

**Experience of Students' Disruptive and Disrespectful Behavior
Survey of Faculty
Conducted by the ADVANCE Program
March, 2015**

Introduction

In fall, 2014 the ADVANCE Program conducted a faculty survey to assess experiences of students' disruptive and disrespectful behavior in both undergraduate and graduate level courses in the past year. A sample of tenure track faculty (excluding those in the Medical School) was surveyed including all women and underrepresented minority faculty and a random sample of white and Asian/Asian American men (stratified by rank and equal to the number of comparable white and Asian/Asian American women). The survey launched on Friday, October 10, 2014, and closed on Monday, November 10, 2014.

A total of 1,373 faculty were surveyed and 797 responded (58% response rate). There were differences in response rate by gender, race-ethnicity and rank (but not by school). A weight factor was created to address these differences and was used in all analyses. A total of 554 faculty reported that they had taught an undergraduate course in the past year; 548 reported that they had taught a graduate course within the same time period (365 reported both).

The survey was short. It asked faculty if they had taught a graduate and/or undergraduate course in the past year. Faculty who taught undergraduates classes were then asked if they had experienced each of a series of 18 undergraduate student behaviors in class, and outside class, within that time period (see Appendix A for a list of all 18 items). They were then asked if they had witnessed many of the same behaviors between students in class and, if so, to identify the social group(s) of the students targeted for each behavior identified (see Appendix B for a list of items asked about). The same set of questions was asked of faculty who taught at the graduate level. Finally, faculty were given the opportunity, in open ended format, to provide any other information they considered helpful. A summary of those faculty responses are presented in Appendix C.

It is important to note the limitations of the study. Not all faculty responded (although the response rate was generally high for an on-line survey) and the data are limited to faculty reports of specific behaviors they were asked about. It should also be emphasized that, in an effort to keep the survey short and the burden for faculty respondents minimal, respondents were only asked to indicate presence or absence of experience for each behavior asked about over the past year. We collected no information about intensity or frequency of the experiences. However, faculty members' open-ended responses listed in Appendix C make clear that for some faculty the experiences of such behaviors can be quite acute and even time consuming to address.

Faculty Experiences of Students' Disruptive and Disrespectful Behavior

Data on faculty reports of students' disruptive and disrespectful behavior directed toward them were examined separately for undergraduate student behavior in and outside the classroom and graduate student behavior in and outside of class (that is, four situations). For each situation, a total index (total negative behavior) was created by combining faculty responses to each of the 18 items. In addition, four separate indexes¹ were created, as follows:

¹ The Cronbach alphas for each index (assessed with undergraduate student data) were as follows: inattentive rudeness .75; challenged expertise .65; showed disrespect .74; expressed anger .44.

Inattentive rudeness:

Was visibly not paying attention

Engaged in other, unrelated, activity (e.g., checked email, played games, listened to music)

Talked with other students

Arrived late and/or left early without explanation

Didn't attend class or scheduled office hours without explanation

Challenged expertise:

Expressed doubt about your knowledge or expertise

Accused you of incompetence

Challenged your credibility/knowledge

Showed disrespect:

Gave you hostile looks, stares, or sneers

Interrupted or "spoke over" you

Addressed you in unprofessional terms, publicly or privately

Sent an email to you that was inappropriate in form or content

Made insulting or disrespectful remarks about you

Ignored you or failed to speak to you

Made jokes at your expense

Expressed anger:

Yelled, shouted, or swore at you

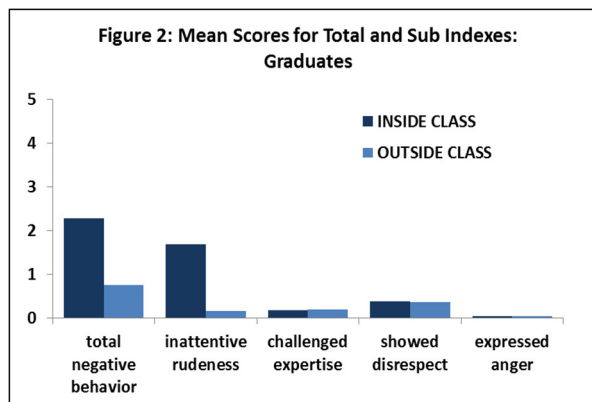
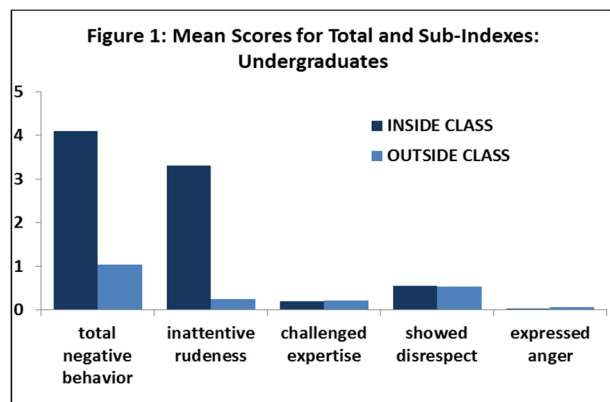
Targeted you with angry outbursts or "temper tantrums"

One item, *made a sexual advance toward you*, was not included in any index and was reported by less than 1% of the faculty.

Rates of reporting these disruptive and disrespectful behaviors were generally low for both undergraduate and graduate students in and outside the classroom. For example, in the case of undergraduate student behavior in class, where the highest number of the behaviors was reported, the mean score across the 18 items was 4.10; that is, on average faculty identified four of the 18 behaviors listed as ones they had experienced in their undergraduate classes in the last year. Reports ranged from 0 behaviors experienced (reported by 9% of the faculty who taught undergraduate classes) to 17 behaviors (reported by less than 1% of responding faculty).

Of the four indexes, *inattentive rudeness* was reported most often in the classroom (generally, disruptive and disrespectful behavior was more often reported during class than outside of class and most frequently reported in undergraduate classrooms). The mean score for inattentive rudeness for undergraduate in-classroom behavior was 3.31; that is, on average faculty identified slightly more than three different behaviors on this index (from a total of five) that they experienced in undergraduate classrooms within the past year. Reports ranged from 0 reported behaviors (reported by 10% of the faculty who taught undergraduate classes) to all 5 behaviors (reported by 35% of the faculty who taught undergraduate classes). In contrast, fewer of the faculty reported any instances of undergraduate students who *challenged expertise* (13%, three items), *showed disrespect* (27%, seven items), or *expressed anger* (3%, two items) in the classroom.

It should also be noted that the four indexes are highly positively inter-correlated, such that an increase in one is associated with an increase in the others. This suggests that the presence of one set of behaviors (e.g., inattentive rudeness) in the classroom increases the likelihood of the presence of the other behaviors. Mean scores for the total negative behavior measure as well as the individual indexes for both undergraduate and graduate students in and outside the classroom are reported in Table 1 and displayed in Figures 1 and 2.



Despite low occurrences in some areas, the data clearly show that some faculty reported experiencing each of these kinds of disrespectful and disruptive student behaviors; for example, as many as one quarter of responding faculty reported undergraduate student behavior that showed disrespect toward them in the past year. Moreover, 30% of the faculty reported at least one behavior related to *challenged expertise*, *showed disrespect* or *expressed anger* in the case of undergraduate students (23% reported the same for graduate students). Tables 2a, 2b, and 2c report the percentage of faculty reports of any experiences from each of the four indexes for the total sample as well as by gender, race-ethnicity, and rank (limited to undergraduate in class behavior).

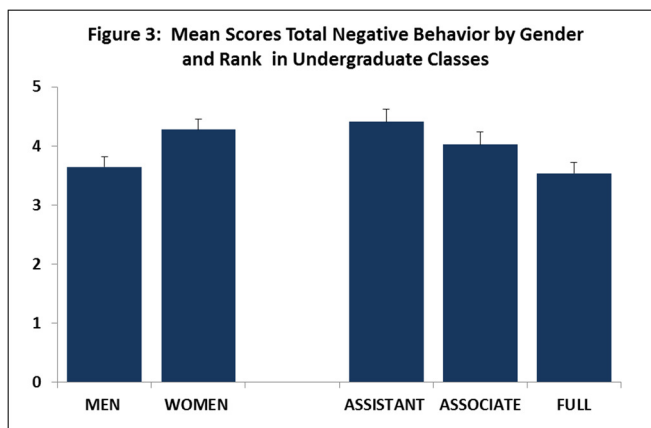
Analyses were conducted to learn if some faculty may be more likely than other faculty to experience such classroom behavior. In particular we were interested in learning the extent to which faculty members' gender, race-ethnicity, rank and broad disciplinary group (science & engineering, social sciences, and arts & humanities)² were related to experiences of disrespectful and disruptive student behavior. Multiple regressions were run separately on the total negative behavior measure as well as on each of the four indexes (regressions were also run on the remaining individual item, made a sexual advance, but those analyses produced no statistically significant results). These regressions were run separately for the four teaching situations (undergraduate students in and outside class; graduate students in and outside class). Results of the regression analyses can be found in Tables 3a to 6e. The use of multiple regression allows for each predictor to be evaluated, while controlling for each of the others. The predictors that emerge as significant in such an analysis are those that predict important variance in the measures of behavior above and beyond the variance predicted by the other variables in the model. In this case the potential predictors we were interested in were gender, race-ethnicity, rank, and broad disciplinary group.

² The survey also asked faculty to identify their school affiliation with these options: Engineering, LSA, Medicine, or other. Initial analyses including school produced no clear findings on this dimension and were subsequently dropped.

For each dependent measure (total negative behavior and the four individual indexes calculated for each of the four conditions) a model was run that included dichotomous variables for each of the categorical measures of gender, race-ethnicity (underrepresented minority vs. not and Asian/Asian-American vs not), rank (assistant professor vs. not and associate professor vs. not), and broad disciplinary group (science & engineering vs. not and arts & humanities vs. not)³. These variables were entered in the first step; two ways interactions (e.g., gender X URM; assistant professor X science & engineering) were entered next⁴. The regressions were run separately for reported behavior from undergraduate students, both in and outside the classroom, and similarly reported behavior from graduate students, both in and outside the classroom. Results of regression analyses can be found in Tables 3a-6e.

Undergraduate Students

The regression analyses revealed that some faculty were more likely to experience *disrespectful and disruptive behavior* from undergraduate students compared to their colleagues. Women and assistant and associate professors reported more instances of disrespectful and disruptive behavior during class across all items (total negative behavior score) than their counterparts (see Figure 3). In addition, URM faculty at the associate level reported higher levels than other associate professors; senior men reported them least often. Asian/Asian-American faculty as well as those in the arts & humanities fields reported fewer instances across all items both during class and outside of the classroom, when controlling for the other predictors. In contrast, URM faculty at the associate level reported more instances of all behaviors from undergraduate students outside the classroom.

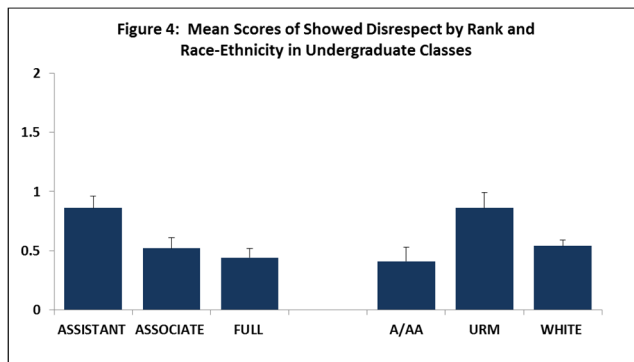


White faculty reported higher levels of *inattentive rudeness* in the undergraduate classroom than faculty of color; there was also a trend for women to report inattentive rudeness more often than men. Similarly, junior faculty (both assistant and associate professors) reported higher levels than full professors; in particular, women at the assistant professor level reported high levels of inattentive rudeness. Faculty in the arts & humanities reported fewer instances of inattentive rudeness than those in other disciplinary areas. There was no difference for science and engineering overall; however, Asian/Asian-American faculty in science & engineering reported fewer instances than their science and engineering colleagues. These differences did not hold for undergraduate students' behavior outside the classroom. In this case the only significant difference was that Asian/Asian-American faculty reported fewer instances of inattentive rudeness compared to other faculty.

³ The reference groups were white faculty, full professors, and social science faculty, respectively.

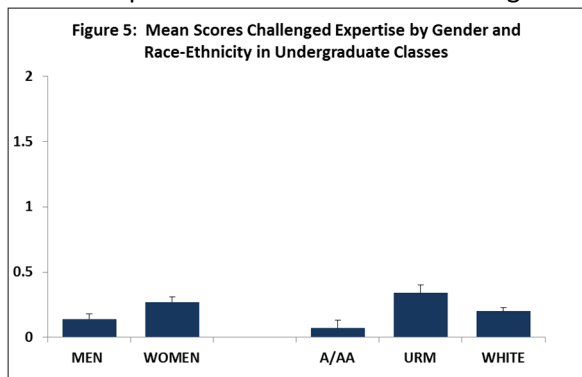
⁴ To simplify output, interactions by gender, URM status, and Asian/Asian-American status were entered separately.

In the classroom, underrepresented racial-ethnic minority faculty and among all faculty, those at the assistant professor level, were more likely to report experiences of students who showed them *disrespect* compared to racial-ethnic majority and more senior faculty (see Figure 4). In addition, women assistant professors (regardless of race-ethnicity) reported higher levels of disrespectful behavior. Outside class, both assistant and associate professors reported higher levels of disrespectful behavior and Asian/Asian-American faculty reported lower levels.



As was found for disrespectful behavior in the classroom, URM faculty reported more instances of students *expressing anger* toward them compared to racial-ethnic majority faculty; specifically this was the case for URM faculty at the associate professor level. Social science faculty generally reported more instances (in the case of arts & humanities faculty the difference was a trend). There were no group differences in reports of undergraduate student anger outside the classroom.

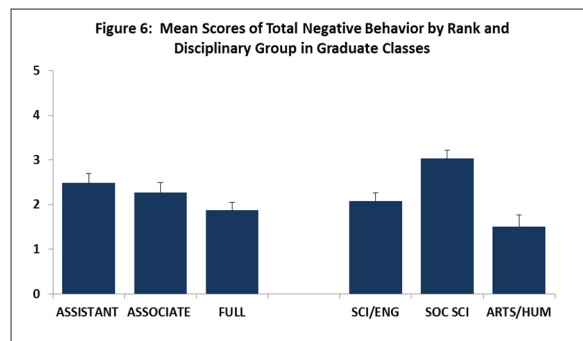
Women reported more instances of undergraduate students *challenging their expertise* both in and



outside the classroom compared to men. There were trends for URM faculty to report higher levels and Asian/Asian-American faculty to report lower levels compared to other faculty (see Figure 5). Further, URM women and associate professors reported higher levels of being challenged in undergraduate classrooms. Outside the classroom Asian/Asian-American faculty reported lower levels and associate professors reported higher levels. Moreover, URM faculty at the associate professor level more often reported challenging behavior outside the classroom.

Graduate Students

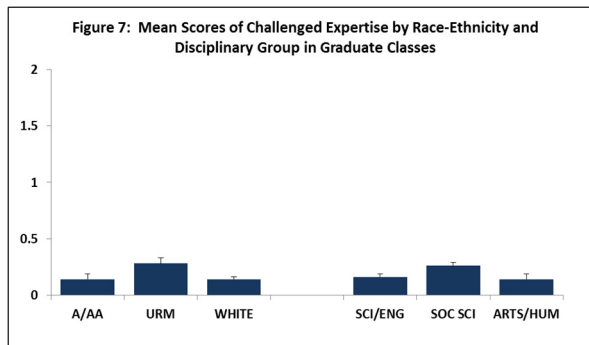
Faculty at the assistant and associate levels as well as social science faculty reported more instances of disruptive and disorderly behavior (*total negative behavior score*) from graduate students in the classroom compared to full professors and faculty in the other disciplinary groups (see Figure 6). Outside the classroom Asian/Asian-American faculty and those in the arts & humanities reported fewer instances; there were no differences by rank.



Similarly, social science faculty reported higher levels of *inattentive rudeness* from graduate students in and outside the classroom compared to faculty in other disciplinary groups.

URM faculty and those in the social sciences reported more instances of *disrespectful and challenging behavior* from graduate students in class (however, in the case of arts & humanities faculty the

difference was a trend) inside the classroom (see Figure 7). More junior faculty (assistants and associates) also reported higher levels of challenging behavior compared to full professors in the classroom and associates reported higher levels of both challenging and disrespectful behavior outside the classroom. Outside the classroom Asian/Asian American women reported more disrespectful behavior than other women, and Asian/Asian American men reported less than other men.



There were no significant findings related to graduate students *expressing anger* in or outside the classroom.

Summary of Findings for Undergraduate and Graduate Students

Looking across the 18 items (total behavior) lower ranking faculty and URM associate professors reported more experiences of disruptive and disrespectful behavior. Moreover, women reported higher levels within undergraduate classrooms. Reports were also higher for social science faculty in graduate level courses.

More junior faculty (most often both assistants and associates) reported higher levels of inattentive rudeness, challenging and disrespectful behavior, especially at the undergraduate level. Similarly, URM faculty (and especially those at the associate level) reported more instances of disrespectful and challenging behavior as well as anger at the undergraduate and/or graduate student levels. Women at the assistant level were more likely to experience inattentive rudeness and disrespectful behavior from undergraduate students.

Faculty Observations of Disrespectful and Disruptive Behavior between Students

As previously described, faculty were asked if they had observed 13 different behaviors enacted between students in their undergraduate and/or graduate level courses, and if so, to describe the social group(s) of the students targeted. These 13 behaviors were grouped to correspond to the four indexes constructed for the previous analyses (see Appendix B to see how the behaviors were grouped) and were assessed separately for undergraduate and graduate level classes. See Table 7 for percentages of faculty reporting different social groups as targets of specific disrespectful and disruptive behavior in undergraduate and graduate classes. Generally, the rates of reporting any disrespectful and disruptive behavior between students in the classroom produced the following pattern: 31% of faculty of undergraduate classes and 22% of faculty of graduate classes reported witnessing at least one of the 13 behaviors asked about.

Undergraduate Classes

The largest percentage of faculty who taught undergraduate classes in the past year reported inattentive rudeness and disrespectful behavior between students in class (20% in each case). Far fewer (10%) witnessed students *challenging another students' expertise* and only 1% noted *anger expressed* between students. Not all faculty identified the social groups of the students targeted for the behaviors they witnessed; when they did they often described multiple social groups.

Twenty-six of the faculty described the social groups of students targeted by *inattentive rudeness* from other students in their undergraduate classes. Most often identified were students of color (50%) and

women (42%). Far fewer mentioned white students (19%), men (15%), and those with disabilities (12%). Least often described was students' sexual orientation (4%).

Twenty-seven faculty reported on the targets of undergraduate students' *challenging behavior* toward other students in class. Of these, most, again, identified students of color (70%) and women (52%) as the targets. Fewer identified white students (15%), international students (11%), and those with disabilities (7%). Less than 5% described students based on their religion or sexual orientation. Fifty-one faculty identified the social groups of students targeted by *disrespectful behavior*. Of these, most identified women (61%) and students of color (51%) as targets of students' disrespectful behavior. Fewer identified white students (14%), international students (8%) and those based in religion, sexual orientation, and disability (fewer than 5% in each case).

Finally, two faculty reported on the student characteristics of those targeted by *anger* from fellow students. The faculty provided several descriptors of the students but in all cases they were students of color.

Graduate Students

Inattentive rudeness and *disrespectful behavior* between graduate students in class was most often reported by faculty (14% in each case). Fewer noted *challenging behavior* (7%) and *anger* (1%). As was the case for undergraduate classes, not all faculty identified the social groups of the students targeted for the behaviors they witnessed; when they did they often provided multiple social groups.

Twenty-four faculty described the social groups of students targeted by *inattentive rudeness* in graduate level classes. Students of color (42%) and women (33%) were most often cited. Fewer mentioned white (17%) and international students (17%); less than 5% identified students based on their religion or low-income status.

Twenty-two faculty noted the social groups of students whose *expertise was challenged* by their fellow graduate students. Most identified women (41%) and students of color (36%). Also noted were white students (18%) and men (14%). Fewer than 10% described international students, those of particular religions, and those with low SES.

Of the twenty-eight faculty who reported on the social groups of students targeted by *disrespectful behavior*, again most were women (61%) and students of color (43%). A few described white students (18%) men (14%) and international students (14%). Fewer than 10% mentioned students based on religion, sexual orientation or socio-economic status.

Two faculty noted the social groups of students who were targeted by *anger*; these students were described as women, men, and students of color.

Summary of Student to Student Behavior

As was seen in the student to faculty behavior, faculty most often reported inattentive rudeness and disrespectful behavior between students in both undergraduate and graduate student classes. Far fewer described challenging behavior or expressions of anger between students but they were observed by some faculty.

Of those faculty who identified the social groups of the students targeted by this behavior, for all types (inattentive rudeness, disrespectful behavior, challenges to expertise and expressions of anger) most

often cited were students of color and women. Also mentioned, but less frequently, were white, international, men, and sexual minority students as well as those defined by their religious affiliation and low-income status.

Conclusions

The findings from the data on students' disruptive and disrespectful behavior suggest that classroom experiences can be challenging at best and quite negative at worst for many faculty; only 9% of responding faculty reported experiencing no such behaviors directed toward them from their undergraduate students in the past year. In addition, many classroom teachers also must manage disruptive and disrespectful behavior exhibited between students. While present for all faculty, the data make clear that certain faculty, especially underrepresented minority faculty, women, junior faculty and those in the social sciences, are more likely to be recipients of disruptive and disrespectful behavior from both undergraduate and graduate students. Similarly, students of color and women students are most likely to be targeted with such behavior from their peers. Since these disruptive and disrespectful behaviors are disproportionately experienced by URM, female, and less senior faculty, it is particularly important that racial majority, male and senior faculty understand that their colleagues are faced with different challenges in the classroom than they are.

Given the rate at which these kinds of behaviors occur, it is clearly important for faculty to have strategies for effectively dealing with them. Some of the faculty articulated, in the open-ended responses from the survey (Appendix C), effective approaches and classroom policies they have developed to address various forms of disruptive and disrespectful behavior from students. However, this is almost certainly easier for those less likely to be targeted with disrespectful and disruptive behavior. For example, one faculty member responded to the open ended question, "I don't have much to report by way of bad behavior. Of course, I'm a white male full professor, so I'm far from most at risk for this kind of bad behavior." Another commented, "People have not done this sort of thing in my classes--yet. But I have heard of it happening to others, especially to female faculty of color, and some of what I have heard is truly awful." Certainly, it would be beneficial for all faculty to be equipped with ideas about how best to maintain the classroom as positive academic space. It may be equally important to set more explicit norms with students about appropriate behavior in academic interactions with faculty and with other students.

Table 1: Index Means by Four Teaching Situations

	undergraduate students				graduate students			
	inside class		outside class		inside class		outside class	
	mean	sd	mean	sd	mean	sd	mean	sd
total behavior (18 items)	4.10	2.64	0.96	2.48	2.27	2.73	0.75	2.02
inattentive rudeness (5 items)	3.31	1.66	0.23	0.84	1.69	1.80	0.16	0.65
challenged expertise (3 items)	0.20	0.57	0.21	0.61	0.17	0.52	0.19	0.58
showed disrespect (7 items)	0.54	1.15	0.53	0.96	0.38	0.98	0.36	1.02
expressed anger (2 items)	0.04	0.22	0.05	0.24	0.03	0.18	0.04	0.24

Table 2a: Percent Faculty Reporting any Experience in Undergraduate Classes by Gender and Race-Ethnicity

	N	inattentive rudeness (5 items)	challenged expertise (3 items)	showed disrespect (7 items)	expressed anger (2 items)	last 3 indexes combined
Total Sample	556	90%	13%	27%	3%	30%
all Men	264	90%	9%	23%	2%	24%
all Women	137	91%	16%	30%	4%	35%
A/AA* Men	46	96%	0%	14%	3%	14%
A/AA Women	25	88%	8%	20%	3%	26%
W** Men	113	90%	8%	19%	1%	20%
W Women	64	92%	16%	30%	3%	35%
URM*** Men	33	81%	11%	27%	4%	27%
URM Women	22	90%	26%	39%	13%	42%

*Asian/Asian American

**White

***Underrepresented Racial Ethnic Minority (defined as American Indian/Alaskan Native, Black/African American, and Hispanic/Latino)

Table 2b: Percent Faculty Reporting any Experience in Undergraduate Classes by Gender and Rank

	N	inattentive rudeness (5 items)	challenged expertise (3 items)	showed disrespect (7 items)	expressed anger (2 items)	last 3 indexes combined
Asst Men	72	94%	12%	38%	4%	39%
Asst Women	48	87%	14%	30%	1%	36%
Assoc Men	87	88%	10%	16%	1%	19%
Assoc Women	57	91%	16%	34%	7%	38%
Full Men	193	90%	4%	13%	0%	14%
Full Women	78	93%	17%	26%	5%	33%

Table 2c: Percent Faculty Reporting any Experience in Undergraduate Classes by Rank and Race-Ethnicity

	N	inattentive rudeness (5 items)	challenged expertise (3 items)	showed disrespect (7 items)	expressed anger (2 items)	last 3 indexes combined
A/AA* Asst	26	87%	3%	28%	6%	31%
URM** Asst	12	88%	24%	41%	6%	47%
W*** Asst	82	93%	15%	36%	2%	39%
A/AA Assoc	13	94%	0%	6%	0%	6%
URM Assoc	18	91%	28%	36%	15%	36%
W Assoc	112	88%	12%	24%	2%	27%
A/AA Full	28	98%	5%	9%	2%	11%
URM Full	25	78%	6%	25%	3%	25%
W Full	218	91%	8%	17%	1%	20%

*Asian/Asian American

**White

***Underrepresented Racial Ethnic Minority (defined as American Indian/Alaskan Native, Black/African American, and Hispanic/Latino)

Table 3a: Regression Analyses for Reported Total Behavior in Undergraduate Classes

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.
	B	Std. Error	Beta		
1 constant	.005	.045		.105	
female	.111	.045	.109	2.504	**
underrepresented minority	.005	.047	.004	.103	
Asian/Asian-American	-.097	.038	-.111	-2.535	**
science & engineering	-.025	.049	-.027	-.515	
arts & humanities	-.097	.047	-.104	-2.064	*
assistant professor	.146	.047	.141	3.097	**
associate professor	.095	.046	.096	2.087	*
2 female X URM	-.006	.048	-.006	-.124	
female X A/AA	-.004	.040	-.004	-.094	
female X assistant	-.143	.049	-.142	-2.913	**
female X associate	-.039	.048	-.040	-.817	
female X sci/eng	-.063	.052	-.067	-1.206	
female X arts/hum	-.047	.047	-.052	-1.006	
3 URM X female	.008	.048	.008	.170	
URM X assistant	.031	.055	.027	.573	
URM X associate	.109	.049	.103	2.228	*
URM X sci/eng	-.045	.060	-.038	-.751	
URM X arts/hum	-.015	.046	-.016	-.328	
4 A/AA X female	-.059	.045	-.070	-1.335	
A/AA X assistant	-.011	.040	-.014	-.277	
A/AA X associate	-.005	.048	-.006	-.111	
A.AA X sci/eng	-.076	.052	-.094	-1.450	
A/AA X arts/hum	.003	.051	.003	.058	

Table 3b: Regression Analyses for Reported Inattentive Rudeness in Undergraduate Classes

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.
	B	Std. Error	Beta		
1 constant	.007	.046		.149	
female	.081	.046	.078	1.786	t
underrepresented minority	-.100	.049	-.089	-2.062	*
Asian/Asian-American	-.107	.039	-.119	-2.725	**
science & engineering	-.016	.051	-.016	-.310	
arts & humanities	-.145	.048	-.152	-3.031	**
assistant professor	.094	.048	.089	1.947	*
associate professor	.124	.047	.121	2.640	**
2 female X URM	-.034	.050	-.031	-.686	
female X A/AA	.010	.041	.011	.243	
female X assistant	-.127	.050	-.123	-2.514	**
female X associate	-.078	.049	-.078	-1.601	
female X sci/eng	-.008	.054	-.008	-.147	
female X arts/hum	-.007	.048	-.007	-.145	
3 URM X female	-.032	.049	-.029	-.647	
URM X assistant	.007	.056	.006	.127	
URM X associate	.062	.050	.057	1.227	
URM X sci/eng	-.044	.062	-.036	-.717	
URM X arts/hum	-.021	.047	-.021	-.447	
4 A/AA X female	-.057	.045	-.066	-1.256	
A/AA X assistant	-.023	.041	-.028	-.563	
A/AA X associate	.023	.049	.024	.474	
A.AA X sci/eng	-.111	.053	-.135	-2.086	*
A/AA X arts/hum	.005	.052	.005	.097	

***p≤.001; ** p≤.01; *p≤.05; †p≤.10.

Table 3c: Regression Analyses for Reported Challenges to Expertise in Undergraduate Classes

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.
	B	Std. Error	Beta		
1 constant	.003	.043		.073	
female	.118	.042	.124	2.820	**
underrepresented minority	.080	.045	.078	1.787	t
Asian/Asian-American	-.066	.036	-.081	-1.844	t
science & engineering	-.031	.047	-.035	-.673	
arts & humanities	.008	.044	.010	.192	
assistant professor	.057	.044	.059	1.277	
associate professor	.009	.043	.009	.200	
2 female X URM	.064	.046	.064	1.395	
female X A/AA	.006	.038	.008	.172	
female X assistant	-.067	.047	-.071	-1.433	
female X associate	-.026	.045	-.028	-.574	
female X sci/eng	-.050	.049	-.057	-1.019	
female X arts/hum	-.020	.045	-.023	-.451	
3 URM X female	.074	.045	.074	1.650	t
URM X assistant	.064	.051	.059	1.253	
URM X associate	.132	.046	.132	2.876	*
URM X sci/eng	-.088	.056	-.079	-1.576	
URM X arts/hum	-.014	.043	-.016	-.330	
4 A/AA X female	-.007	.042	-.008	-.156	
A/AA X assistant	-.024	.038	-.032	-.624	
A/AA X associate	-.028	.046	-.031	-.615	
A.AA X sci/eng	.013	.049	.017	.255	
A/AA X arts/hum	.022	.048	.024	.447	

Table 3d: Regression Analyses for Reported Shown Disrespect in Undergraduate Classes

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.
	B	Std. Error	Beta		
1 constant	-.003	.045		-.069	
female	.064	.044	.064	1.454	
underrepresented minority	.095	.047	.088	2.029	*
Asian/Asian-American	-.039	.038	-.045	-1.024	
science & engineering	-.004	.049	-.004	-.077	
arts & humanities	.000	.046	.000	.002	
assistant professor	.167	.046	.165	3.587	***
associate professor	.028	.045	.029	.623	
2 female X URM	-.012	.048	-.011	-.249	
female X A/AA	-.023	.039	-.028	-.584	
female X assistant	-.095	.048	-.096	-1.958	*
female X associate	.031	.047	.032	.654	
female X sci/eng	-.092	.051	-.099	-1.781	t
female X arts/hum	-.079	.046	-.088	-1.704	t
3 URM X female	.009	.048	.008	.185	
URM X assistant	.026	.054	.022	.471	
URM X associate	.066	.049	.063	1.365	
URM X sci/eng	.008	.059	.007	.136	
URM X arts/hum	.007	.046	.008	.160	
4 A/AA X female	-.045	.044	-.055	-1.032	
A/AA X assistant	.015	.039	.019	.371	
A/AA X associate	-.028	.048	-.030	-.587	
A.AA X sci/eng	-.025	.052	-.031	-.478	
A/AA X arts/hum	-.011	.051	-.012	-.219	

***p_≤.001; ** p_≤.01; *p_≤.05; †p_≤.10.

Table 3e Regression Analyses for Reported Expressions of Anger in Undergraduate Classes

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.	
	B	Std. Error	Beta			
1	constant	.011	.041		.261	
	female	.065	.040	.071	1.603	
	underrepresented minority	.097	.043	.099	2.252	*
	Asian/Asian-American	.021	.035	.027	.605	
	science & engineering	-.082	.045	-.096	-1.825	t
	arts & humanities	-.082	.043	-.098	-1.932	*
	assistant professor	.027	.043	.029	.621	
	associate professor	.037	.042	.042	.900	
2	female X URM	.061	.044	.064	1.396	
	female X A/AA	-.015	.036	-.020	-.423	
	female X assistant	-.084	.045	-.092	-1.874	t
	female X associate	.027	.043	.031	.635	
	female X sci/eng	-.077	.047	-.091	-1.630	t
	female X arts/hum	-.050	.043	-.061	-1.166	
3	URM X female	.080	.043	.083	1.832	t
	URM X assistant	.019	.049	.018	.384	
	URM X associate	.122	.044	.127	2.740	**
	URM X sci/eng	.002	.054	.002	.040	
	URM X arts/hum	.001	.042	.001	.027	
4	A/AA X female	-.023	.041	-.030	-.556	
	A/AA X assistant	.024	.036	.034	.659	
	A/AA X associate	-.021	.044	-.024	-.472	
	A.AA X sci/eng	.028	.048	.039	.586	
	A/AA X arts/hum	-.002	.047	-.002	-.036	

*** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$; t $p \leq .10$.

Table 4a: Regression Analyses for Total Behavior Reported Undergraduates Outside Class

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.
	B	Std. Error	Beta		
1 constant	.005	.041		.128	
female	.017	.041	.016	.424	
underrepresented minority	-.024	.043	-.021	-.557	
Asian/Asian-American	-.092	.033	-.107	-2.797	**
science & engineering	-.078	.043	-.078	-1.805	
arts & humanities	-.091	.045	-.085	-2.030	*
assistant professor	.029	.043	.026	.658	
associate professor	.065	.042	.060	1.535	
2 female X URM	.009	.044	.008	.200	
female X A/AA	.014	.036	.017	.400	
female X assistant	-.031	.045	-.029	-.685	
female X associate	.080	.044	.076	1.799	t
female X sci/eng	.004	.046	.004	.078	
female X arts/hum	.009	.045	.008	.191	
3 URM X female	.008	.044	.007	.180	
URM X assistant	.004	.049	.003	.078	
URM X associate	.097	.044	.087	2.184	*
URM X sci/eng	-.020	.050	-.017	-.399	
URM X arts/hum	-.039	.045	-.035	-.870	
4 A/AA X female	.015	.042	.019	.366	
A/AA X assistant	-.055	.038	-.074	-1.451	
A/AA X associate	.002	.046	.003	.051	
A.AA X sci/eng	.021	.050	.028	.422	
A/AA X arts/hum	-.009	.049	-.010	-.189	

Table 4b: Regression Analyses for Reported Inattentive Rudeness Undergraduates Outside Class

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.
	B	Std. Error	Beta		
1 constant	-.004	.041		-.103	
female	-.006	.040	-.006	-.147	
underrepresented minority	-.057	.042	-.051	-1.342	
Asian/Asian-American	-.066	.032	-.079	-2.057	*
science & engineering	-.047	.042	-.048	-1.103	
arts & humanities	-.058	.044	-.056	-1.331	
assistant professor	-.001	.042	-.001	-.020	
associate professor	.040	.041	.038	.965	
2 female X URM	-.008	.044	-.007	-.179	
female X A/AA	.014	.035	.018	.405	
female X assistant	-.044	.044	-.042	-.987	
female X associate	.046	.043	.045	1.056	
female X sci/eng	.005	.045	.006	.120	
female X arts/hum	-.011	.044	-.011	-.246	
3 URM X female	-.009	.043	-.008	-.208	
URM X assistant	-.011	.048	-.009	-.224	
URM X associate	.033	.044	.031	.762	
URM X sci/eng	-.008	.050	-.006	-.154	
URM X arts/hum	-.027	.044	-.024	-.608	
4 A/AA X female	.019	.039	.024	.497	
A/AA X assistant	.004	.033	.006	.130	
A/AA X associate	-.026	.042	-.028	-.630	
A.AA X sci/eng	.016	.044	.021	.361	
A/AA X arts/hum	.004	.049	.004	.080	

***p≤.001; ** p≤.01; *p≤.05; †p≤.10.

Table 4c: Regression Analyses for Reported Challenges to Expertise Undergraduates Outside Class

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.
	B	Std. Error	Beta		
1 constant	.012	.044		.278	
female	.111	.043	.114	2.587	**
underrepresented minority	.028	.046	.027	.619	
Asian/Asian-American	-.104	.037	-.125	-2.836	**
science & engineering	.008	.048	.009	.166	
arts & humanities	-.054	.045	-.060	-1.190	
assistant professor	.056	.045	.056	1.229	
associate professor	.086	.044	.090	1.947	*
2 female X URM	-.003	.047	-.003	-.055	
female X A/AA	-.026	.039	-.032	-.673	
female X assistant	-.031	.048	-.032	-.651	
female X associate	.022	.046	.023	.468	
female X sci/eng	-.075	.050	-.083	-1.487	
female X arts/hum	.007	.046	.008	.151	
3 URM X female	.010	.046	.010	.221	
URM X assistant	.000	.053	.000	.006	
URM X associate	.099	.047	.098	2.107	*
URM X sci/eng	-.077	.058	-.068	-1.341	
URM X arts/hum	-.063	.044	-.069	-1.433	
4 A/AA X female	-.037	.043	-.046	-.866	
A/AA X assistant	-.019	.039	-.025	-.492	
A/AA X associate	-.028	.047	-.030	-.602	
A.AA X sci/eng	-.001	.050	-.001	-.013	
A/AA X arts/hum	.017	.049	.019	.350	

Table 4d: Regression Analyses for Reported Shown Disrespect Undergraduates Outside Class

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.
	B	Std. Error	Beta		
1 constant	.000	.045		.010	
female	.061	.045	.060	1.375	
underrepresented minority	-.032	.048	-.029	-.671	
Asian/Asian-American	-.096	.038	-.110	-2.497	**
science & engineering	-.068	.049	-.071	-1.372	
arts & humanities	-.085	.047	-.092	-1.810	^t
assistant professor	.139	.047	.135	2.944	**
associate professor	.094	.046	.095	2.062	*
2 female X URM	-.008	.049	-.007	-.160	
female X A/AA	.040	.040	.047	.987	
female X assistant	-.060	.050	-.060	-1.218	
female X associate	.035	.048	.036	.725	
female X sci/eng	.013	.053	.014	.253	
female X arts/hum	-.026	.047	-.028	-.540	
3 URM X female	-.010	.048	-.010	-.210	
URM X assistant	.003	.055	.003	.058	
URM X associate	.057	.049	.054	1.164	
URM X sci/eng	.074	.060	.063	1.235	
URM X arts/hum	-.010	.046	-.010	-.210	
4 A/AA X female	.004	.044	.004	.080	
A/AA X assistant	-.014	.040	-.018	-.353	
A/AA X associate	-.054	.048	-.056	-1.126	
A.AA X sci/eng	.002	.052	.002	.032	
A/AA X arts/hum	.130	.051	.136	2.548	**

***p≤.001; ** p≤.01; *p≤.05; ^tp≤.10.

Table 4e: Regression Analyses for Reported Expressions of Anger Undergraduates Outside Class

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.	
	B	Std. Error	Beta			
1	constant	.011	.044	.030	.249	
	female	.029	.043	.030	.683	
	underrepresented minority	-.020	.046	-.020	-.447	
	Asian/Asian-American	-.060	.037	-.072	-1.632	t
	science & engineering	-.063	.047	-.070	-1.321	
	arts & humanities	-.081	.045	-.093	-1.810	t
	assistant professor	.070	.045	.072	1.552	
	associate professor	.066	.044	.070	1.510	
2	female X URM	.015	.047	.015	.318	
	female X A/AA	-.007	.038	-.009	-.186	
	female X assistant	-.031	.047	-.033	-.665	
	female X associate	.074	.046	.080	1.609	
	female X sci/eng	-.043	.050	-.048	-.847	
	female X arts/hum	-.044	.045	-.051	-.973	
3	URM X female	.025	.046	.025	.541	
	URM X assistant	.012	.053	.011	.236	
	URM X associate	.035	.047	.035	.748	
	URM X sci/eng	.031	.058	.027	.532	
	URM X arts/hum	-.006	.044	-.007	-.137	
4	A/AA X female	-.010	.043	-.013	-.235	
	A/AA X assistant	-.025	.038	-.034	-.653	
	A/AA X associate	-.022	.047	-.024	-.472	
	A.AA X sci/eng	.022	.050	.029	.439	
	A/AA X arts/hum	.026	.049	.029	.535	

***p≤.001; ** p≤.01; *p≤.05; †p≤.10.

Table 5a: Regression Analyses for Total Behavior Reported in Graduate Classes

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.
	B	Std. Error	Beta		
1 constant	-.031	.044		-.707	
female	.012	.043	.011	.268	
underrepresented minority	.042	.044	.040	.940	
Asian/Asian-American	.001	.034	.001	.022	
science & engineering	-.183	.045	-.196	-4.067	***
arts & humanities	-.229	.048	-.219	-4.738	***
assistant professor	.102	.045	.100	2.276	*
associate professor	.089	.045	.088	1.992	*
2 female X URM	-.057	.046	-.056	-1.238	
female X A/AA	.014	.038	.019	.360	
female X assistant	-.042	.047	-.041	-.892	
female X associate	-.011	.048	-.011	-.235	
female X sci/eng	.041	.048	.045	.869	
female X arts/hum	-.015	.050	-.014	-.291	
3 URM X female	-.075	.047	-.073	-1.580	
URM X assistant	.051	.049	.047	1.037	
URM X associate	.045	.047	.043	.962	
URM X sci/eng	-.053	.051	-.049	-1.047	
URM X arts/hum	-.043	.050	-.040	-.868	
4 A/AA X female	.026	.043	.036	.622	t
A/AA X assistant	-.059	.034	-.082	-1.765	
A/AA X associate	-.030	.048	-.033	-.621	
A.AA X sci/eng	-.018	.048	-.026	-.377	
A/AA X arts/hum	-.015	.059	-.014	-.250	

Table 5b: Regression Analyses Reported for Inattentive Rudeness in Graduate Classes

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.
	B	Std. Error	Beta		
1 constant	-.024	.047		-.506	
female	.015	.046	.014	.326	
underrepresented minority	-.010	.047	-.009	-.211	
Asian/Asian-American	.010	.035	.013	.291	
science & engineering	-.141	.048	-.144	-2.964	**
arts & humanities	-.271	.051	-.246	-5.312	***
assistant professor	.074	.048	.069	1.556	
associate professor	.089	.047	.084	1.891	t
2 female X URM	-.028	.049	-.026	-.565	
female X A/AA	-.004	.040	-.005	-.101	
female X assistant	-.027	.050	-.025	-.543	
female X associate	.001	.050	.001	.025	
female X sci/eng	.052	.051	.054	1.027	
female X arts/hum	-.024	.053	-.023	-.459	
3 URM X female	-.027	.050	-.025	-.539	
URM X assistant	.045	.052	.040	.873	
URM X associate	.054	.050	.049	1.072	
URM X sci/eng	-.008	.054	-.007	-.145	
URM X arts/hum	.007	.053	.006	.139	
4 A/AA X female	-.004	.045	-.005	-.087	
A/AA X assistant	-.050	.036	-.065	-1.403	
A/AA X associate	.003	.051	.003	.064	
A.AA X sci/eng	-.027	.051	-.038	-.537	
A/AA X arts/hum	-.006	.063	-.005	-.090	

***p<.001; ** p<.01; *p<.05; †p<.10.

Table 5c: Regression Analyses Reported for Challenges to Expertise in Graduate Classes

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.
	B	Std. Error	Beta		
1 constant	-.015	.041		-.368	
female	.034	.041	.036	.834	
underrepresented minority	.085	.042	.087	2.035	*
Asian/Asian-American	-.006	.032	-.008	-.188	
science & engineering	-.093	.042	-.108	-2.207	*
arts & humanities	-.089	.046	-.091	-1.959	*
assistant professor	.129	.042	.136	3.048	**
associate professor	.091	.042	.096	2.149	*
2 female X URM	-.008	.043	-.008	-.182	
female X A/AA	.065	.036	.095	1.833	t
female X assistant	-.042	.044	-.045	-.960	
female X associate	.001	.045	.001	.019	
female X sci/eng	.006	.045	.006	.124	
female X arts/hum	-.027	.047	-.029	-.581	
3 URM X female	-.054	.044	-.056	-1.212	
URM X assistant	.003	.046	.003	.059	
URM X associate	-.001	.044	-.002	-.034	
URM X sci/eng	-.117	.048	-.115	-2.454	**
URM X arts/hum	-.109	.047	-.109	-2.336	*
4 A/AA X female	.076	.040	.110	1.884	t
A/AA X assistant	-.020	.032	-.029	-.630	
A/AA X associate	-.007	.046	-.008	-.156	
A.AA X sci/eng	-.002	.045	-.004	-.055	
A/AA X arts/hum	-.057	.056	-.056	-1.015	

Table 5d: Regression Analyses for Reported Shown Disrespect in Graduate Classes

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.
	B	Std. Error	Beta		
1 constant	-.033	.042		-.784	
female	-.020	.042	-.021	-.477	
underrepresented minority	.085	.043	.085	1.997	*
Asian/Asian-American	-.009	.032	-.012	-.283	
science & engineering	-.187	.043	-.210	-4.324	***
arts & humanities	-.084	.046	-.084	-1.803	t
assistant professor	.070	.043	.072	1.627	t
associate professor	.033	.043	.034	.762	
2 female X URM	-.096	.044	-.099	-2.182	*
female X A/AA	.016	.036	.023	.437	
female X assistant	-.048	.045	-.050	-1.073	
female X associate	-.039	.046	-.041	-.846	
female X sci/eng	.025	.046	.029	.548	
female X arts/hum	.011	.048	.011	.232	
3 URM X female	-.120	.045	-.122	-2.641	**
URM X assistant	.063	.047	.061	1.347	
URM X associate	.040	.045	.040	.887	
URM X sci/eng	-.061	.049	-.058	-1.248	
URM X arts/hum	-.065	.048	-.063	-1.353	
4 A/AA X female	.043	.041	.062	1.058	
A/AA X assistant	-.059	.032	-.085	-1.828	t
A/AA X associate	-.084	.046	-.097	-1.819	t
A.AA X sci/eng	-.004	.046	-.006	-.085	
A/AA X arts/hum	-.003	.057	-.003	-.061	

***p<.001; ** p<.01; *p<.05; †p<.10.

Table 5e: Regression Analyses Reported for Expressions of Anger in Graduate Classes

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.
	B	Std. Error	Beta		
1	constant	-.009	.040		
	female	.028	.039	.031	.706
	underrepresented minority	.024	.040	.026	.592
	Asian/Asian-American	-.024	.031	-.035	-.779
	science & engineering	-.067	.041	-.082	-1.648
	arts & humanities	-.037	.044	-.039	-.829
	assistant professor	.061	.041	.067	1.485
	associate professor	.022	.041	.024	.532
2	female X URM	-.035	.042	-.039	-.845
	female X A/AA	-.025	.034	-.039	-.737
	female X assistant	.030	.043	.033	.701
	female X associate	.034	.043	.039	.794
	female X sci/eng	-.034	.043	-.042	-.787
	female X arts/hum	.050	.045	.055	1.100
3	URM X female	-.052	.043	-.057	-1.209
	URM X assistant	-.038	.045	-.039	-.846
	URM X associate	-.064	.043	-.069	-1.502
	URM X sci/eng	-.061	.046	-.063	-1.324
	URM X arts/hum	-.064	.045	-.067	-1.402
4	A/AA X female	-.010	.039	-.016	-.264
	A/AA X assistant	-.024	.031	-.037	-.782
	A/AA X associate	-.009	.044	-.011	-.208
	A.AA X sci/eng	.024	.044	.040	.557
	A/AA X arts/hum	.012	.054	.013	.228

*** $p \leq .001$; ** $p \leq .01$; * $p \leq .05$; ^t $p \leq .10$.

Table 6a: Regression Analyses for Total Behavior Reported Graduate Students Outside Class

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.
	B	Std. Error	Beta		
1 constant	-.011	.046		-.241	
female	.020	.045	.019	.435	
underrepresented minority	.015	.047	.014	.323	
Asian/Asian-American	-.017	.035	-.021	-.474	
science & engineering	-.099	.047	-.104	-2.100	*
arts & humanities	-.091	.051	-.085	-1.797	t
assistant professor	.044	.047	.042	.938	
associate professor	.113	.047	.109	2.413	*
2 female X URM	.012	.048	.012	.258	
female X A/AA	.068	.040	.090	1.702	t
female X assistant	-.002	.049	-.002	-.041	
female X associate	.051	.050	.050	1.016	
female X sci/eng	.048	.050	.051	.964	
female X arts/hum	.015	.052	.014	.287	
3 URM X female	-.011	.050	-.010	-.212	
URM X assistant	.068	.052	.061	1.325	
URM X associate	.073	.049	.067	1.467	
URM X sci/eng	-.070	.053	-.062	-1.309	
URM X arts/hum	-.021	.052	-.019	-.407	
4 A/AA X female	.070	.045	.093	1.566	
A/AA X assistant	-.035	.035	-.047	-.990	
A/AA X associate	-.048	.051	-.051	-.941	
A.AA X sci/eng	-.044	.050	-.063	-.883	
A/AA X arts/hum	-.077	.062	-.069	-1.242	

Table 6b: Regression Analyses for Reported Inattentive Rudeness Graduate Students Outside Class

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.
	B	Std. Error	Beta		
1 constant	-.012	.046		-.268	
female	-.030	.046	-.029	-.659	
underrepresented minority	-.014	.047	-.013	-.297	
Asian/Asian-American	.025	.035	.032	.708	
science & engineering	-.116	.047	-.121	-2.448	*
arts & humanities	-.123	.051	-.114	-2.416	*
assistant professor	-.009	.047	-.008	-.186	
associate professor	.082	.047	.078	1.736	t
2 female X URM	.017	.049	.016	.355	
female X A/AA	-.013	.040	-.017	-.329	
female X assistant	-.038	.049	-.037	-.777	
female X associate	.078	.050	.078	1.567	
female X sci/eng	.058	.050	.061	1.155	
female X arts/hum	.007	.052	.007	.139	
3 URM X female	.008	.050	.007	.157	
URM X assistant	.053	.052	.048	1.027	
URM X associate	.058	.050	.054	1.161	
URM X sci/eng	-.047	.054	-.042	-.869	
URM X arts/hum	-.032	.053	-.029	-.616	
4 A/AA X female	-.024	.045	-.032	-.536	
A/AA X assistant	-.061	.035	-.082	-1.719	t
A/AA X associate	-.004	.051	-.004	-.081	
A.AA X sci/eng	-.051	.050	-.072	-1.010	
A/AA X arts/hum	-.053	.063	-.047	-.847	

***p_≤.001; ** p_≤.01; *p_≤.05; †p_≤.10.

Table 6c: Regression Analyses Reported for Challenges to Expertise Graduate Students Outside Class

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.
	B	Std. Error	Beta		
1 constant	-.002	.042		-.039	
female	.107	.042	.112	2.569	**
underrepresented minority	.062	.043	.062	1.456	
Asian/Asian-American	-.024	.032	-.033	-.734	
science & engineering	-.004	.043	-.004	-.086	
arts & humanities	-.035	.047	-.035	-.755	
assistant professor	.045	.043	.047	1.046	
associate professor	.106	.043	.110	2.449	*
2 female X URM	.018	.044	.019	.414	
female X A/AA	.060	.036	.086	1.650	t
female X assistant	.009	.045	.009	.196	
female X associate	.068	.046	.073	1.490	
female X sci/eng	.019	.046	.022	.425	
female X arts/hum	-.073	.048	-.076	-1.522	
3 URM X female	.012	.046	.013	.270	
URM X assistant	.061	.047	.059	1.292	
URM X associate	.082	.045	.082	1.802	t
URM X sci/eng	-.071	.049	-.069	-1.460	
URM X arts/hum	.032	.048	.032	.677	
4 A/AA X female	.050	.041	.071	1.214	
A/AA X assistant	-.002	.032	-.003	-.066	
A/AA X associate	-.073	.047	-.084	-1.563	
A.AA X sci/eng	-.070	.046	-.107	-1.514	
A/AA X arts/hum	-.075	.057	-.073	-1.318	

Table 6d: Regression Analyses Reported for Shown Disrespect Graduate Students Outside Class

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.
	B	Std. Error	Beta		
1 constant	-.014	.047		-.293	
female	-.002	.046	-.002	-.043	
underrepresented minority	.004	.047	.003	.077	
Asian/Asian-American	-.029	.035	-.036	-.805	
science & engineering	-.103	.048	-.107	-2.173	*
arts & humanities	-.064	.051	-.059	-1.245	
assistant professor	.060	.048	.057	1.261	
associate professor	.106	.047	.101	2.232	*
2 female X URM	-.001	.049	-.001	-.020	
female X A/AA	.096	.040	.126	2.398	*
female X assistant	.008	.049	.007	.154	
female X associate	.008	.050	.007	.151	
female X sci/eng	.048	.050	.051	.953	
female X arts/hum	.047	.052	.045	.891	
3 URM X female	-.032	.050	-.030	-.639	
URM X assistant	.053	.052	.048	1.027	
URM X associate	.047	.050	.044	.945	
URM X sci/eng	-.055	.054	-.048	-1.011	
URM X arts/hum	-.031	.053	-.028	-.581	
4 A/AA X female	.116	.045	.153	2.594	**
A/AA X assistant	-.032	.035	-.043	-.913	
A/AA X associate	-.041	.051	-.043	-.804	
A.AA X sci/eng	-.007	.050	-.010	-.140	
A/AA X arts/hum	-.070	.062	-.062	-1.114	

***p \leq .001; ** p \leq .01; *p \leq .05; †p \leq .10.

**Table 6e: Regression Analyses for Reported Expressions of Anger
Graduate Students Outside Class**

Model	Unstand. Coeff.		Stand. Coeff.	t	Sig.	
	B	Std. Error	Beta			
1	constant	.002	.047		.038	
	female	.009	.046	.009	.196	
	underrepresented minority	-.017	.047	-.016	-.367	
	Asian/Asian-American	-.020	.036	-.025	-.559	
	science & engineering	-.080	.048	-.083	-1.674	
	arts & humanities	-.069	.051	-.064	-1.343	t
	assistant professor	.040	.048	.038	.847	
	associate professor	.024	.047	.023	.508	
2	female X URM	.031	.049	.029	.627	
	female X A/AA	.044	.040	.057	1.081	
	female X assistant	.025	.050	.024	.499	
	female X associate	.018	.051	.017	.347	
	female X sci/eng	.004	.051	.004	.077	
	female X arts/hum	.077	.053	.074	1.459	
3	URM X female	.017	.050	.016	.342	
	URM X assistant	.053	.052	.047	1.012	
	URM X associate	.022	.050	.020	.434	
	URM X sci/eng	-.024	.054	-.021	-.438	
	URM X arts/hum	-.014	.053	-.012	-.257	
4	A/AA X female	.031	.045	.041	.690	
	A/AA X assistant	.010	.036	.014	.289	
	A/AA X associate	-.039	.052	-.042	-.763	
	A.AA X sci/eng	-.032	.051	-.046	-.632	
	A/AA X arts/hum	-.030	.063	-.026	-.468	

***p_≤.001; ** p_≤.01; *p_≤.05; †p_≤.10.

Table 7: Percent of Faculty Reporting Different Social Groups of Students Targeted by Disruptive and Disrespectful Behavior

	N of faculty reporting	women students	men students	students of color	white students	international students	students of particular religions	students with disabilities	students of low SES	sexual minority students
undergraduate students										
inattentive rudeness	26	42%	15%	50%	19%	0%	0%	12%	0%	4%
challenged expertise	27	52%	7%	70%	15%	11%	4%	7%	0%	4%
showed disrespect	51	61%	8%	51%	14%	8%	4%	4%	0%	2%
graduate students										
inattentive rudeness	24	33%	13%	42%	17%	17%	4%	0%	4%	0%
challenged expertise	22	41%	14%	36%	18%	9%	9%	0%	5%	0%
showed disrespect	28	61%	14%	43%	18%	14%	4%	0%	7%	7%

Appendix A
Disrespectful and Disruptive Student Behavior Items

Expressed doubt about your knowledge or expertise

Gave you hostile looks, stares, or sneers

Addressed you in unprofessional terms, either publicly or privately

Interrupted or “spoke over” you

Sent an email to you that was inappropriate in form or content

Yelled, shouted, or swore at you

Made insulting or disrespectful remarks about you

Was visibly not paying attention

Ignored you or failed to speak to you (e.g., gave you “the silent treatment”).

Accused you of incompetence

Targeted you with angry outbursts or “temper tantrums.”

Made jokes at your expense.

Challenged your credibility/knowledge

Made a sexual advance toward you

Engaged in other, unrelated, activity (e.g., used phone, checked email, played games, listened to music)

Talked with other students

Arrived late and/or left early without explanation

Didn't attend class or scheduled office hours, without explanation

Appendix B
Student to Student Behavior

Inattentive rudeness (1 item):

Was visibly not paying attention

Challenged expertise (3 items):

Expressed doubt about your knowledge or expertise

Accused you of incompetence

Challenged your credibility/knowledge

Showed disrespect (6 items):

Gave you hostile looks, stares, or sneers

Interrupted or “spoke over” you

Addressed you in unprofessional terms, publicly or privately

Made insulting or disrespectful remarks about you

Ignored you or failed to speak to you

Made jokes at your expense

Expressed anger (2 items):

Yelled, shouted, or swore at you

Targeted you with angry outbursts or “temper tantrums”

Appendix C

Open-ended Responses to the Question:

“Please use this space to provide any other information you feel might be helpful.”

Faculty were provided open-ended space to provide any other information that thought would be helpful; 135 faculty (17% of all respondents) did so. Responses were organized in 7 categories reported below (note that in few instances faculty comments appear in more than one category):

- Comments about Students’ Negative Behavior toward Faculty within Past Year
- Comments about Past (and not Continuing) Students’ Negative Behavior toward Faculty
- Comments about+ Students’ Negative Behavior toward Graduate Student Teaching Assistants
- Comments about Efforts to Address Issues
- Comments about Negative Faculty Behavior
- Comments about Tech Issues
- Faculty Reports of No Problems with Students’ Disrespectful and Disruptive Behavior

In addition to these comments, nine faculty reported that their teaching exposure this past year was limited (generally because they are new faculty) or that their teaching experience is different from typical classes and less likely to elicit this kind of behavior. Three noted that they had unique experiences with individual students suffering from emotional problems. Three addressed issues about the content of the survey instrument and three others commented about issues separate from those addressed in the survey.

Comments about Students’ Negative Behavior toward Faculty within Past Year:

- Indian males (especially from India, i.e., not Indian American) are very disrespectful of Indian female professors. The number of Indians is increasing and this is becoming a problem.
- The issues I've had with student's challenging my expertise or knowledge base as a faculty member have mostly been from white males who believe what they think and don't tolerate contrary notions.
- However, I still suffer, as everyone else does, from students' lack of attentiveness in class and from various disruptions such as walking in late or leaving in the middle of class without any explanation.
- grad students behaved professionally; a few undergraduates (a handful, no more than 3) misbehaved. Mostly freshmen.
- I did not experience disrespectful behavior or attitude from graduate students when teaching in classroom. My response regarding "in class" questions is based on my observations of graduate students in seminars. I observed such behavior when attending RCRS and Journal Club presentations together with our graduate students. Students, only a couple among this group of graduate students, who are disrespectful in class tend to have similar behavior when interacting with their program director, academic advisors and dissertation mentors outside of classrooms. Such behavior also expands beyond academic settings. Communications with disrespectful students is typically difficult and challenging.
- I feel as though there is quite a lot of variation with each class. One year, students may feel less inclined to show up and another year they may just be a little more rude in class (loud conversations with fellow students during class).
- I get asked a lot, especially by male students, how long I have been teaching. While not directly disrespectful, I feel like it indicates a perception that I don't know what I am doing. I do know what I am doing and students seem to appreciate that as the semester progresses

- I had a group of students who criticized my course, its value and the competence of my and one of my colleagues who taught in the course on Facebook. By chance, another student "friend" saw the posts and brought them to my attention. / / I teach in a professional degree program.
- I had a very disrespectful student only a few times during my career here. I never saw disrespect that targeted other students of any particular gender, racial, or ethnic group.
- I have had a student tell me that "I better not do something" which was most inappropriate in front of other faculty. I challenged him on his behavior and he felt that he was not inappropriate.
- Most of the "challenges of my expertise" outside of class came in the midterm evaluations this year. Never to my face. In class, it's never exactly been a challenge but instead an attempt to clarify and correct what I've said or how I've derived an equation. I don't think it has ever been malicious or ill-intentioned.
- I have run into more problems with disruptive or disrespectful behavior in large 200 level classes where at least 1/3 of the students were from another department, not interested in the subject, and taking the class as seniors since it is required for graduation in their program.
- I was previously a professor at another university that is also internationally well ranked. I find the undergrad students at UMich to be stronger, more professional, generally less distributive, and less "whiny" than at my previous university. However, at the graduate level, I find the graduate students to be weaker, less professional, not disruptive, but very "whiny". I was actually quite shocked that a research intensive university like UMich has a large number of graduate student that are, in my opinion, substandard. I never previously had graduate student(s) question my choices about material, textbook, notation, "general ways of doing things" in the disrespectful way I've experienced at UMich.
- I'd like to note that when I have shared with my Chair or other senior faculty my experiences with undergraduate white men, who have yelled at me when they were upset about the class, mainly because they did not get an A on an assignment, I was met with comments about how smart the student(s) in question were. (If women are complained about, they become labeled as "problem students.") The administration in[school] is very happy to excuse the bad behavior of white male students, and I am growing increasingly aware that the disrespectful behavior I see among our male students is behavior they are learning from male faculty who do the same kinds of things to female students and female colleagues that I see the male students (of all racial and ethnic backgrounds) do: interrupt others, disrespect people's time, etc.
- In my case, undergrads and grads alike "test" me--assuming that I am unqualified or incompetent until I prove otherwise---and, yes, I do have to prove otherwise or else I run the risk of losing control of the classroom.
- In a class of 20, I had one student who was the sole source of the disruptive and disrespectful behavior reported in the survey. She missed at least 1/2 of the 3-hour weekly sessions, delivered a dreadful class project/presentation (which took about 10 minutes instead of the required hour and did not address the agreed upon topics). To top it off, she argued and complained when she didn't receive an A in the class. I wish I could say that after teaching for 25+ years, these situations/students don't bother me, but they do. They really do.
- In my teaching experience, the courses that has generated the most disrespectful behavior was a lecture that fulfilled LSA's [deleted] requirement. Students were often disrespectful to each other and to me in this course. I have not taught this lecture in the past year.
- In previous years I have had graduate students attack the readings (scholars of color, LGBT authors), sometimes in very aggressive fashion. Sometimes the authors are of the same underrepresented race/ethnicity as the students. I have also had graduate students become extremely uncomfortable about discussion of sexuality studies and had classroom disruptions due to "moral panics" (students'

inability to discuss the academic reading because they feel they oppose the authors' politics, they feel the scholarly authors are immoral or have unacceptable views and as such cannot have a neutral conversation).

- It is becoming increasingly common in my opinion that graduate students in my group do not respect my knowledge and experience. I also had a postdoc that asked "how do YOU know?" when I explained a concept to him.
- My experience with disrespectful or disruptive students has been exclusively with male students who seem to have difficulty accepting the authority/competence of female faculty members.
- I never notice rude remarks in class. But occasionally some students will make rude comments on the written evaluations at the end of the year.
- My worst experiences with a disrespectful GSI who refused to do what I asked him to do, would talk loudly during my lectures until I would have to stop and ask him to stop, and clearly chafed at having to be in a position of less power to me. ... It has remained with me as a disturbing memory and in discussing with other female faculty, I discovered they had similar experiences with this student. There is no mode of redress. I ... called him out on his behavior, recommending that he seriously consider it and make some changes for the future as it will impair his efforts to succeed in academia if he alienates all his female colleagues.... Happily I've not had bad incidents with undergraduate students, though I know colleagues who have.
- The [professional school] students will occasionally express an attitude like, "I pay your salary." I don't know whether this is seen in other professional programs .
- Some of the disrespect is often gendered (addressing me as "Mrs" or "Miss" instead of "Dr" or "Professor" and I believe that this is cultural misunderstanding (despite me addressing this in the first couple of classes). I know many more women that have this happen than male faculty that get referred to as "Mr". / Other instances are comments on my apparent youth. / / The instances that I noted are rare. For the most part the student body is exceptionally respectful.
- Some of these behaviors are common in my classes (paying attention to phones, checking email, side conversations, note passing, unexplained absences, leaving early and arriving late, eye rolling) even though I indicate that they will affect grades and are not considered appropriate. My impression is that students may have different ideas of what may be appropriate and inappropriate. I suspect that I may be more likely to experience these things because I am a woman of color and an older person. However, i have no real way to test this out (perhaps this survey will help).
- I would say that in past years I have once or twice had unstable students (once an older student who was confrontational and occasionally threatening) who disrupted class, and was told by [school] that a professor cannot ask a student to leave the classroom. if this is still true it would be advisable that there is a number professors can call if such situations get out of hand.
- The most disrespectful communications came anonymously: through a note slid under my office door and through an anonymous email account (not umich). Additionally, the Piazza forum on CTools was a disaster, as students used it as a venting forum, and it took some effort for me to learn how to set the various permissions and settings to avoid it. The university should really pay better attention to explaining permission settings, as there was no guidance about default settings or how to change them. Additionally, the university should place a disclaimer on the site, saying that checking the anonymous box when posting does not prevent UM administrators from accessing the identity of the poster, and that inappropriate posts will result in the student being banned from using the resource in addition to possible additional disciplinary action. For example, I deleted one user from the site and the user was able to immediately sign up again with no communication to me. I really disliked the control that I had over the site and have decided to not use this despite considerable utility to the vast majority of students, which is a shame.

- The exception is email (and Piazza and ESPECIALLY COURSE EVALUATIONS), where the students often could apply more professionalism, but nothing that I cannot brush off quickly.
- These questions bring one student in particular to mind. Based on his behavior, I assume that he was on the autism spectrum, but I was never advised of his disability. I would have appreciated hearing about it.
- This issue wasn't specifically mentioned in the questions, but some of the most uncomfortable interactions I have with students are about grading. Students question my interpretation of their writing and suggest that I did not understand the meaning of their words or did not recognize how much effort they expended on the assignment. These encounters have happened with both male and female students, but more often with males. I have wondered if these students would be as argumentative with male professors.
- Vicious personal attacks in on-line (anonymous) evaluations
- With respect to undergraduate classes, I want to make a distinction between common versus unusual behavior of students which is not captured by the survey. Some students regularly check email, go on facebook, and generally do not pay attention in class. They also come late or leave class early without explanation or miss appointments. The more unusual behavior is thankfully extremely rare but very upsetting of course when it happens. That behavior includes constantly and deliberately interrupting me during and out of class, giving me hostile stares, questioning my knowledge, engaging in threatening behavior, talking about me outside of class. Again, this has happened to me in the past year but it is most unusual in my experience.
- While I had taught a class in a year, I did fill in for a colleague for 3 lectures the fall. During one of the lecture I did experience a situation where a kid appeared to be flipping me off when I ask the class a question. I confronted the kid and he did apologize.
- Sometimes student evaluations and rate-my-professor are breeding grounds for incivility. The anonymity of the evaluations almost invites a disgruntled student to say something mean as revenge, and the faculty member has to just suck it up. But it is not helpful in promoting good feelings about teaching.
- Your questions were only about classrooms. I think attention is also needed to Ph.D. student/committee member (dissertation, proposal, and exam committees) interactions. I have several times seen remarkably disrespectful and threatening behavior from a student toward a faculty member. The mentoring work in Rackham seems only to be looking at the student as potential victim. Most recently, I was on a proposal committee (presumed to then continue to be the dissertation committee) where the white male student was having great difficulty formulating a viable dissertation proposal. He disappeared several times for long periods and then reappeared with a completely new and inadequate proposal on a new subject. As he became more frustrated, he began threatening the chair of the committee, a young woman from [another country] who had with lawsuits and grievances. The department chair and the head of the Ph.D. program intervened, and all but one member left the committee. The student seems to be doing better now that he has all male and all white members from our program--although, or maybe because, they do not know his area as well as the female faculty member does.
- I was a little surprised by the behavior of some Michigan Undergraduates when I first arrived here two years ago. My lecture course was then mandatory for all incoming students in a certain program. Sometimes the behavior was unbelievable, and I'm not talking about sleeping or the occasional chatter: there were students openly holding their phones up in front of their faces and texting (while I was lecturing); watching videos on their computers; occasionally students would even get up 15 minutes into the lecture and leave, climbing over others trying to listen and take notes. Eventually I just started pointing them out and letting them know about it, and that usually

took care of it for awhile. / / After two years and some discussions with my GSIs (who also felt lecture hall conduct was sometimes an issue) I broached the subject with one of the directors of the program last summer, making a case that some kind of orientation, in which students would be told what was acceptable and unacceptable conduct in class, was really necessary. My concerns were basically blown off. / / This is the root of the problem, that the university doesn't take this kind of thing seriously and instead puts the onus of orienting incoming students on faculty teaching beginning lecture courses. It adds to what is already a very difficult job. As a result, the good students are afraid to speak openly about their peers' disruptive behavior. And it continues without any consequences. / /

- TAs I have had routinely assumed I lacked competence or failed to follow up on my requests and effectively jeopardized my teaching.

Comments about Past (and not Continuing) Students' Negative Behavior toward Faculty:

- During the past year I did not have significant problems with students. However, I did have in previous years. That ranged from different types of threats, including physical, to openly being challenged in class. I had problems with both undergraduate and graduate students, although by far more often with undergraduates.
- The only time I saw some of the behaviors listed here were during the first 3-4 years at UM (I've been here for 9). These behaviors went out of sight after a sequence of tough cohorts of grad students completed their degrees and the impact of their social behavior faded from the unit's "culture".
- first class I ever taught with student athletes
- I have had many of the types of interactions described in the survey over the last 15 years, but not as much as I used to, and not a lot over the last year. I don't know if I'm getting more respect as I age, if students are getting more polite, or if I simply don't notice their rude behavior anymore.
- I have had a few serious incidents involving student's disruptive or disrespectful behavior, but not in the past year, as specified.
- This is my 5th year in Michigan. IN my 1st 2 years I did feel more disrespectful behavior from especially grad student, challenging my knowledge. I think now they believe I know what I am talking about...
- This last year was pretty good - I teach in a professional school and mostly the students are pretty respectful. I have had problems before with students ignoring me when I asked them to do something - such as move their seating up in a partially empty lecture auditorium. The worst year I had was with some graduate nursing students who were miffed that they weren't getting the grades they thought they deserved (they were the "cream of the crop") - so they decided I must not know how to teach - I don't teach that class anymore - my choice -
- When I started in this job about 12 years ago, I had more occasions of challenges to my authority. But not since.
- I'm a[n older] female prof ([of color], though most students can't tell that from my name or appearance) teaching about [scientific] things. Very rarely a white male undergraduate will challenge my expertise... but honestly, it's rare. I've learned how to handle that on my own, so it's not a problem for me directly. But younger female colleagues can face bigger challenges on this front (as I did when I was younger), and need more help with management strategies. And of course the students need to understand how inappropriate such behaviors are...
- There was a female undergrad student who left a sexually explicit message on my voicemail once, but it was quite a few years ago and has not happened again.
- Only one student has ever shown a lack of respect to me, perhaps five years ago. / / We have a class once weekly where all students attend together. Attendance and attention has always been excellent, with only minor exceptions in attention when students have been overwhelmed and busy.

Examples of Students' Negative Behavior toward Graduate Student Teaching Assistants:

- I did, however, have a female graduate student from a minority background who was challenged on multiple occasions in her section by a few male students who openly questioned her background, her experience, and her grading both in class and in her office hours. She spoke to me several times about it and I volunteered to ask them to come see me. She decided she would rather handle the situation herself, and I did not intervene. It was clearly upsetting to her, however, and to me as well.
- In my large undergraduate lecture course, students well-represented in the academy (as it were) stopped coming to class, complained more about the class (based on their minimal attendance) and were less engaged overall. The two GSIs for the course came from under-represented backgrounds (as do I, the instructor) and the course presented material that emphasized/privileged alternative interpretations. The course was a success in that students from typically marginalized groups and backgrounds felt comfortable sharing their ideas and interpretations in class. Of course, the majority demographic that would benefit from hearing their interpretations probably didn't because they failed to come to class.
- In general, my perception is that most of the interpersonal problems/cases of frank disrespect occur between undergraduates and the GSIs rather than faculty.
- One teaching assistant in a course for that program (a woman [of color]) said that she did not feel comfortable teaching her discussion section because of student rudeness and hostility directed toward her during class. Teaching evaluations in this course included obscenity directed toward the teaching staff, as well as a variety of inappropriate comments.
- While I myself have not been the target of markedly disrespectful behavior from students for many many years, and in the past have encountered such behavior only rarely, I have been shocked to learn of markedly disrespectful behavior directed toward my GSIs in a large undergraduate lecture course. Last year, my GSIs were both women, one of them a women of color, and both encountered contemptuous treatment in class from undergraduates who accused them of incompetence, talked over them when they spoke, and behaved disruptively in class. I strongly urge you to target the treatment of GSIs in your study, if you haven't done so already.
- I want to mention one incident that impacted my GSI directly and my ability to teach my course in a non-threatening environment. A male student in my class accused my GSI (a female) of sexual harassment in an email he sent to an administrator in our undergraduate student program office. The student had never been alone with the GSI. However, because he used the term "sexual harassment" in an email [the issue was] passed to the Office for Institutional Equity. OIE did not act on it in a timely fashion. When they did address the issue several weeks later, the student refused to respond to the office's attempt to contact him. The incident and lack of a timely response by OIE created enormous anxiety for me and for the GSI. I believe the student's action was related to his poor performance on quizzes the GSI had graded.
- I did, however, have a female graduate student from a minority background who was challenged on multiple occasions in her section by a few male students who openly questioned her background, her experience, and her grading both in class and in her office hours. She spoke to me several times about it and I volunteered to ask them to come see me. She decided she would rather handle the situation herself, and I did not intervene. It was clearly upsetting to her, however, and to me as well.
- One teaching assistant in a course for that program (a woman [of color]) said that she did not feel comfortable teaching her discussion section because of student rudeness and hostility directed toward her during class. Teaching evaluations in this course included obscenity directed toward the teaching staff, as well as a variety of inappropriate comments.

Comments about Student to Student Negative Behavior:

- Every year we see a large social chasm between a) our international students and our domestic students and b) our students of color and our white students. The large social chasm pushes students of color to the margins and makes them appear as if they are not interested, not paying attention within the classes group/team work. / / The international students feel abandoned by the school, left to figure out complex social dynamics in classrooms without support or even acknowledgement by staff/faculty. So, some of the student-to-student experiences of disrespectful behavior have been from students who can't seem to navigate the majority white social dynamics since those white dynamics tend to exclude 'foreigners' or people not like them.
- Dynamics within student project teams continue to be the most challenging for me to manage. The peer evals at times show insensitivity and poor interactions in a way that I don't see in class. Based on a couple situations last year (one on gender, one just a dysfunctional team), I've been more proactive with managing teams and thinking about team set-up this year.
- I have not personally observed, but I have heard from some of my graduate students that other grad students have made disparaging remarks about students who belong to minority or underrepresented groups (i.e., Blacks, Latinos, Asians).
- I teach[deleted] classes that have several work days in class. One student was the butt of jokes by 5 others and I put a stop to it in class and then spoke with most of them outside of class about their behavior. The "jokers" did not think they were mean but thought they were funny. Neither the individual student nor I thought they were funny!
- In a few cases, disrespectful behavior by students was directed specifically toward Black male student athletes. In a few other cases, disrespect has been directed by students toward those students who seem to represent underrepresented sexualities.
- In one of my classes a white woman made derogatory remarks about Muslim women wearing head scarves, and when a Muslim American woman wearing a headscarf in class called her on it, the white woman started crying and ran out of the room. The scenario played out almost exactly like the one described here: <https://abagond.wordpress.com/2010/06/11/white-womens-tears/> / / It took careful (and stressful) planning to figure out how to respond during the next class and over email.
- Last Winter term I had a female student of Middle Eastern descent come to me to say she had been repeatedly targeted as politically suspect because of her background and harassed on campus and in several of her classes (though not mine), and was consequently staying in her dorm a lot and missing classes (including mine). In other words, the impact of this kind of highly disruptive behavior extends beyond the specific classroom or classrooms where it happens.
- Minority students have come to me with concerns about their treatment during informal student association meetings. This included questioning of expertise and what the student interpreted as denigrating comments.
- Most of the behaviors experienced as disrespectful among students happen in small groups among students, and I only hear about them after the fact. Much of the time I think they are from uninformed people, some of whom are trying to learn, but they affect others nonetheless.
- Students in office hours and in teaching evaluations report to me that there is a "climate problem" or a "negative climate" in one of the graduate programs where I teach and that they feel other students in the program are cynical, negative, rude and uncivil. African-American and Latino students in that program have reported during office hours that there is a "hostile racial climate" in the program. One teaching assistant in a course for that program (a woman [of color]) said that she did not feel comfortable teaching her discussion section because of student rudeness and hostility directed toward her during class. Teaching evaluations in this course included obscenity directed

toward the teaching staff, as well as a variety of inappropriate comments. There appear to be manifest tensions between international students as a block and non-international students. There are also racial tensions and negative gender dynamics within the body of non-international students.

- The survey doesn't ask for incidents involving conspicuous condescension: I can think of a couple of times, in both UG and Grad classes, in which a student made an evaluative comment about another student's contribution that seemed to me condescending. Ex. a male grad student saying that a comment by a female student was "smart". While this might not rise to the threshold of disruptive or even disrespectful, it is an obstacle to full and equal participation of class members. I also find it harder to address than an overtly negative comment would be.
- Although the episodes I am thinking of did not take place within the past year, I wanted to register them and also make a general comment about my perspective on this. I have been away, and doing administrative work since returning, so I didn't have anything to report in the other part of the survey--that's actually misleading because I do find this an issue and would like to see us think about what might be done. / / In my many years of teaching one of the worst moments was a few years ago on the last day of a class of about 20 undergraduates. This class was mostly women students. It had somewhat strange chemistry from the first and I had struggled and done various activities to try to get the small number of outspoken students and the quiet ones to mesh. A male student said--after a female student who spoke often had made a comment--"Bitch." I spoke directly to him immediately and told him that was unacceptable. This was a student who (I knew independently) had mental health issues and was having difficulty with his meds at that point in the term; I suspect he did not realize he had spoken aloud. I don't remember any more the exact sequence of the measures I took but apologies were arranged, I held conferences with students (including but not only the target) who were upset, talked with the offending student, and so on. I don't really have a conclusion to draw here--. Except that such incidents have a huge impact; I am afraid that moment is the one I remember best from the class and suspect that's true of many of the students also. And also that there is a deep well of hostility to strong women, but we all know that... / / Another incident that comes to mind was mid-way through a graduate seminar. There were white, Latina, Black, and Asian-American students-- and in this case about equal numbers of men and women. A [student of color] challenged the legitimacy of a white male student working on a particular topic concerning African-Americans. The initial comment was hostile but not loud--the discussion that followed was civil. Yet, the class was never the same after that moment. My co-teacher and I did everything we could to support the student who had been pretty explicitly attacked and to shift everything to an intellectual ground, both that day and in individual conversations afterwards. The division between students that emerged was not along racial grounds; one of the students most outraged by the challenge is [of color], in fact. And I suspect that what happened was partly that the faculty became aware of tensions that existed already outside the classroom. Again, I have no solutions! just providing more evidence of how consequential such moments are and how difficult it is to prevent them. I don't think any set of ground rules would have stopped either incident. / / I've been in a couple of discussions about this topic recently and it seems that it's a frequent and perhaps increasing issue. So I appreciate the effort to address it.
- I am concerned about the hostile and unsupportive interactions I observe between students -- not listening to each other, eye rolling, sneering, -- more than the interactions with me. This kind of behavior makes it very difficult to create the kind of classroom environment where there can be an productive exchange of different ideas.

Comments about Efforts to Address Issues:

- Because I encountered disrespectful behavior in the past, I have adjusted my self-presentation when teaching during the academic year 2013-2014. I always sign off my email with the title "Professor" and I address students in person and in writing very cordially. My less friendly demeanor and professional attitude has improved students' way of addressing me.
- I always run into this with the undergrads in the first week (talking during class, coming in late, etc.) until I set expectations and enforce them (enforcing being the critical part), and then it gets much better.
- I am a senior professor, and at the beginning of each term I explicitly state that certain courtesy/good behavior rules are expected, and I reserve a small percent (5%) for "class participation" which I can also use to penalize disruptive behavior. This probably helps. Younger faculty (especially GSIs) may be treated differently.
- I have only had two truly disruptive classes, and they were around 5-6 years ago. Very disruptive students, questioning my approach and preparation (e.g., "other teachers prepare class"), and telling me that they hated my class. I made some significant changes to my class structure, switching to power point (a concession I dislike, but I understand that it makes students feel more in control of what they are supposed to learn) and being exceptionally clear about my expectations about papers. Whether for this reason or not, I have had happier classes. (the students I have had since then seem different, more aware and more accepting of what my classes are about.
- I teach our [MA level] students on as well as off campus in [deleted]. [MS level students] are from developed countries throughout [deleted]. They generally respect authority. This, plus very stringent operations outlined in the syllabus and applied in practice (such as allowing no electronic media and composing different teams for each assignment), have produced a very positive teaching environment, even though a grading curve is applied and competition among students for top grades is intense. / / Extensive feedback on student work, including student feedback using specialized evaluation systems stressing neutral information rather than opinion, also contributes positively.
- I think that the disrespectful behavior of reading email during class, talking to other students. walking out of class to text other students (I had so many students going on bathroom breaks that I made everyone take the bathroom break at the beginning of the class so that no one would walk out in the middle), coming late, leaving early (usually but not always with explanations) are all signs of immaturity and the difficulty of concentrating.
- In my experience the biggest two problems, as a professor lecturing to a large group or teaching smaller classes are 1) to get students off their electronic devices and 2) to get students to arrive on time and stay for the full class. I no longer allow students to use their computers (unless they have special needs) or cell phones in class. In small classes I can monitor this (although my GSIs have had to ask people multiple times in smaller section meetings to put away their phones), but it is more difficult in lectures.
- Other situations such as students paying more attention to email/laptops during class or coming/going late I usually deal with by pointedly calling on them during class to answer questions, etc., and then following up with a conversation or email to explain why this is important; I'm harsher with them if they are rude to another student by ignoring their presentation than if its my lecture.
- Email: The biggest issue is students calling me by first name or "Miss" rather than "Professor" or "Doctor". I give them a subtle correction by signing off with my full title the first time; if they don't get the hint they get an assigned reading (journal article) on students' tendencies to use such titles less with female than male professors and the implications for how those professors' expertise and authority are perceived and they have to give me a report on that paper before the rest of our

conversation proceeds. I then follow up with them to explain that the reason I do this is that other professors will get annoyed but not say anything but may respond less enthusiastically to requests for recommendation letters etc. I've always gotten a grateful response from the students for the education on this issue and the chance to correct their behavior.

- Maybe the new [department] orientation session could cover material on professionalism!
- Most of the students I encounter are respectful and pay attention in class. I think this is because I treat them with respect, I have high expectations, I want all of them to be successful (and I tell them that they are all capable of doing well), I make it clear that I have no interest in being an authority figure, I am passionate about what I teach (and I know my stuff). Further, I tell them that anyone who has "other" things to do during class time (email, texting, Facebook, etc) is invited to drop the class. My classroom is for people who are there to get involved in our material and who want to master it. I make myself available when they need help, as well. I HAVE run into horrific problem students from time to time. And I have observed junior colleagues who have NO idea how to engage students and prevent problems... of course, these faculty members are invested in being the "high priests" of the subjects they teach; but by looking down at students, they lose their respect AND attention!
- To avoid the "visibly not paying attention" issue with regard to information technology, I've banned computers in my classes and it is GREAT! The students I teach are getting used to these policies, and they even ask for them. / / Also, it may matter in terms of my experiences with undergrads that I teach at [deleted] School--they are a pretty pre-professional group.
- UM students have been very respectful to me in and outside the classroom. I make special efforts to create a respectful environment in my classroom, by including "classroom environment" language on my syllabi and explicitly explaining expectations for correct terms of respect and use of technology in the classroom. I think this is necessary and usually makes a big difference. I also demonstrate respect toward students in and outside the classroom.
- The most prevalent forms of disrespectful behavior -- by far -- involves inappropriate device use in the classroom. I talk to my students about that, I designate a laptop quadrant, etc, but it still happens. Sometimes I call some of them out (including in large lecture courses), but it's still a significant problem. Other forms of incivility include arriving late and getting up in the middle of class to go to the bathroom (or sometimes, I suspect, to use their phones). They report feeling infantilized when these behaviors are called out (it reminds them of having to ask to go to the bathroom in elementary school, and the fact that adults should just have better planning and bladder control doesn't seem to penetrate!). So it's a no-win situation. I would so love to see an obligatory training session for all incoming freshmen on these sorts of behaviors, as well as regular reminder sessions (maybe an yearly e-training session, like the ones developed for plagiarism or PEERS certification, but obligatory for undergrads on a yearly basis?). We just need some way to establish that these are NOT acceptable social behaviors!
- I was a little surprised by the behavior of some Michigan Undergraduates when I first arrived here two years ago. My lecture course was then mandatory for all incoming students in a certain program. Sometimes the behavior was unbelievable, and I'm not talking about sleeping or the occasional chatter: there were students openly holding their phones up in front of their faces and texting (while I was lecturing); watching videos on their computers; occasionally students would even get up 15 minutes into the lecture and leave, climbing over others trying to listen and take notes. Eventually I just started pointing them out and letting them know about it, and that usually took care of it for awhile.

Comments about Negative Faculty Behavior:

- I'd like to note that when I have shared with my Chair or other senior faculty my experiences with undergraduate white men, who have yelled at me when they were upset about the class, mainly because they did not get an A on an assignment, I was met with comments about how smart the student(s) in question were. (If women are complained about, they become labeled as "problem students.") The administration in [school] is very happy to excuse the bad behavior of white male students, and I am growing increasingly aware that the disrespectful behavior I see among our male students is behavior they are learning from male faculty who do the same kinds of things to female students and female colleagues that I see the male students (of all racial and ethnic backgrounds) do: interrupt others, disrespect people's time, etc.
- My classes have been about 70 students, so it would be expected that there are people not paying attention. I happened to be at a professional meeting today, of about the same size, and some professors were not paying attention to other professors making presentations, and in a couple of cases needed to be reminded that a speaker had started talking and hence they should be quiet.
- The most disrespectful and unprofessional behavior I have experienced at this University happened with colleagues and TAs. One colleague once told me that he would not read some scholar's work because 'he is shit' (later I learned that this scholar had written a negative review of this person's work. This person is [name].) TAs I have had routinely assumed I lacked competence or failed to follow up on my requests and effectively jeopardized my teaching. In my experience, the U of M is one of the most racist and diversity insensitive environments in which I have worked. It's appalling, really. I suppose that if I were more main-stream looking, Christian, white, heterosexual US-born, no-foreign accent kind of person, I would not incur the absurd levels of seldom overt and but more often subtle discrimination I have experienced here. It's disgraceful, really.
- This survey can/could be expanded to include questions about how disruptive and disrespectful behavior is modeled by faculty and staff. It is possible that as disturbing as disruptive and disrespectful as student behavior can be, faculty/staff behavior towards students and/or to other faculty/staff of color in front of students is more damaging to the culture of the larger institution. If anything, it enables it.
- Too bad you did not ask this in regards to faculty colleagues and administrators. The behavior in that group is appalling.
- Unfortunately, however, I have experienced more negativity generated by faculty than by students. Some faculty talk about students and other faculty negatively, and this makes me uncomfortable. I have been disturbed by witnessing incidents of faculty publicly humiliating students and other faculty. This behavior is more common at UM in my experience than at my previous institution. Perhaps this issue could be added to the survey in the future.
- I was teaching a required [deleted] course in the evening. Half the students were pre-[professional], male. For the first time in many years, I felt that I had to battle for these students' respect. They kept challenging my authority in the sense that they did not accept that the writing methods I was teaching them were valid or acceptable in any context beyond an English class. They challenged the authority of the authors of the texts I was teaching. That would have been fine, if the students had been more respectful of me in presenting their challenges. By the end of term, these same students were treating me as a mentor and coming in frequently for advice on their writing and their careers. But I did not enjoy the first half of term. At some point, I realized that one of the students simply had a belligerent manner, even when he was on my side. I also realized that these students' initially dismissive attitude toward me and my class was coming from one or more of their [deleted] professors, who resented that they were required to take my class and that my class time interfered with his desire to hold exams and review sessions outside his normal class hours. He and I got into a

heated email altercation that I found to be extremely disrespectful (I reported him to the dean), and he said disrespectful things about me to his class (in part because I was teaching a supposedly "soft" subject and in part because I was female). By the end of term, I think all the students in my class were on my side. They even asked me for help in writing their [deleted]- school essays. But it was a rough term. I experienced similar behavior years ago, but not recently.

- What I found interesting is though I've had few of those experiences at the student level since 2005-10, I've had continuous, departmental experiences with other faculty colleagues whose behaviors mirrored those indicated in the survey.

Comments about Tech Issues:

- Biggest issue is use of laptops in the classroom -- they are a distraction. Even in a flipped classroom there is no way to keep all students on task with wireless availability. All classrooms should have the option to turn off wi-fi at prof discretion. We assume that they can resist temptation to stay focused.
- I have been lucky to have not experienced overt hostilities from students, but there is a problem with them being distracted. It's hard to catch them at it, but I do know that many surf the web, or do email, or get on facebook or twitter or whatever is the favored site du jour during class. I have thought of banning phones and computers, but that's a double edged tactic, since they also need to have computers for the work.
- I think that the disrespectful behavior of reading email during class, talking to other students, walking out of class to text other students (I had so many students going on bathroom breaks that I made everyone take the bathroom break at the beginning of the class so that no one would walk out in the middle), coming late, leaving early (usually but not always with explanations) are all signs of immaturity and the difficulty of concentrating.
- In general I have not witnessed this sort of problem--and if there has been any degradation in my own classes the atmosphere in classes it is not due to openly rude or offensive behavior, but rather simply due to the omnipresence of computers and smart phones that allow students to distract themselves with the internet and social media when they are bored.
- In my experience the biggest two problems, as a professor lecturing to a large group or teaching smaller classes are 1) to get students off their electronic devices and 2) to get students to arrive on time and stay for the full class. I no longer allow students to use their computers (unless they have special needs) or cell phones in class. In small classes I can monitor this (although my GSIs have had to ask people multiple times in smaller section meetings to put away their phones), but it is more difficult in lectures.
- Mostly students aren't paying attention to the instructors or their classmates giving formal presentations. They are playing on a device.
- My biggest challenge at this point has to do with the availability of media in the class. Students bring their phones, computers, etc. and are tempted to use them in class. I have integrated the use of technology in the class but I do not see that as a solution because, as students use their computer to learn they still feel tempted to multitask. This practice of multitasking which I discourage but cannot forbid unless I engage in police actions in class (something I would never do) has produced students that are less able to concentrate on the flow of the class, and are in general, unable to reproduce or understand the narrative arch of lecture. Students who engage in multitasking often find lecture too complex to follow and they have difficulty taking adequate notes in class. I have felt the pressure from such students to dumb down lectures, reducing content to points. This, I find, is a serious problem, especially for those of us who teach humanities courses.
- Students are often checking their phones while I am lecturing. Occasionally, a student will arrive late or leave class early without explanation. Most of the time, when students have to leave early, they will ask permission.
- Students using their phones or laptops in class to do things that are not class-related -- this is a constant problem. It makes it hard to get their attention and to have an interactive classroom, and it's disruptive to other students. The professor has limited control over this. If you disallow laptops in class, the students who are using their laptops for legitimate note-taking say that is unfair.

- Technology seems to be a huge issue. I don't allow phones or computers, but I still see students sneaking their phones (even though we have been kicking people out for this in class). This is more of an issue in large classes (gateways).
- the main issue I had within the last year with undergrads in a big lecture course [deleted] was rudeness around phone use, talking, and internet surfing during class. the usual fair amount of absences for the big lecture course though GSI reported attendance in sections good. casual language in emails to me. in other words, no worse than usual. I am really not a fan of wireless availability in the classroom.
- The only thing I need to deal with is the omnipresence of their cell phones. They seem unable to help themselves when a text comes in! If it becomes routine, I speak with the student. It is not a big deal.
- To avoid the "visibly not paying attention" issue with regard to information technology, I've banned computers in my classes and it is GREAT! The students I teach are getting used to these policies, and they even ask for them.
- The most prevalent forms of disrespectful behavior -- by far -- involves inappropriate device use in the classroom. I talk to my students about that, I designate a laptop quadrant, etc, but it still happens. Sometimes I call some of them out (including in large lecture courses), but it's still a significant problem. Other forms of incivility include arriving late, and getting up in the middle of class to go to the bathroom (or sometimes, I suspect, to use their phones). They report feeling infantilized when these behaviors are called out (it reminds them of having to ask to go to the bathroom in elementary school, and the fact that adults should just have better planning and bladder control doesn't seem to penetrate!). So it's a no-win situation. I would so love to see an obligatory training session for all incoming freshmen on these sorts of behaviors, as well as regular reminder sessions (maybe an yearly e-training session, like the ones developed for plagiarism or PEERS certification, but obligatory for undergrads on a yearly basis?). We just need some way to establish that these are NOT acceptable social behaviors!

Faculty Reports of No Problems with Students' Disrespectful and Disruptive Behavior:

- What can I say? People have not done this sort of thing in my classes--yet. But I have heard of it happen to others, especially to female faculty of color, and some of what I have heard is truly awful.
- I am a senior professor, and at the beginning of each term I explicitly state that certain courtesy/good behavior rules are expected, and I reserve a small percent (5%) for "class participation" which I can also use to penalize disruptive behavior. This probably helps. Younger faculty (especially GSIs) may be treated differently.
- All my classes focus on potentially controversial or sensitive content pertaining to social identities and sexuality. And my undergrad and graduate students alike are quite exemplary in their handling of themselves in seminar conversations. They show excellent consideration and respect to their classmates, and I've never experienced a moment's disrespect from my students.
- [School] students are generally very respectful. In 34 years of teaching at UM, I never had an incident in or outside of class.
- Generally speaking I have not had any experience of disrespectful behavior toward me or other students. Perhaps just some unhappiness due to the complexity of the class, style and performance of the student, but I consider this relatively normal. Statistically speaking, not everyone in the class would find the same value or comfort in a class/with an instructor.
- I am fortunate to teach an excellent group of students!
- Fortunately I have never encountered these type of problems during my 40 years of teaching. Maybe they appreciate the fact that I am always trying, very hard, to teach them something useful and I am always well prepared for my class.
- I find it hard to believe that most of these behaviors actually take place. I have never seen most of them, despite having taught many multi-hundred undergrad classes in the last 5 years.
- I find michigan students to nearly invariably exemplify "Michigan nice".
- I guess I should consider myself lucky not to have endured these kinds of behavior.
- I have been teaching for the past three years a large 100-level course and I am actually very impressed by the students's high attention level and respectful demeanor in that class. No disruptive or disrespectful behavior so far.
- I have had no problems in either my undergraduate course (mostly taken by Seniors), or my graduate level courses.
- I have had nothing but positive and constructive interactions with graduate students in [school], the only students with whom I have come into contact at the early point in my career at UM
- I have little idea whether students come late / leave early from class or don't show up. My classes have 40-100 students and I am oblivious to such things. / / As for using phones in class, sometimes they are using them to take notes. So it's probably hard to tell what they are doing. / / Most of the "challenges of my expertise" outside of class came in the midterm evaluations this year. Never to my face. In class, it's never exactly been a challenge but instead an attempt to clarify and correct what I've said or how I've derived an equation. I don't think it has ever been malicious or ill-intentioned.
- I have not encountered any of these behaviors at UM since arriving 10-plus years ago.
- I have not had any disrespectful or disruptive behavior from any of my graduate students in the past year.
- I have not noticed any instances of disrespectful behavior in the undergraduate or graduate classes I have taught over the past year.
- I have not witnesses any behavior of this sort in my classes.
- I mostly interact with graduate students who are directly in my program. Although I generally feel undergraduates are more disrespectful than ever before, I do not personally experience this. / Graduate students are usually quite respectful and a joy to work with.

- I teach predominantly [deleted] students and they are well behaved. I suspect if they don't want to be there, they simply don't come to class (about 50% attend any given lecture). But I don't require attendance so it is their choice to show up or not.
- I would never allow such behavior as you describe to occur in either my undergraduate or graduate courses.
- I'm fortunate not to have observed most of these behaviors in my classes or in related activities.
- In my experience students behave in a very appropriate manner. I have had in class a student with serious mental condition which resulted in very slow mental capacity and the rest of the student were extremely supportive and helped her as much as they could. I have not observed significant disruptive or disrespectful behavior in students in my class.
- In my experience, UM undergrads are a polite, kind, and motivated bunch. The biggest problems I see are not related to hostility but to distraction, along with an innocent ignorance of etiquette (the ubiquitous "hey" address in emails, etc.)
- My class is HUGE. 240 students. So it is normal and entirely routine for attention to flag, both in regards to me and in regards to one another, and students to check their cellphones (even tho this is strictly verboten). If you factor in the size of my class, I don't think that I really have any behavior that I would count as "disrespectful" to report.
- Other than some lack of interest from a few students (which is normal in large required classes) I have not really experienced any disrespectful behavior
- The UG classes I taught were intermediate in size - 150-200 students. Although I have seen most occurrences, they arise from a small proportion of students. Given the size of the class, the probability that I will have a few in any class is high.
- None.