



Integrating Civility into the Classroom: Practicing and Teaching Civility to Prepare Students for Career Success

Prof. Ralph Ocon, Purdue University Calumet

Integrating Civility into the Classroom: Practicing and Teaching Civility to Prepare Students for Career Success

Abstract

The focus of most engineering and technology programs is to provide students with the technical skills required for success in their future careers. Often overlooked, but equally important for career success, is training on the “soft skills.” In particular, faculty need to integrate the practice and teaching of civility into their courses.

The far-reaching benefits of civility cannot be overstated. Civility can help to resolve many challenges in academia, the workplace and society. From overcoming bullying and discrimination, to promoting diversity and improving interpersonal relationships. Through civility education, teachers can help students to recognize the life-long benefits civility can have on their future success.

In the paper the author will describe how he practices classroom civility and integrates the teaching of civility into his subjects. The paper will identify the benefits of civility and why it’s important for students to learn about civility. Also the paper will provide ideas for engineering and technology faculty on how they can incorporate civility concepts into their subjects and classroom management.

Keywords: civility, soft skills, golden rule, culture, components of civility.

Introduction

An important role for faculty in every academic program is to provide students with the skills necessary for career success. In today’s competitive employment environment, proficient technical skills are a starting point for initial job opportunities. However, for sustained career success, technical skills need to be supplemented by the ability to effectively interact with co-workers, customers, and other professionals.¹ Often referred to as “soft skills,” universities need to provide training to engineering and technology students on these social or people-related skills.

Unfortunately, academia is not providing students with the education on what is acceptable behavior.² Holly Matusovich, Assistant Professor in Virginia Tech’s Department of Engineering Education, “has found that while faculty understand the importance of communication, teamwork and other “soft skills” in engineering work, they rarely report explicitly teaching them.”³ In particular, the need for training on civility cannot be overstated. A growing civility movement is currently being undertaken at several levels: local, national and international.⁴ University faculty can further this movement by practicing classroom civility and incorporating the teaching of civility to their students.

Define Civility

“Civility is a very powerful word.”⁵ A key characteristic of civility that is found in many definitions is respect. “Civility requires students to take responsibility for their behavior by encouraging mutual respect and the acceptance of the consequences for inappropriate behavior.”⁶ Table 1 provides additional common definitions of civility.

Table 1: Common Definitions of Civility

<p>Definitions of Civility:</p> <ul style="list-style-type: none"> • “Civility is making so that people respect each other’s perspectives.”⁷ “We have to respect all with whom we deal with.”⁸ • “Civility is about treating each other with respect.”⁹ • “Civility is the act of showing regard for others by being polite. When you show civility, you are respectful, even if you don’t like that person very much.”¹⁰ • “Civility is about civility with self, civility with others and civility as a leader.”⁹
--

A customary way to demonstrate mutual respect is to follow the Golden Rule. “Civility in its purist form is living by the Golden Rule: *do unto others as you would have them do unto you*” or “treat others the way you would like to be treated.”⁷ When considering the Golden Rule, it becomes apparent that most cultures/societies share a common application of civility.¹¹ Table 2 illustrates the universal application of the Golden Rule by different religions.

Table 2: Application of the Golden Rule by different religions.¹¹

Buddhism	“Hurt not others in ways that you yourself would find hurtful.”
Christianity	“Whatsoever you wish that men would do to you, do so to them, for this is the law of the prophets.”
Confucianism	“Is there one word which may serve as a rule of practice for all one’s life? Is not reciprocity such a word? What you do not want done to yourself, do not do to others.”
Hinduism	“This is the sum of duty. Do naught to others which would cause pain if done to you.”
Islam	“No one of you is a believer until he desires for his brother that which he desires for himself.”
Judaism	“What is hateful to you, do not to your fellow man. This is the entire Law: all the rest is commentary.”

Components of Civility

Civility is about building positive relationships. An effective way to build positive relationships is by incorporating the Components of Civility when interacting with people.^{12, 13, 14} Tables 3 identifies the major Components of Civility.

Table 3: Major Components of Civility^{12, 13, 14}

<p>Components of Civility:</p> <ol style="list-style-type: none">1. Fairness: consistent with rules, principles or standards.2. Pay attention: train your eyes and ears to learn about others.3. Acknowledge others: show interest and give recognition.4. Think the best of others: have positive expectations of others.5. Be inclusive: accept and include everyone.6. Give praise: provide positive feedback.7. Be considerate: be courteous.8. Accept and give constructive feedback: promote improvement of others and self.9. Take responsibility: assume ownership for emotions and behaviors.10. Value others' ideas, beliefs and opinions: keep an open mind.11. Value the person: respect individual differences.12. Empower others: demonstrate trust.13. Be sensitive to others: sympathize and empathize.

Benefits of Civility

“Civility costs nothing, and buys everything.”⁷ “You don’t have to join anything, there’s no initiation, there’s no fee. It’s simply what is expected of us,” according to Chuck Hughes, Executive Director of the Gary (Indiana) Chamber of Commerce.⁵ “Individuals feel valued and powerful when (they are) respected.”¹² People have a better sense about themselves and others when they are treated in a respectful, professional and courteous manner.

The benefits of civility extend beyond academia and the workplace. Civility can have a positive impact on all human interactions. Tables 4 summarizes the major benefits derived from civility.

Table 4: Summary of Major Benefits Derived from Civility^{6, 12, 15, 16}

<p>Benefits of Civility:</p> <ul style="list-style-type: none">• Can inspire perceptions of warmth and competence.• Improves interpersonal relationships.• Improves productivity.• Overcomes negative conflict, bullying and violence.• Avoids hostile work (and academic) environments.• Influences whether people will trust you, build relationships with you and support you.• Improves customer service in the workplace (including universities).• Helps prepare students for academic and professional success.

- Students feel better about themselves, fellow students and instructors.
- Helps to promote respect for diversity by preventing discrimination and harassment.
- Facilitates inclusive policies by supporting equal employment and academic opportunities for everyone.
- Enhances learning by eliminating or reducing disruptive student behavior.
- Encourages students to assume personal responsibility for their behavior and promotes self-discipline.
- Encourages the sharing of information.
- Reduces stress by promoting positive relationships.
- Promotes engagement.

Why Civility is Important for Student Success

Civility is currently impacting various institutions, including education, government, professional sports and many workplaces. Student success, both academically and professionally, can be enhanced by civility.

1. Civility and Academic Success

An educational environment that promotes mutual respect can facilitate student learning and academic success.⁶ Civility can play a major role in students' ability to get along with classmates, co-workers and faculty while they pursue their educational goals. It's important for faculty to create a learning environment that nurtures civility to minimize or eliminate inappropriate and disruptive student behavior.

2. Civility and Employment Opportunities

The rise of inappropriate behavior in society and the workplace has helped employers to recognize the need for civility.^{2, 17} At the same time, a changing economy requires that college graduates learn skills on how to be more socially sensitive.¹⁸ A service/technology economy reflects the need for effective interpersonal skills, including civility, when interacting with clients, customers, co-workers and diverse people. According to Human Resource Magazine, "top skills college graduates lack: relationship-building/soft skills."¹⁹ Therefore, for career success, students in engineering and technology will need to be competent, both technically and interpersonally.^{1, 18}

3. Civility Promotes Career Success

In today's work environment, effective interpersonal skills are a necessity.¹⁸ The era of people learning to behave as machines or competing with machines is ending.¹⁸ Civility education can provide students with the social skills necessary for career success. Examples of how civility can promote career success include:

- Problem-solving: creative problem-solving can be enhanced by civility. The ability to effectively interact with people who think differently and/or have different approaches to problem-solving can be facilitated using civility. Treating people with respect is "easy to do if you're talking about people who think very much like you do, who are good

friends... the test comes when you're dealing with dissenters or with people with whom you don't agree."⁸ Students need to be encouraged to be open to diverse ideas and problem-solving approaches. "We have (to learn) to have respect, to have courtesy, and to understand that somebody else may have a different point of view."⁸

- **Leadership:** many engineering and technology students will assume leadership roles sometime during their careers.²⁰ An effective leader is someone who has the people skills to inspire others to perform at their highest level. Treating employees with civility is a prerequisite for effective leadership. Recognizing that most problems in organizations are people-related, leaders need to have the interpersonal skills to effectively manage and resolve individual and group concerns. Promoting mutual respect can facilitate leadership.
- **Teamwork:** effective teamwork requires communication skills, including the ability to coordinate activities and work together toward a common purpose. The interdependent nature of work requires cooperation for organizational and career success. Civility can be instrumental in promoting the collaboration necessary for positive synergy.
- **Workforce composition:** the American workforce has experienced a significant increase in diversity.²¹ Employment today reflects large numbers of women, minorities, persons with disabilities, immigrants, and people from different generations and with different education levels. Diversity and inclusion require civility in order for people to get along with each other and have equal career opportunities. Being treated in a respectful manner is a fundamental expectation of all employees.

4. Laws and Policies Against Inappropriate Behavior

Recognizing the adverse impact abusive conduct can have on victims emotionally, physically and financially, laws have been proposed to outlaw such conduct.²² "Since 2005, legislation to make abusive conduct unlawful have been introduced in approximately 27 states and two territories (Puerto Rico and the Virgin Islands)."²²

Many organizations, including universities, are promoting political correctness and inclusive cultures through civility.²³ These universities have established standards for expected behavior along with disciplinary procedures for dealing with inappropriate language or behavior by students, staff and faculty.²³ Student success requires an awareness of the laws and policies that may affect their academic and professional achievements.

Having stated the above, however, it's important for academia to balance the need for civility with the rights of academic freedom and free speech.²⁴ Similarly, in the author's creative problem-solving course, he encourages students to engage in diverse thinking, challenge rules, and generate usual ideas.

How the Author Integrates the Components of Civility into His Course

Teachers can help to prepare students for academic and career success by incorporating the Components of Civility into their courses. In one course, the author integrated the civility components using two major course assignments. Those assignments (Mandala and Semester Project Assignments) were used in the author's creative problem-solving course, OLS 35000 (Creativity in Business and Industry).

The Mandala and Semester Project Assignments are designed to help students develop their creative problem-solving skills. Both assignments required students to use their imaginations to visualize and construct a physical model. Although both assignments are designed to promote creative problem-solving, the author used these assignments to illustrate how civility components can also be incorporated into them.

The Mandala Presentations occurred in Week 9 and the Semester Project Presentations occurred in Week 13 of the semester. During the first 9 weeks of the semester, students learned about visualization, mental barriers to creativity and the phases of the creative problem-solving process. The Mandala and Project assignments provided an opportunity for students to apply what was learned during the first 9 weeks of the semester.

Assignment 1: Mandala Assignment

Assignment 1 (Mandala Assignment) is designed to promote student imagination, including contextual thinking. The Mandala Assignment required students to use their imaginations to create a physical representation of their past, present and future life/career.

After student presentations on their Mandala Assignments, each student was required to evaluate and provide feedback on those assignments. Table 5 provides a summary of student responses to selected questions related to civility.

Table 5: Summary of student responses to selected questions related to civility.

<u>Scale:</u>	<u>Respondents:</u> 25 students
1. Strongly Disagree, 2. Disagree, 3. Neither Agree/Disagree, 4. Agree, 5. Strongly Agree	
<u>Survey Questions</u>	<u>Average Score</u>
1. The assignment/presentations illustrated similarities among classmates/people?	4.0
2. The assignment/presentations illustrated differences among classmates/people?	4.4
3. The assignment/presentations helped to create an understanding of my classmates?	4.8

4. Understanding my classmates/people can help to promote mutual respect?	4.7
5. Mutual respect can improve interpersonal relationships?	4.7
6. Mutual respect is important for success in my career and/or life?	4.8

Assignment 2: Semester Project Assignment

Assignment 2 (Semester Project Assignment) is designed to promote student imagination in solving either a personal or work-related problem. The Semester Project Assignment required students to use their imaginations to create a physical representation of a problem and creative solution.

After student presentations on their problems and solutions, each student was required to evaluate and provide feedback on the assignments. Table 6 provides a summary of student responses to selected questions related to civility.

Table 6: Summary of student responses to selected questions related to civility.

<u>Scale:</u>	<u>Respondents:</u> 26 students
1. Strongly Disagree, 2. Disagree, 3. Neither Agree/Disagree, 4. Agree, 5. Strongly Agree	
<u>Survey Questions</u>	<u>Average Score</u>
1. The assignment/presentations illustrated similarities among classmates/people?	4.2
2. The assignment/presentations illustrated differences among classmates/people?	4.3
3. The assignment/presentations helped to create an understanding of my classmates?	4.4
4. Understanding my classmates/people can help to promote civility/mutual respect?	4.6
5. Civility/mutual respect can improve interpersonal relationships?	4.7
6. Civility/mutual respect is important for success in my career and/or life?	4.7

Conclusions from the Mandala and Semester Project Assignments

The author assessed the integration of civility into his course using student responses to selected questions from the two assignments (Mandala and Semester Project Assignments). The author has been using the assignments for years, modifying them as needed. After each assignment, the author further explained what civility is and why it's important for students to understand and practice it. The author has noted that integrating civility into his course assignments does not require any major modifications to the course.

The Components of Civility, summarized in Table 3, were incorporated into the Mandala and Project Assignments. Table 7 provides a summary of the integration of the Components of Civility into the Mandala and Project Assignments. Incidentally, half of the students in the course were international students who spoke English as a second language.

Table 7: Summary of the Integration of the Components of Civility into the Mandala and Project Assignments.

Civility Component	Assignment Features/Author's (Civility) Behavior
Fairness	Examples of prior semester models were provided to students throughout Weeks 1-9.
Fairness	Grading criteria for the assignments was explained throughout Weeks 1-9.
Fairness	The author explained civility and administered a survey with civility questions.
Pay Attention	The author required student presenters to write and state their names.
Pay Attention	The assignments provided information about the students' life/career (Mandala) and problems (Project).
Give Praise	The author and students praised presenters' creativity.
Be Considerate	The author reminded the class to be on time for the presentations.
Constructive Feedback	Feedback was provided by the author and students on the presentations/models.
Constructive Feedback	The author solicited feedback from students on what they learned from creating their models & watching/listening to other presenters.
Take Responsibility	The assignments allowed students to assume ownership for their model/presentation grade.
Values Ideas	Diverse ideas for the models and solutions (for the Projects) were encouraged.

Value Ideas	The assignments allowed students to understand the benefits of different cultures.
Be Sensitive	The assignments allowed students to sympathize and empathize with each other's life/career and problems.
Value the Person	Students were required to write and state their names prior to their presentations.
Value the Person	The assignments allowed students to appreciate differences (cultures, problem-solving approaches, experiences and thinking styles) and similarities (career goals, family values and the importance of education).

Posttest

At the end of the semester, the author administered a short true/false Posttest to his class. The Posttest provides the author with the opportunity to receive additional student feedback on their learning of major concepts taught in the course. The author uses the results from the Posttest for future course improvements. Table 8 summarizes student responses to three selected questions from the Posttest related to civility.

Table 8: Summary of Student Responses to Selected Questions from the Posttest Related to Civility.

Posttest: True/False Questions on Civility (Respondents: 26 students)	OLS 350 (F15) Percentage Correct
1. Understanding my classmates/people can help to promote civility/mutual respect.	100%
2. Civility/mutual respect can improve interpersonal relationships.	100%
3. Civility/mutual respect is important for success in my career and/or life.	92%

Pretest

Although the author did not administer a Pretest to his Fall 2015 class, he administered one to the Spring 2016 class. Even though the Pretest and Posttest involved different students/semesters, the Pretest indicates that there is room for improvement on understanding the importance of civility. When considering the contagious nature of behavior, one disruptive person can have a negative impact on the learning environment or team harmony. Table 9 summarizes student responses to three selected questions from the Pretest related to civility.

Table 9: Summary of Student Responses to Selected Questions from the Pretest Related to Civility.

Pretest: True/False Questions on Civility (Respondents: 20 students)	OLS 350 (S16) Percentage Correct
1. Understanding my classmates/people can help to promote civility/mutual respect.	90%
2. Civility/mutual respect can improve interpersonal relationships.	80%
3. Civility/mutual respect is important for success in my career and/or life.	80%

Guidelines for Establishing and Nurturing a Classroom Culture of Civility

The subsequent guidelines can be used by other engineering and technology faculty who have the desire to establish and nurture a classroom culture of civility.

1. Importance of Classroom Culture

Culture is “a body of learned beliefs, traditions and guides for behavior shared among members of a group.”¹¹ Because cultural beliefs and behaviors are learned, faculty can play a critical role in helping to develop a classroom culture of civility. By integrating the Components of Civility, instructors can create a classroom culture that promotes learning and helps students to achieve success.

It’s important for faculty to recognize that a culture of incivility can undermine student success.¹⁷ Whether faculty realize it or not, they can create a classroom culture that either facilitates or hinders learning and appropriate student behavior. The author has noted that respectful behavior tends to be contagious. Once a classroom environment of mutual respect has been established, the benefits resulting from it tend to be self-perpetuating.

2. Integrating the Components of Civility

Establishing and nurturing a culture of civility requires that the Components of Civility be integrated into an instructor’s regular interactions with students. Tables 3 identifies the major Components of Civility. Note that the civility components overlap and support each other.

Different instructors may vary in their ability and comfort level for integrating the civility components into their courses. For example, the ability to express sensitivity or give praise requires practice to be perceived as genuine. Faculty need to apply the components as a regular part of instructor-student interactions.

All engineering and technology courses can be integrated with most of the Components of Civility. However, some courses or topics provide more opportunities for instructors to promote civility. Treating students with respect during every interaction, including class discussions, presentations and course assignments, can help them to appreciate and learn about civility.

The civility components identified in Table 3 need to be adapted to the instructor, course and/or topic. Factors to consider are:

- The instructors' teaching style/experience: new instructors with new and/or many courses to teach may need to focus more on learning the course material.
- Courses and assignments: lectures, lab work, discussions, demonstrations.
- Student composition: international students, working students, younger students.
- Class size: small classes usually present more opportunities to integrate the civility components.

3. Civility Begins on the First Day of Class and Continues Throughout the Semester

Every interaction with students provides faculty with the opportunity to promote civility. Students feel better about themselves, fellow students and their instructors when they are treated in a respectful manner.⁵

The author sets the stage for civility during the traditional first-day class introductions. Instructors need to recognize that positive interactions with students are critical to being an effective teacher.²⁵ "The best teachers put themselves in the students' shoes."²⁶ The first day of class can provide instructors with opportunities to establish a positive attitude about the course and first impression of the teacher.²⁷ Showing respect to students will help them to feel good about themselves, and more comfortable and open to learning.²⁸

On the first day of class, the author asks students to give a personal summary about themselves, including their career aspirations and work-related experiences. In turn, the author will also talk about himself and stress the importance of civility during the semester.

Learning the names of as many students as possible during the first couple weeks of the semester is an important starting point for positive relationship development. Using a seating chart can facilitate the learning of names. The author recognizes that the Components of Civility need to be initiated on the first day of class and continuously applied throughout the semester.

4. Establish Student Behavioral Expectations

Sometimes students behave inappropriately because they are unaware of what is appropriate behavior. "Incivility often grows out of ignorance, not malice. People are often clueless."¹⁵ Generally, civility has to be taught in order for students to fully understand and practice it. Teaching or creating awareness of civility can be accomplished by establishing student behavioral expectations and/or students learning by observation, e.g., a role model.

To promote civility in the classroom, the author incorporates a “student conduct section” in his course syllabus. He explains behavioral expectations and penalties for inappropriate behavior. While discussing the syllabus and course requirements, the author also provides examples of inappropriate student behaviors. For example:

- Students regularly coming to class late.
- Student side-conversations during lectures, student presentations and/or class discussions.
- Inappropriate comments by classmates when other students ask questions.
- Students reading texts messages from their cellphones during class.
- Students reading the newspaper or other hardcopy materials during lectures, student presentations and/or class discussions.

It’s important for faculty to reinforce behavioral expectations. For example, in the author’s course he provides grading criteria for student participation, attendance and other positive behaviors. Reinforcement increases the probability of appropriate behavior being learned.²⁹ Nurturing a respectful classroom environment, where behavior accountability is promoted, produces happy, resilient and engaged students.³⁰

5. The Instructor as a Role Model for Civility

According to Social Learning Theory, students learn by observation.¹¹ Teaching by example is an effective way to promote civility. “For civility to change the world, we must first allow civility to change the way we view ourselves and each other.”⁷ “Promoting a respectful relationship doesn’t necessarily require extra time. It’s about how something is conveyed; tone and nonverbal manner are crucial.”¹⁵ Small behavioral changes can make a big difference in a relationship.¹⁵

Integrating the behaviors identified in Table 3 can help faculty to become role models for civility. Treating students with respect during every interactions, including class discussions, questions and presentations, can facilitate civility. For example:

- Soliciting student opinions or providing specific feedback to students.
- Interacting with students who come to class early.
- Interacting with students outside of class (e.g., university fitness center, university activities).
- Making positive comments to students (e.g., a student who comes to class early, a student who appears prepared for class, a student who regularly participates in class).

By integrating the Components of Civility, instructors can become positive role models, and help to prepare students for academic and career success. The author has noted that showing respect to students tends to promote mutual respect by them. Whether instructors realize it or not, they are role models for students. Students “respect and emulate teachers who transform their lives. For many students, the only engineer they know is the one who is in the front of their class.”³¹

Ideas for Engineering and Technology Faculty on Integrating Civility into Coursework

Faculty play a pivot role in preparing students for their future careers. Providing the most effective learning opportunities are paramount to helping students achieve academic and

professional success. Therefore, it's important for faculty to become familiar with, not only effective methods of learning, but the skills students will need to succeed in their careers. Fortunately, soft skills such as civility, can be incorporated into most engineering and technology courses without significantly altering the structure of those courses. For example:

1. Course Topic of Continuous Improvement: After providing students with a newspaper article on offshore outsourcing, the class can be divided into brainstorming teams. The instructor can establish grading criteria for ideas generated on how organizations can reduce waste and improve the efficiency of the factors of production in order to limit outsourcing. Outsourcing involves a number of issues including unemployment, international competition, ethics, unionization and training, to name a few. Likewise, the instructor can encourage students to demonstrate mutual respect during discussions, including listening and evaluating diverse viewpoints and approaches for dealing with the issues identified. Table 10 provides an example of the potential Components of Civility that can be satisfied using the preceding example.

Table 10: Potential Components of Civility satisfied by the preceding example.

Civility Component	Assignment Features/Author's (Civility) Behavior
Fairness	The instructor can establish and communicate grading criteria to evaluate ideas/teams.
Fairness	The instructor can establish behavioral expectations for mutual respect.
Constructive Feedback	The assignment encourages students to evaluate ideas and solutions generated by classmates/teams.
Values Ideas	The assignment requires the generation of diverse ideas and solutions.

2. Case Studies: Instructors can incorporate civility with individual students or student teams when discussing case studies on engineering/technology concerns. For example, when discussing case studies on the leadership roles or challenges students will encounter during their careers, instructors can talk about the importance of civility. At the same time, instructors can show interest and provide positive feedback during student discussions. This will encourage students to develop their ideas for dealing with specific challenges they will likely encounter in the workplace. Table 11 provides an example of the potential Components of Civility that can be satisfied using the preceding example.

Table 11: Potential Components of Civility satisfied by the preceding example.

Civility Component	Assignment Features/Author's (Civility) Behavior
Fairness	The instructor can talk/teach about the importance of civility in a leadership role.

Pay Attention	The instructor can show interest in the student discussions.
Constructive Feedback	The instructor can provide positive feedback during the student discussions.
Values Ideas	The instructor can express appreciation to the class for their diverse ideas and solutions.

3. Laboratory Work: For courses involving laboratory work, instructors can encourage students to contribute ideas on how to improve lab safety. Table 12 provides an example of the potential Components of Civility that can be satisfied using the preceding example.

Table 12: Potential Components of Civility satisfied by the preceding example.

Civility Component	Assignment Features/Author's (Civility) Behavior
Think the Best of Others	Soliciting safety ideas from students can show that the instructor has positive expectations of the students' safety knowledge.
Be Inclusive	The instructor can include students in establishing lab safety rules.
Values Ideas	The instructor can express appreciation to students for the ideas contributed.

4. Employed Students: Instructors can demonstrate respect for students by allowing them to provide personal examples from their work experiences related to a course topic or discussion. This will allow students the opportunity to contribute ideas and integrate their work-related experiences into topics being discussed. Table 13 provides an example of the potential Components of Civility that can be satisfied using the preceding example.

Table 13: Potential Components of Civility satisfied by the preceding example.

Civility Component	Assignment Features/Author's (Civility) Behavior
Acknowledge Others	The instructor can give recognition to students who contribute ideas.
Think the Best of Others	The assignment/discussion can show that the instructor had positive expectations of the students' work experiences.
Values Ideas	The instructor can express appreciation to students who contribute ideas.

5. Multidisciplinary Learning: Instructors can incorporate civility as a multidisciplinary topic assignment. The instructor can develop a "current topic assignment" where students are required

to research or discuss a non-technical issue related to their careers. For example, the 2016 U.S. Presidential Campaigns present an opportunity for students to discuss the candidates' leadership abilities and policy ideas. When considering the controversial rhetoric spoken by some candidates, civility can also be discussed. The election of a new U.S. President is relevant for engineering and technology students since it impacts their education and careers. Table 14 provides an example of the potential Components of Civility that can be satisfied using the preceding example.

Table 14: Potential Components of Civility satisfied by the preceding example.

Civility Component	Assignment Features/Author's (Civility) Behavior
Fairness	The instructors has an opportunity to teach civility to the students.
Fairness	The instructor can establish grading criteria to evaluate student participation during the discussion.
Value Ideas	The instructor can express appreciation to students for ideas contributed.

6. Course Topic of Plant Layout: After providing students with a newspaper article on industry consolidation of manufacturing companies, the instructor can divide the class into groups to brainstorm ideas on how efficient plant layout can reduce costs. The instructor can encourage students to respect the ideas and opinions offered by fellow classmates. S/he can stress the importance of active listening (using both the mental and physical components of listening). After different viewpoints are exchanged, students can be encourage to decide on a course of action for dealing with the issues identified. Table 15 provides an example of the potential Components of Civility that can be satisfied using the preceding example.

Table 15: Potential Components of Civility satisfied by the preceding example.

Civility Component	Assignment Features/Author's (Civility) Behavior
Give Praise	The instructors can express appreciation to students for ideas contributed.
Be considerate	The instructor encourages active listening by the students.
Value Ideas	The assignment encourages students to exchange diverse ideas and opinions.

Conclusion

Academic programs are confronted with the challenge to provide students with the skills required for academic and professional success. Unfortunately, training on the "soft skills" is often overlooked in most engineering and technology courses. Consequently, faculty need to reevaluate the traditional focus of teaching in order to integrate multidisciplinary learning into

their courses. In particular, faculty need to incorporate the practice and teaching of civility into their courses for sustained student success.

In the paper the author describes how he integrates civility into his classroom management and course work. The paper identifies why it's important for students to learn about civility. Also, the author provides guidelines he developed and follows for incorporating civility into the classroom. By implementing the guidelines provided in the paper, other technology and engineering faculty can introduce civility concepts into their courses.

References

1. Benderly, B.L. (2015). Checkered Careers, *ASEE Prism Magazine*, Vol. 24 (5), pp. 31-33.
2. Jaschik, S. (2015). Should Profs Leave Unruly Classes?. Retrieved on July 28, 2015 from <https://www.insidehighered.com/news/2010/11/29/walkout>.
3. Lord, M. (2010). Not What Students Need, *ASEE Prism Magazine*, Vol. 19 (5), pp. 44-46.
4. Rico, D. (2015). Community Civility Counts Initiative Expands Globally, *The Times Newspaper*, Vol. 107 (67) and Vol. 105 (27), p. A 1 & A 5.
5. Carden, D. (2016). Senator Laud Civility Counts Initiative, *The Times Newspaper*, Vol. 107 (177) and Vol. 105 (137), pp. A1 & A6.
6. Ocon, R. (2007). Using Classroom Civility to Enhance Learning and Promote Valuing Diversity, *Fifth LACCEI International Latin American and Caribbean Conference for Engineering and Technology (LACCEI'2007)*, May 29 – June 1, Tampico, México.
7. Hughes, J. (2015). Civility Counts Essay and Drawing Contest Winners Announced, *The Times Newspaper*, Vol. 106 (357) and Vol. 104 (317), p. E 3.
8. Hamilton, L. & Associated Press (2015). Hamilton, Lugar: State Needs Problem-Solving. *The Times Newspaper*, Vol. 106 (340) and Vol. 104 (300), p. A 1-2.
9. Moore, S. (2016). Civility Counts Heads into NWI Classrooms, *The Times Newspaper*, Vol. 107 (152) and Vol. 105 (112), p. A2.
10. Civility- Dictionary Definition. Retrieved on December 15, 2015 from <http://www.vocabulary.com/dictionary/civility>.
11. Trevino, L.K. and Nelson, K.A. (2014). Managing Business Ethics, *John Wiley and Sons, Inc.*, pp. 269-275, 413.
12. Forni, P.M. (2015). Choosing Civility: The 25 Rules of Considerate Conduct, Retrieved on March 10, 2016 from <http://www.brianwright.com/Coffee>.
13. Loop, E. and Demand Media (2016). Components of Respect in a Relationship/Classroom, Retrieved on March 19, 2016 from <http://classroom.synonym.com/components-respect-relationship-19755.html>.
14. Respect at Workplace (2016). The Respect Model, Retrieved March 10, 2016 from <http://www.mnestudies.com/human-resource/respect-model>.
15. Porath, C. (2015). No Time To Be Nice At Work. Retrieved on July 28, 2015 from <http://www.nytimes.com/2015/06/21/opinion/sunday/is-your-boss-me>.
16. Pete, J. S. (2015). Workplace Civility Could Boost Bottom Line, *The Times Newspaper*, Vol. 106 (354) and Vol. 104 (314), p. A 3.
17. Gurchiek, K. (2015). Workplace Rudeness: Put a Cork in it!, *Human Resource Magazine*, Vol. 60 (7), p. 16.
18. Colvin, G. (2015). Humans Are Underrated, *Fortune Magazine*, Vol. 172 (2), August 1, pp. 100-113.
19. Schramm, J. (2015). Employers Delay Hiring New Grads, *Human Resource Magazine*, Vol. 60 (5), p. 110.
20. Ocon, R. and McFarlane, O. (2010). Women and Leadership: Preparing (Women) Students for the Leadership Challenge, *2010 Annual American Society for Engineering Education Conference (ASEE)*, June 20-23, 2010, Louisville, Kentucky.
21. Ocon, R. (2006). Issues on Gender and Diversity in Management, *University Press of America, Inc.*, pp. 1-8.

22. Segal, J. (2015). Attack Bullying Without Being Attacked, *Human Resource Magazine*, Vol. 60 (5), pp. 116-119.
23. Williams, W. (2015). Williams: Better Watch What You Say On Campus, Retrieved on August 31, 2015 from www.goupstate.com/.../ARTICLES/150819781/-1/magazineCached.
24. Reichman, H. (2016). Civility and Free Speech, Retrieved on March 8, 2016 from <https://www.thefire.org/civility-free-speech/>.
25. Vargo, B. (2013). Human Interaction is Crucial to Teaching, *The Times Newspaper*, Vol. 105 (22) and Vol. 102 (348), p. C1.
26. Green, E. (2014). Building a Better Teacher, *Parade Magazine*, Vol. 105 (366) & Vol. 103 (326), pp. 6-9.
27. Deiter, R. (2000). The Use of Humor as a Teaching Tool in the College Classroom, *NACTA Journal*. Retrieved on February 7, 2014 from www2.econ.iastate.edu/faculty/deiter/HumorArticle.pdf.
28. McNeely, R. (2015). Using Humor in the Classroom, National Education Association. Retrieved on January 21, 2015 from <http://www.nea.org/tools/52165.htm>.
29. Reece, B.L. (2014). Effective Human Relations, *South-Western Cengage Learning*, pp. 207-221.
30. Sepler, F. (2015). Nice Is Better: The Cost of Incivility in the Workplace, Retrieved on July 28, 2015 from <http://www.nytimes.com/2015/06/29/opinion/nice-is-better-the-cst-of>.
31. Larson, D. (2015). An Unfamiliar Ring, *ASEE Prism Magazine*, Vol. 25 (1), p. 64.