

- This is the original site for the project. Contains background information and links to other sites.
- Civility Reading List: http://www.fcaontheweb.org/files/becauseitmatters/reading_list.pdf

CASEL: <http://www.casel.org/sel/impacts.php/>

- Site for: Collaborative for Academic, Social, and Emotional Learning (CASEL). Lists benefits of Social and Emotional Learning (SEL) programs; includes links, resources, models, lessons, professional development resources, and much, much more!!

Choose Civility: http://www.choosecivility.org/index.php?option=com_frontpage&Itemid=1

- An ongoing community-wide initiative, led by Howard County Library, to position Howard County as a model of civility. The project intends to enhance respect, empathy, consideration and tolerance in Howard County.

Civility Associates: <http://www.civilityassociates.com/>

- the organization that specializes in Civility in the Workplace, including schools. A recent United States Department of Justice study concluded that the most dangerous place to be in the United States is the workplace.

Community of Caring: <http://www.communityofcaring.org/>

- Character education built around five core values that empower young people to be responsible and caring members of a community: Caring, Respect, Responsibility, Trust, and Family.

Education World: School Issues and Education Awards

http://www.educationworld.com/a_issues/issues223.shtml

- Site contains an article that addresses the newly implemented civility programs in two Washington State schools. Includes a link that shows a good example of a Civility policy in the Issaquah School District.

Guidance Group: <http://www.guidancechannel.com/>

- Has a lot of links for counseling, prevention, articles etc.

Institute for Civility in Government: <http://www.instituteforcivility.org/>

- A non-partisan, non-profit organization that aims to build civility in a society that seems to increasingly tilt towards uncivil speech and actions.

Johns Hopkins Civility Web Site: <http://sites.jhu.edu/civility/index.html>

- This site belongs to Professor Forni who wrote two books on civility (found above) and has additional article links on civility.

National Civility Center: <http://www.civilitycenter.org/index.php>

- Started by Jay Newman & Kent Roberts to "help people make their communities better places to live"

Ocean County College Campus Civility <http://www.ocean.edu/campus/PAR/civility.htm>

- This site is the Ocean County College's civility policy site. The site contains their guidelines for civility, civility events which will be held and gives a list of other good civility sites.

Saguaro Seminar: Civic Engagement in America.

<http://www.hks.harvard.edu/saguaro/primer.htm>

- Provides wonderful examples of Social Capital, ways to implement it, ETC.

Starbucks Green Apron Awards Program:

http://www.sbxrecognition.com/images/recognitionGuide_US.pdf#dest_GreenApron

- This site is an outline of the different awards one can receive as a Starbucks partner. The Green Apron Awards Program is briefly highlighted, however, it is a program where Starbucks partners receive cards and pins due to extraordinary acts within the work environment, primarily those of civility.

The Good Work Project: <http://www.goodworkproject.org/>

- Created by an impressive team: Gardner, Greenspan, Solomon, Fischman... This site is geared toward "Ethics, Excellence, and Engagement in the Professions." Anything you would ever need to know about their mission to change the work-place by Good Works is here! Background info., research, toolkit, traveling curriculum... etc.

University of Wisconsin-Eau Claire:

<http://www.uwec.edu/civility/SurveySp06/SurveyFindings.htm>

- Survey done in 2006, gives survey questions and responses.

Venice High School.

<http://www.sarasotacountyschools.net/vhs/communityofcaring.htm>