



ADVANCE PROGRAM
UNIVERSITY OF MICHIGAN

**Faculty Experiences of Incivility
on Campus**

U-M ADVANCE Program

October 2026

Acknowledgements

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Introduction

Importance of the Inquiry

Faculty work depends on collaboration, mutual respect, and professional interactions with students, faculty colleagues, and staff. When these interactions become disrespectful, dismissive, or hostile, they can undermine faculty well-being, workplace relationships, and the broader academic environment. Understanding faculty experiences of incivility is important because even seemingly minor acts of disrespect can affect job satisfaction, productivity, retention, and the ability of faculty to fully participate in teaching, research, and service.

Incivility in academic environments includes low-intensity, rude, or disrespectful behaviors that violate social norms, mutual respect, and human dignity ([Clark, 2008](#); [Clark et al., 2013](#); [Cortina et al., 2001](#); [Cortina et al., 2017](#)). Incivility can manifest as interruptions, dismissive communication, exclusion from collaborative opportunities, condescending remarks, or even overtly disruptive behaviors that hinder one's professional and educational experience.

Faculty may experience incivility from multiple groups of people, including students, staff, and other faculty colleagues. Although these behaviors may appear minor in isolation, they can accumulate and profoundly affect an individual's sense of psychological and physiological safety, job satisfaction, and belonging ([Clark, 2008](#); [Cortina et al., 2001](#), [2013](#), and [2017](#); [McGee, 2023](#)).

Literature Review

Student-to-faculty incivility is often linked to classroom disruptions, disrespectful attitudes, and bullying or intimidation ([Alberts et al., 2010](#); [Burke et al., 2014](#); [Clark, 2008](#); [McKinne & Martin, 2010](#)). Faculty also report experiencing incivility from faculty colleagues and from staff, including dismissive behavior, lack of recognition, or exclusion from departmental decision-making processes ([McGee, 2023](#); [Small et al., 2024](#)). Faculty who encountered frequent incivility reported decreased job satisfaction, impaired performance, increased stress, and greater intentions to leave their institutions or academia altogether ([Fida et al., 2018](#); [Hudgins et al., 2023](#); [Laschinger & Read, 2016](#); [Miner et al., 2019](#)).

Importantly, the experience and perception of incivility are not uniformly distributed among faculty. Multiple factors, including organizational roles, career stage, workplace context, underrepresented minority identities, and differences in how individuals perceive and interpret ambiguous social interactions, may contribute to variation in experiences and reports of incivility ([Cortina et al., 2017](#)). Studies have found that non-tenure-track faculty, underrepresented minority faculty, and those in positions interacting with students often report higher rates of incivility ([Cortina et al., 2013](#); [Di Marco et al., 2018](#); [Hudgins et al., 2023](#); [McGee, 2023](#); [Park & Kang, 2023](#)). These variations suggest that experiences of incivility may reflect deeper patterns of power, marginalization, and institutional culture.

Previous ADVANCE Work on Incivility

In 2014, the U-M ADVANCE Program surveyed 1,373 U-M tenure-track faculty (58% response rate) to assess faculty members' experiences of disruptive and disrespectful student behaviors in and outside of the classroom ([ADVANCE Program, 2015](#)). The study found that underrepresented minority faculty, women, pre-tenured faculty, and those in the social sciences were more likely to report experiencing student incivility.

This current report represents a follow-up to our previous work, using data collected in the February 2023 Campus-Wide Climate survey ([ADVANCE Program, 2024](#)), which assessed how the university climate was experienced by faculty at U-M. We examined faculty experiences of incivility, drawing on responses from the full U-M faculty population (tenure-track faculty, research-track faculty, clinical-track faculty, and lecturer-track faculty). Our analysis extends beyond student-to-faculty behaviors to also include faculty-to-faculty incivility behaviors. By considering both sources, we provide a more comprehensive understanding of incivility on campus and the range of interactions that shape faculty members' day-to-day experiences.

Analytical Strategy

Data Source

The 2023 Campus-Wide Climate survey was offered to all faculty (tenure-track faculty, research-track faculty, clinical-track faculty, and lecturer-track faculty) on the Ann Arbor campus (including Michigan Medicine) to capture a broad range of experiences related to workplace climate. Among all the faculty invited to participate ($N = 7,164$), 37% of faculty responded to the survey ($n = 2,623$).¹ More information about the 2023 Campus-Wide Climate survey can be found in the 2023 Campus-Wide Climate Report ([ADVANCE Program, 2024](#)).

The 2023 Campus-Wide Climate survey included items that focused on experiences of incivility. These items asked faculty to report if they had experienced 19 specific uncivil behaviors in the past 12 months from students, staff, or other faculty. We constructed five incivility categories for analysis using these items, following the behavioral and conceptual frameworks used in higher education and organizational incivility research ([ADVANCE Program, 2015](#); [Cortina et al., 2001](#); [Knepp, 2012](#)). The constructed categories make it conceptually appropriate to analyze incivility behaviors from the following dimensions rather than analyzing them as 19 individual items. (See [Appendix A](#) for more details.) The five categories include:

- **Inattentive rudeness:** Experiences with people who disengaged during interactions, for example, by not paying attention, doing unrelated activities, arriving late or leaving early without explanation, or missing class/meetings without notice.
- **Challenged expertise:** Experiences with people who directly questioned or undermined their authority, including doubting their knowledge, accusing them of incompetence, or challenging their credibility.
- **Showed disrespect:** Experiences with people who displayed personal disrespect, such as hostile stares, unprofessional language, inappropriate emails, interruptions, insults, ignoring the faculty member, or making jokes at their expense.
- **Expressed anger:** Experiences with people who directed overt anger toward them, including emotional outbursts, yelling, or swearing.
- **Other:** Experiences with people who showed other incivility behaviors not included in the categories above, such as making sexual advances or engaging in bullying and/or controlling behavior.

Weighted Logistic Regressions

We used weighted logistic regression models to examine whether faculty characteristics were associated with the likelihood of experiencing different forms of workplace incivility. Each form of incivility was measured as a binary outcome (experience present vs. experience absent). Analyses were conducted separately for behaviors exhibited by faculty colleagues or by students across the five categories of incivility behaviors. Staff incivility was excluded due to low prevalence.

Survey weights were applied to improve the representativeness of the survey sample relative to the overall faculty population² ([ADVANCE Program, 2024](#)). Regression models included four respondent characteristics: gender, racial and ethnic identity, faculty rank (or promotion status depending on faculty track), and disciplinary field. All predictors were treated as categorical variables. For each faculty track and outcome, we analyzed a series of models examining the independent associations of faculty characteristics, including gender, racial and ethnic identity, rank, and disciplinary field. We then tested the interaction effects among gender, racial and ethnic identity, and rank to examine whether associations differed across intersecting faculty identities and professional status. Odds ratios (ORs) and 95% confidence intervals are reported. To protect respondent confidentiality and ensure statistical reliability, predictor categories with fewer than six respondents were

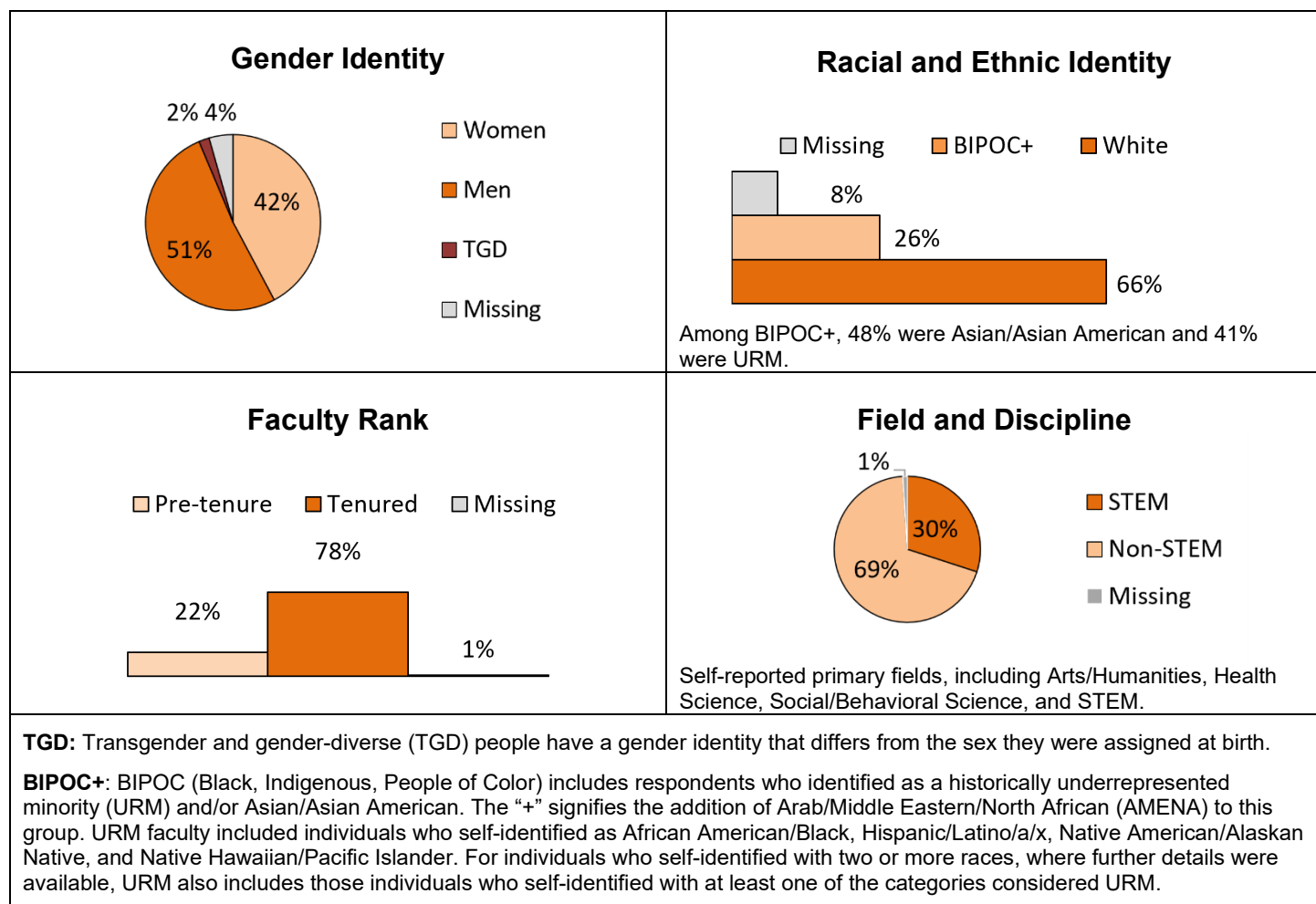
¹ The reported response rate excludes participants who did not respond beyond the first set of demographic variables.

² Representation of faculty was based on data from the HR warehouse and examined sex, school/college, rank, and racial and ethnic identity of the respondents compared to the overall faculty population invited to take the survey.

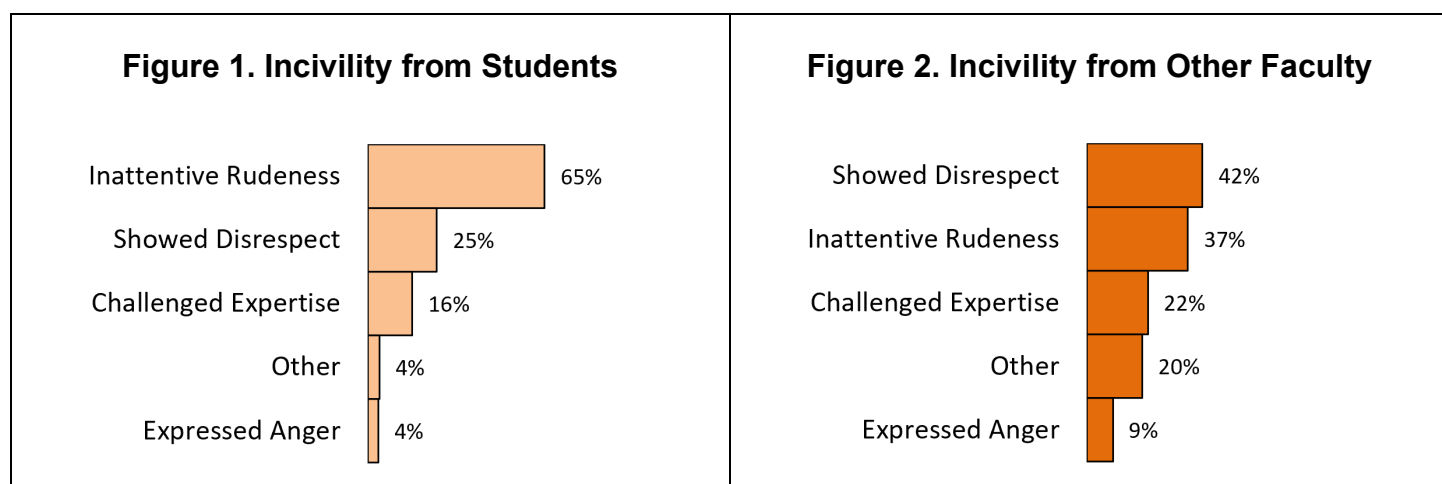
excluded prior to running models; predictors were reduced to a single level, any associated interaction terms were removed, and models were not included when the resulting data contained no variation in the outcome. (For more information about the methodology used, see [Appendix A](#).)

Key Findings from Tenure-Track Faculty

Tenure-Track Faculty (n = 1,289, Response Rate = 41%)



Incivility Experiences Reported by Tenure-Track Faculty



Tenure-Track Faculty Experiences: Student Incivility

<div>Key Descriptive Results</div> <div></div>	<ul style="list-style-type: none">• Two-thirds of tenure-track faculty reported experiencing inattentive rudeness from students; this was the most reported category of incivility (see Figure 1).• While the overall patterns of experiencing student incivility varied by faculty characteristics (see Appendix B, Figure B1), women tenure-track faculty reported higher percentages than men across all five categories, with differences ranging from approximately 3 to 16 percentage points. TGD tenure-track faculty also reported relatively high percentages across several categories, particularly inattentive rudeness (82%) and disrespect (59%).									
<div>Logistic Regression Results</div> <div></div>	<p>When holding all other factors constant:</p> <p>Inattentive rudeness (Appendix C, Table C1)</p> <ul style="list-style-type: none">• Compared to White tenure-track faculty, BIPOC+ faculty had significantly lower odds of reporting inattentive rudeness from students.³• Compared to STEM tenure-track faculty, non-STEM faculty had significantly lower odds of reporting inattentive rudeness from students. <p>Challenged expertise (Appendix C, Table C2)</p> <ul style="list-style-type: none">• Compared to tenure-track men, women had significantly higher odds of reporting that students challenged their expertise. <p>Showed disrespect (Appendix C, Table C3)</p> <ul style="list-style-type: none">• Compared to tenure-track men, women and TGD faculty had significantly higher odds of reporting disrespect from students.• Compared to tenured faculty, pre-tenure faculty tended to have higher odds of reporting disrespect from students.• While there was no significant difference in odds between tenure-track BIPOC+ and White faculty, the interaction effect of tenure status and racial and ethnic identity was significant. Compared to tenured White faculty, pre-tenure BIPOC+ faculty had higher odds of reporting student disrespect than would be expected based on the separate effects of tenure status and racial and ethnic identity. This indicated that the experience difference between people from different racial and ethnic groups varied by tenure status (descriptive percentages from Appendix B, Figure B4 are shown to help illustrate the interaction effects). <div><p>Percent of faculty who reported disrespect from students</p><table><thead><tr><th></th><th>Pre-tenure</th><th>Tenured</th></tr></thead><tbody><tr><td>BIPOC+</td><td>42%</td><td>22%</td></tr><tr><td>White</td><td>27%</td><td>25%</td></tr></tbody></table></div>		Pre-tenure	Tenured	BIPOC+	42%	22%	White	27%	25%
	Pre-tenure	Tenured								
BIPOC+	42%	22%								
White	27%	25%								

³ This finding may reflect the heterogeneity within the BIPOC+ group, as we intentionally combined URM and Asian/Asian American faculty and other racial and ethnic subgroups together to account for the small number of responses. From our data, Asian/Asian American faculty reported incivility less frequently (see Appendix B, [Figure B33](#)). Future studies with larger samples should investigate racial and ethnic subgroup differences.

	<p>Expressed anger (Appendix C, Table C4)</p> <ul style="list-style-type: none">• There were no significantly different odds for tenure-track faculty based on gender, rank, field, or racial and ethnic identity. <p>Other incivility (Appendix C, Table C5)</p> <ul style="list-style-type: none">• Compared to tenure-track men, women had significantly higher odds of reporting other incivility behaviors from students.
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Tenure-Track Faculty Experiences: Faculty Incivility

<p>Key Descriptive Results</p> 	<ul style="list-style-type: none"> • Showed disrespect was the most frequently reported form of faculty-to-faculty incivility among tenure-track faculty, followed by inattentive rudeness and challenged expertise; fewer faculty reported experiences of expressed anger and other incivility behaviors (See Figure 2). • While overall patterns of reported faculty incivility varied by faculty characteristics, descriptive patterns differed by gender (see Appendix B, Figure B2). For example, women tenure-track faculty reported higher percentages than men across all five categories of faculty incivility; for example, 31% of women versus 17% of men reported challenged expertise, and 54% versus 35% reported disrespect. TGD tenure-track faculty reported the highest percentages across all five categories, including 70% reporting inattentive rudeness, 80% disrespect, and 60% other incivility behaviors.
<p>Logistic Regression Results</p> 	<p>When holding all other factors constant:</p> <p>Inattentive rudeness (Appendix C, Table C6)</p> <ul style="list-style-type: none"> • Compared to tenure-track men, women and TGD faculty had significantly higher odds of reporting inattentive rudeness from their faculty colleagues. • Compared to White tenure-track faculty, BIPOC+ faculty had significantly lower odds of reporting inattentive rudeness from their faculty colleagues.⁴ <p>Challenged expertise (Appendix C, Table C7)</p> <ul style="list-style-type: none"> • Compared to tenure-track men, women and TGD faculty had significantly higher odds of reporting that their faculty colleagues challenged their expertise. <p>Showed disrespect (Appendix C, Table C8)</p> <ul style="list-style-type: none"> • Compared to tenure-track men, women had significantly higher odds of reporting disrespect from faculty colleagues. • Compared to White tenure-track faculty, BIPOC+ faculty had significantly lower odds of reporting disrespect from their faculty colleagues.⁵ <p>Expressed anger (Appendix C, Table C9)</p> <ul style="list-style-type: none"> • Compared to tenure-track men, women and TGD faculty had significantly higher odds of reporting expressed anger from their faculty colleagues. • Compared to tenured faculty, pre-tenure faculty had significantly lower odds of reporting expressed anger from their faculty colleagues. <p>Other incivility (Appendix C, Table C10)</p> <ul style="list-style-type: none"> • Compared to tenure-track men, women and TGD faculty had significantly higher odds of reporting other incivility from their faculty colleagues. • Compared to tenured faculty, pre-tenure faculty had significantly lower odds

⁴ See footnote 3 and Appendix B, [Figure B34](#).

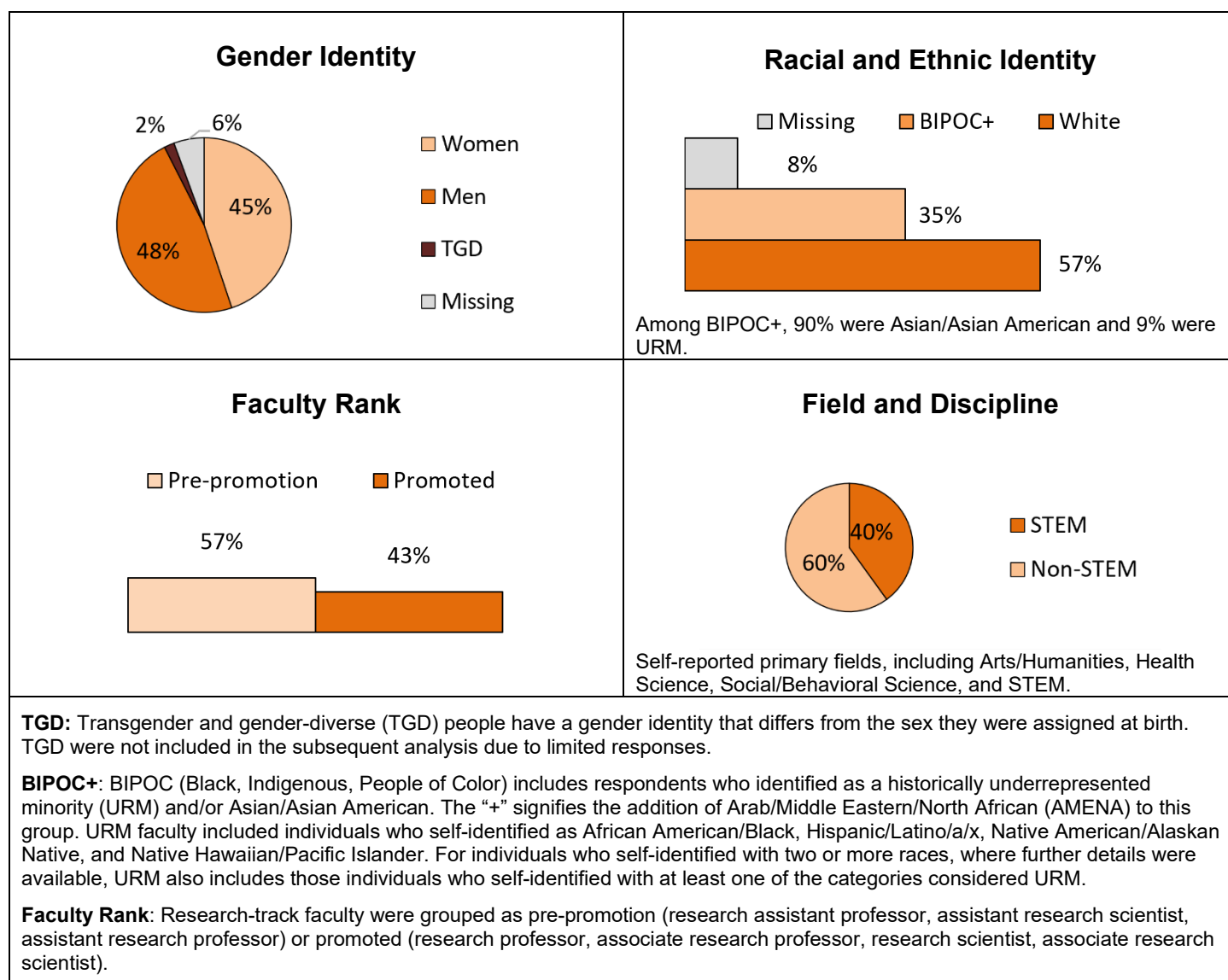
⁵ See footnote 4.

of reporting other incivility from their faculty colleagues.

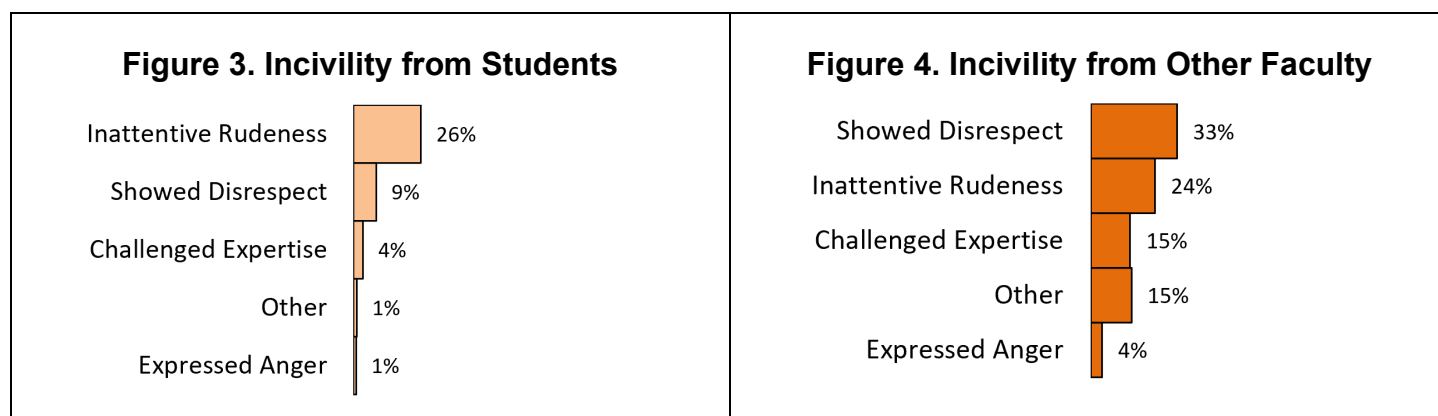
- Compared to STEM tenure-track faculty, **non-STEM faculty had significantly higher odds** of reporting other incivility from their faculty colleagues.

Key Findings from Research-Track Faculty

Research-Track Faculty ($n = 214$, Response Rate = 38%)



Incivility Experiences Reported by Research-Track Faculty



Research-Track Faculty Experiences: Student Incivility

<p>Key Descriptive Results</p> 	<ul style="list-style-type: none"> Research-track faculty reported the least incivility from students compared to other faculty tracks (see Figures 1, 3, 5 and 7). Approximately a quarter of all research-track faculty reported experiencing inattentive rudeness from students (see Figure 3). While overall patterns of reported student incivility varied by faculty characteristics (see Appendix B, Figure B9), several descriptive differences emerged. Research-track women reported higher percentages than men for most forms of student incivility, particularly disrespect (15% vs. 6%) and inattentive rudeness (30% vs. 25%). BIPOC+ research-track faculty reported lower percentages than White faculty for most forms of incivility, with the largest difference observed for inattentive rudeness (14% vs. 38%). Similarly, non-STEM faculty reported lower percentages than STEM faculty for most forms of student incivility, including inattentive rudeness (17% vs. 39%) and disrespect (6% vs. 13%).
<p>Logistic Regression Results</p> 	<p>When holding all other factors constant:</p> <p>Inattentive rudeness (Appendix C, Table C11)</p> <ul style="list-style-type: none"> Compared to White research-track faculty, BIPOC+ faculty had significantly lower odds of reporting inattentive rudeness from students.⁶ Compared to STEM research-track faculty, faculty in non-STEM fields had significantly lower odds of reporting inattentive rudeness from students. <p>Showed disrespect (Appendix C, Table C12)</p> <ul style="list-style-type: none"> There were no significantly different odds for research-track faculty based on gender, rank, field, or racial and ethnic identity. <p>Challenged expertise, expressed anger, and other incivility</p> <ul style="list-style-type: none"> Models could not be run due to limited responses.

⁶ See footnote 3 and Appendix B, [Figure B35](#).

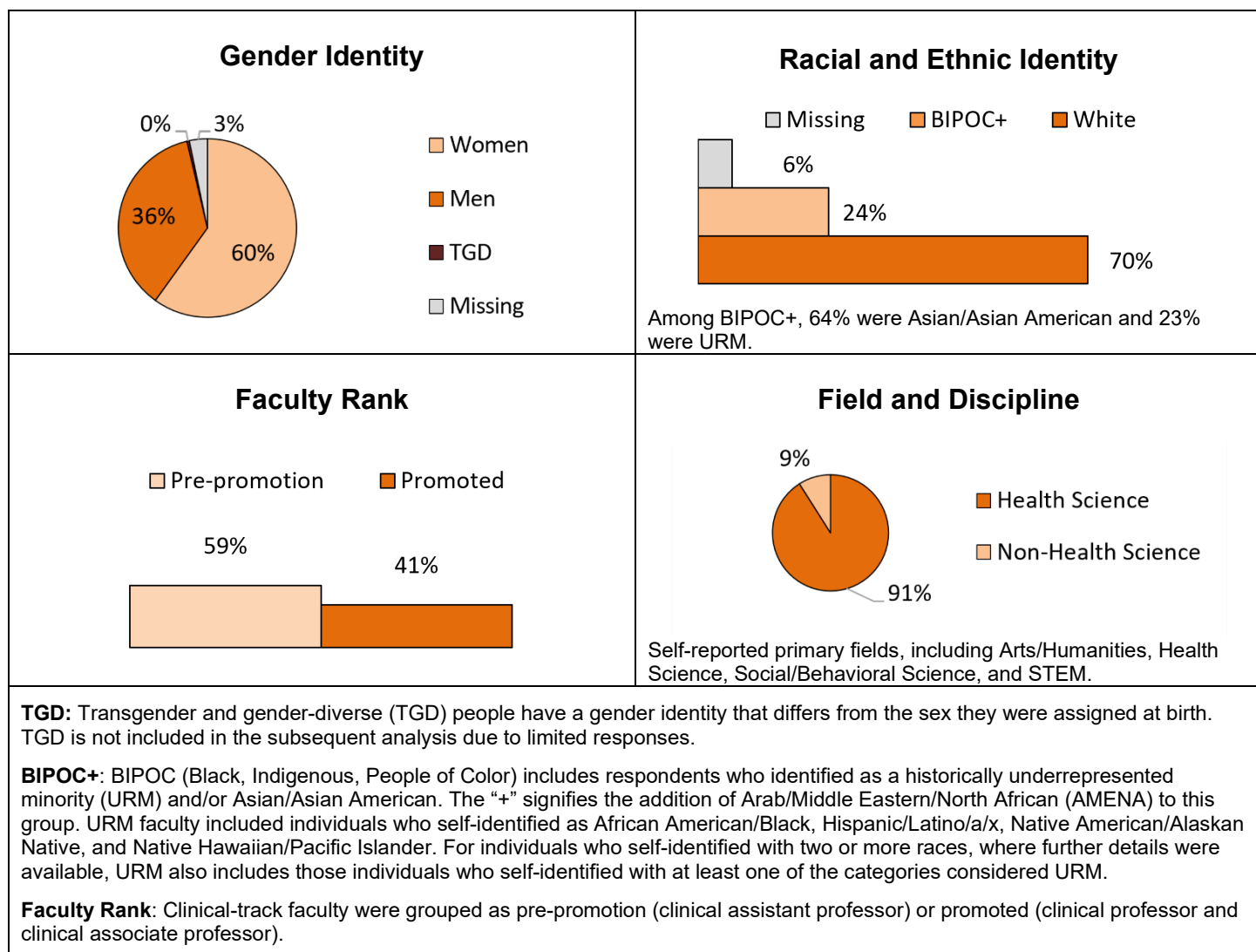
Research-Track Faculty Experiences: Faculty Incivility

<p>Key Descriptive Results</p> 	<ul style="list-style-type: none"> Overall, research-track faculty reported experiencing more incivility from their faculty colleagues than from students. Approximately one-third of research-track faculty reported experiencing disrespect from faculty colleagues, making it the most reported category of incivility from faculty colleagues (see Figure 4). While overall patterns of reported faculty incivility varied by faculty characteristics (see Appendix B, Figure B10), research-track women reported higher percentages than men across all five categories, particularly disrespect (41% vs. 24%) and inattentive rudeness (33% vs. 17%). In contrast, BIPOC+ research-track faculty reported lower percentages than White faculty across all five categories, with notable differences in inattentive rudeness (10% vs. 36%), disrespect (20% vs. 41%), and other incivility behaviors (7% vs. 20%).
<p>Logistic Regression Results</p> 	<p>When holding all other factors constant:</p> <p>Inattentive rudeness (Appendix C, Table C13)</p> <ul style="list-style-type: none"> Compared to White research-track faculty, BIPOC+ faculty had significantly lower odds of reporting inattentive rudeness from faculty colleagues. <p>Challenged expertise (Appendix C, Table C14)</p> <ul style="list-style-type: none"> There were no significantly different odds for research-track faculty based on gender, rank, field, or racial and ethnic identity. <p>Showed disrespect (Appendix C, Table C15)</p> <ul style="list-style-type: none"> Compared to White research-track faculty, BIPOC+ faculty had significantly lower odds of reporting disrespect from faculty colleagues.⁷ <p>Other incivility (Appendix C, Table C16)</p> <ul style="list-style-type: none"> Compared to White research-track faculty, BIPOC+ faculty had significantly lower odds of reporting other forms of incivility from faculty. <p>Expressed anger</p> <ul style="list-style-type: none"> Models could not be run due to limited responses.

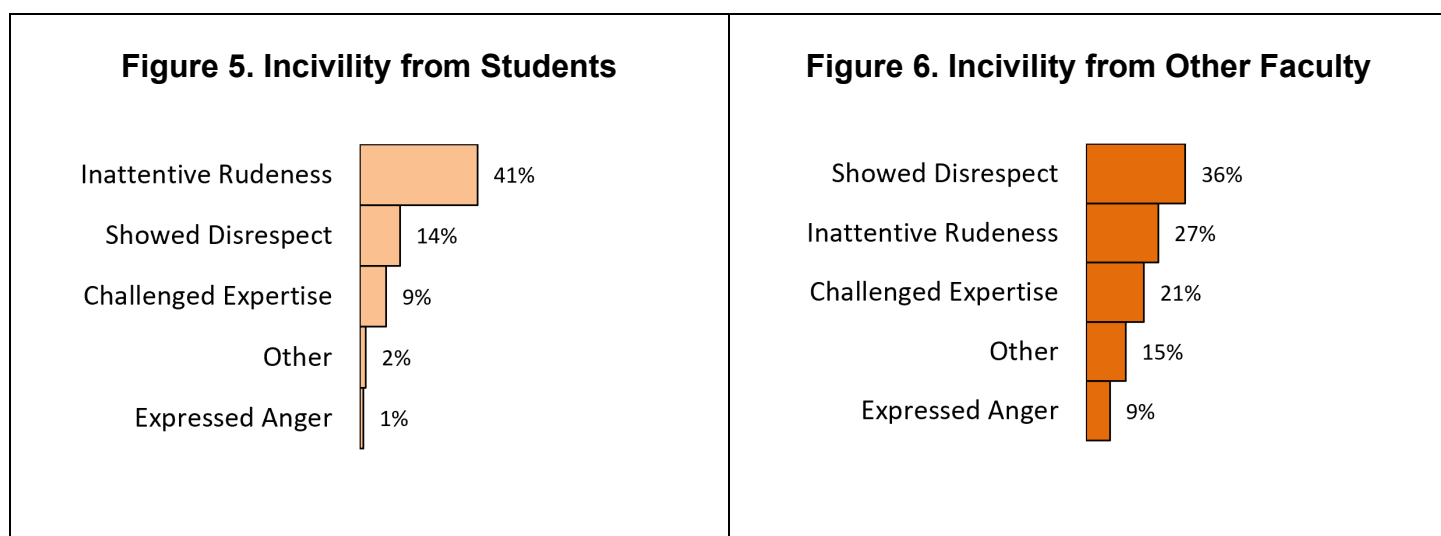
⁷ See footnote 3 and Appendix B, [Figure B36](#).

Key Findings from Clinical-Track Faculty

Clinical-Track Faculty (n = 704, Response Rate = 30%)



Incivility Experiences Reported by Clinical-Track Faculty



Clinical-Track Faculty Experiences: Student Incivility

Key Descriptive Results



- **Approximately two in five clinical-track faculty reported experiencing inattentive rudeness from students**, making it the most reported form of incivility from students, followed by disrespect and challenged expertise; very few clinical-track faculty reported experiences of expressed anger or other incivility behaviors from students (see [Figure 5](#)).
- While overall patterns of reported student incivility varied by faculty characteristics (see Appendix B, [Figure B17](#)), **clinical-track faculty in non-Health Science fields reported higher percentages** than those in the Health Science fields for most types of student incivility, particularly inattentive rudeness (66% vs. 39%), disrespect (27% vs. 13%), and other incivility behaviors (6% vs. 2%).

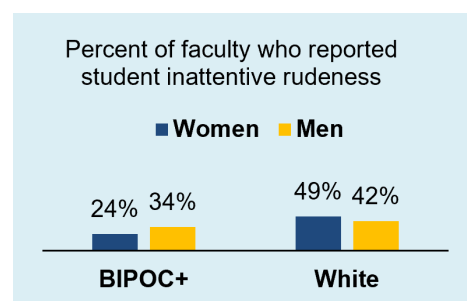
Logistic Regression Results



When holding all other factors constant:

Inattentive rudeness (Appendix C, [Table C17](#))

- Compared to White clinical-track faculty, **BIPOC+ faculty had significantly lower odds** of reporting inattentive rudeness from students.⁸
- Compared to promoted clinical-track faculty, **pre-promotion faculty had significantly lower odds** of reporting inattentive rudeness from students.
- Compared to Health Science clinical-track faculty, **faculty in non-Health Science fields had significantly higher odds** of reporting inattentive rudeness from students.
- While there was no significant difference in odds between clinical-track women and men, the interaction effects of gender and racial and ethnic identity added variation, suggesting that **BIPOC+ women had significantly lower odds** of reporting student inattentive rudeness, compared to White men.⁹ This indicated that the difference in experiences of student inattentive rudeness between women and men varied by racial and ethnic identity (descriptive percentages from Appendix B, [Figure B19](#) are shown to help illustrate the interaction effects).



Challenged expertise (Appendix C, [Table C18](#))

- There were no significantly different odds for clinical-track faculty based on gender, rank, field, or racial and ethnic identity.

Showed disrespect (Appendix C, [Table C19](#))

- Compared to clinical-track men, **women had significantly higher odds** of

⁸ See footnote 3 and Appendix B, [Figure B37](#).

⁹ See footnote 8.

reporting disrespect from students.

- Compared to Health Science clinical-track faculty, **faculty in non-Health Science fields had significantly higher odds** of reporting disrespect from students.
- No significant main effects were observed for racial and ethnic identity and faculty promotion status. However, **BIPOC+ pre-promotion clinical-track faculty tended to have higher odds** of reporting disrespect from students than would be expected based on the separate effects, compared to promoted White faculty. This suggests that racial and ethnic identity and promotion status may work together to shape clinical-track faculty experiences of student disrespect, even when neither characteristic shows a clear difference on its own.

Expressed anger and other incivility

- Models could not be run due to limited responses.

Clinical-Track Faculty Experiences: Faculty Incivility

Key Descriptive Results



- **More than one-third of clinical-track faculty reported experiencing disrespect from faculty colleagues**, making it the most reported form of faculty incivility among clinical-track faculty (see [Figure 6](#)).
- While overall patterns of reported faculty incivility varied by faculty characteristics (see Appendix B, [Figure B18](#)), **women reported higher percentages** than men for most types of faculty incivility, such as disrespect from faculty colleagues (41% vs. 30%). **BIPOC+ clinical-track faculty reported lower percentages** than White faculty across most categories, with the largest difference observed for inattentive rudeness (19% vs. 29%). Similarly, **pre-promotion faculty reported lower percentages** than promoted faculty across all five categories, particularly inattentive rudeness (23% vs. 33%) and disrespect (32% vs. 45%).

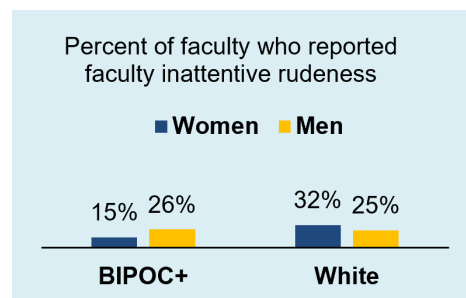
Logistic Regression Results



When holding all other factors constant:

Inattentive rudeness (Appendix C, [Table C20](#))

- Compared to White clinical-track faculty, **BIPOC+ faculty had significantly lower odds** of reporting faculty inattentive rudeness.¹⁰
- Compared to promoted clinical-track faculty, **pre-promotion faculty had significantly lower odds** of reporting faculty inattentive rudeness. Although there was no odds difference by gender, compared to White men, **BIPOC+ women had lower odds** of reporting inattentive rudeness than would be expected based on the separate effects of gender and racial and ethnic identity.¹¹ This suggests that gender differences in experiencing faculty inattentive rudeness varied by racial and ethnic identity (descriptive percentages from Appendix B, [Figure B22](#) are shown to help illustrate the interaction effects).



Challenged expertise (Appendix C, [Table C21](#))

- While no statistically significant main effects were observed, **pre-promotion women clinical-track faculty had lower odds** of reporting that faculty colleagues challenged their expertise than would be expected based on the separate effects of promotion status and gender, compared to promoted men. This suggested that gender and promotion status work together to shape faculty experiences of faculty challenging their expertise, even when neither characteristic shows a clear difference on its own.
- Similarly, while no statistically significant main effects were observed, **pre-promotion BIPOC+ faculty had higher odds** of reporting that faculty colleagues challenged their expertise than would be expected based on the separate effects of

¹⁰ See footnote 3 and Appendix B, [Figure B38](#).

¹¹ See footnote 10.

promotion and racial and ethnic identity, compared to promoted White faculty. This suggested that racial and ethnic identity and promotion status work together to shape faculty experiences of faculty challenging their expertise, even when neither characteristic shows a clear difference on its own.

Showed disrespect (Appendix C, [Table C22](#))

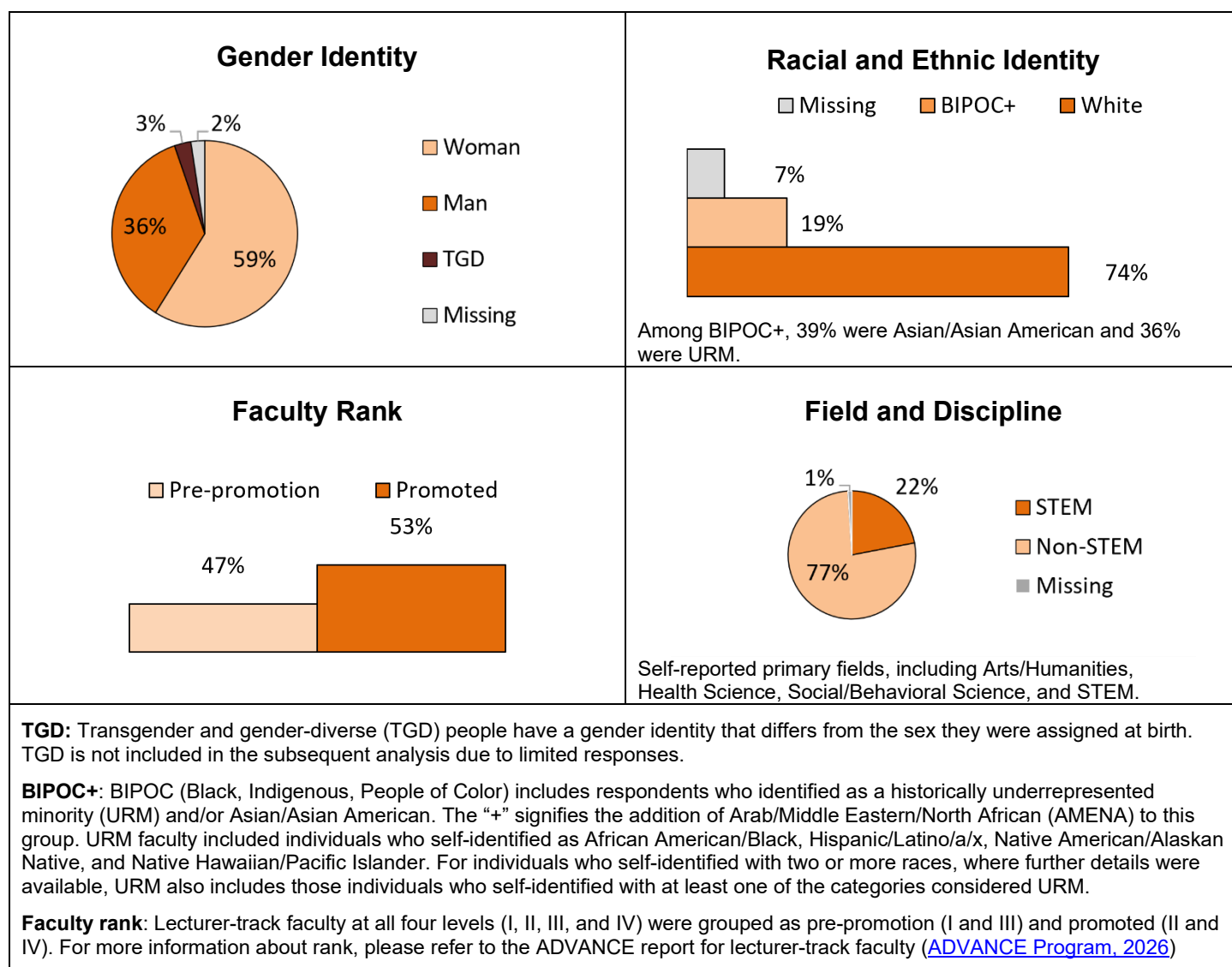
- Compared to clinical-track men, **women faculty had significantly higher odds** of reporting faculty disrespect.
- Compared to promoted clinical-track faculty, **pre-promotion faculty had significantly lower odds** of reporting faculty disrespect.
- **Pre-promotion women had lower odds** of reporting faculty disrespect than would be expected based on the separate effects of gender and promotion status, compared to promoted men. The interaction effect suggests that the gender difference in reporting faculty disrespect varied by promotion status.

Expressed anger and other incivility (Appendix C, [Tables C23](#) and [C24](#))

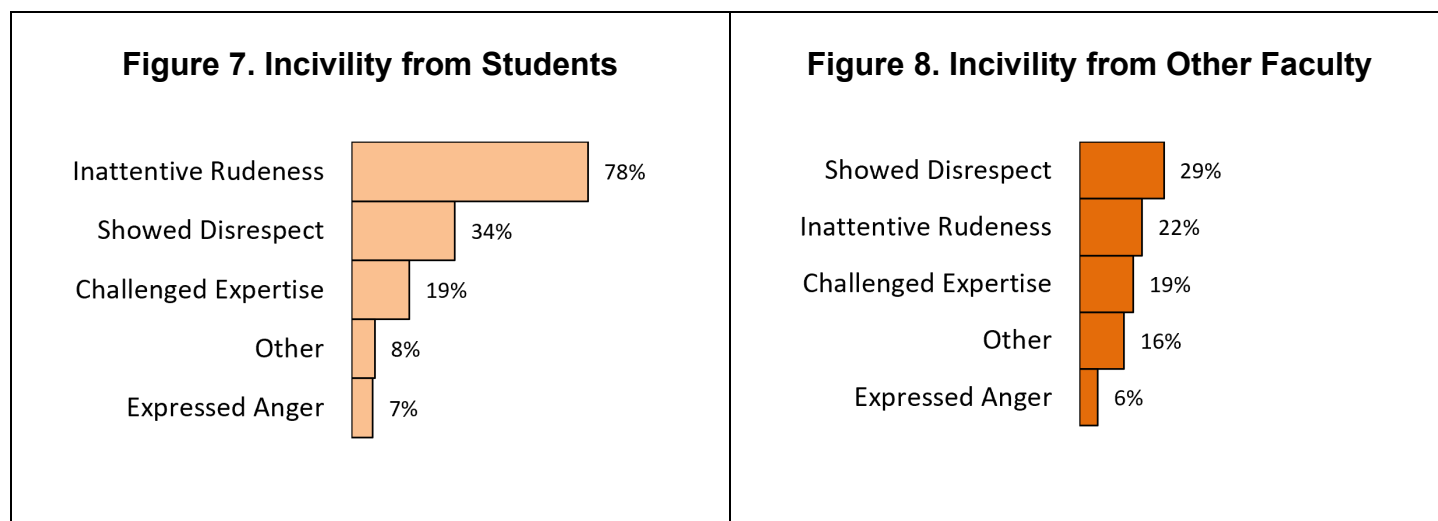
- There were no significantly different odds for clinical-track faculty based on gender, rank, field, or racial and ethnic identity.

Key Findings from Lecturer-Track Faculty

Lecturer-Track Faculty (*n* = 416, Response Rate = 38%)



Incivility Experiences Reported by Lecturer-Track Faculty

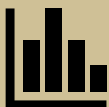


Lecturer-Track Faculty Experiences: Student Incivility

<p>Key Descriptive Results</p> 	<ul style="list-style-type: none"> • Most lecturer-track faculty reported experiencing inattentive rudeness from students, making it the most reported form of incivility from students (see Figure 7). • Lecturer-track faculty reported higher levels of incivility from students compared to all other faculty tracks (see Figures 1, 3, 5 and 7). For student incivility, BIPOC+ lecturer-track faculty reported lower percentages than White faculty across most categories, with the largest differences observed for inattentive rudeness (62% vs. 83%) and challenges to expertise (8% vs. 22%). Patterns also varied by field: STEM lecturer-track faculty reported higher percentages of students challenging their expertise than non-STEM lecturer-track faculty (28% vs. 17%), while non-STEM faculty reported more inattentive rudeness (80% vs. 70%) and disrespect (35% vs. 31%) from students (see Appendix B, Figure B25).
<p>Logistic Regression Results</p> 	<p>When holding all other factors constant:</p> <p>Inattentive rudeness (Appendix C, Table C25)</p> <ul style="list-style-type: none"> • Compared to White lecturer-track faculty, BIPOC+ faculty had significantly lower odds of reporting inattentive rudeness from students. • Compared to STEM lecturer-track faculty, lecturer-track faculty in non-STEM fields had significantly higher odds of reporting inattentive rudeness from students. <p>Challenged expertise (Appendix C, Table C26)</p> <ul style="list-style-type: none"> • Compared to White lecturer-track faculty, BIPOC+ faculty had significantly lower odds of reporting students challenging their expertise.¹² <p>Showed disrespect, expressed anger and other incivility (Appendix C, Tables C27, C28, and C29)</p> <ul style="list-style-type: none"> • There were no significantly different odds for lecturer-track faculty based on gender, rank, field, or racial and ethnic identity.

¹² See footnote 3 and Appendix B, [Figure B39](#).

Lecturer-Track Faculty Experiences: Faculty Incivility

<p>Key Descriptive Results</p> 	<ul style="list-style-type: none"> Approximately one-third of lecturer-track faculty reported experiencing disrespect from faculty colleagues, making it the most reported form of incivility from other faculty (see Figure 8). While overall patterns of reported incivility from faculty varied by faculty characteristics (see Appendix B, Figure B26), lecturer-track women faculty generally reported higher percentages of faculty incivility than men across all five categories, particularly challenged expertise (23% vs. 13%) and disrespect (34% vs. 23%). Promoted lecturer-track faculty also reported higher percentages than pre-promotion faculty across all five faculty incivility categories, with the largest differences observed for disrespect (37% vs. 22%), inattentive rudeness (28% vs. 16%), and other incivility behaviors (21% vs. 10%). Similarly, non-STEM faculty reported higher percentages than STEM faculty across all five categories, particularly disrespect (31% vs. 22%) and other incivility behaviors (17% vs. 10%).
<p>Logistic Regression Results</p> 	<p>When holding all other factors constant:</p> <p>Inattentive rudeness (Appendix C, Table C30)</p> <ul style="list-style-type: none"> Compared to promoted lecturer-track faculty, pre-promotion faculty had significantly lower odds of reporting inattentive rudeness from their faculty colleagues. <p>Challenged expertise (Appendix C, Table C31)</p> <ul style="list-style-type: none"> Compared to lecturer-track men, women had significantly higher odds of reporting their faculty colleagues challenging their expertise. <p>Showed disrespect (Appendix C, Table C32)</p> <ul style="list-style-type: none"> Compared to men, women had significantly higher odds of reporting disrespect from their faculty colleagues. Compared to promoted lecturer-track faculty, pre-promotion faculty had significantly lower odds of reporting disrespect from their faculty colleagues. BIPOC+ women had significantly lower odds of reporting faculty disrespect than would be expected based on the separate gender and racial and ethnic identity effects, compared to White men.¹³ This suggests that the gender difference in reporting faculty disrespect varied by faculty racial and ethnic identity. <p>Other incivility behaviors (Appendix C, Table C33)</p> <ul style="list-style-type: none"> Compared to promoted lecturer-track faculty, pre-promotion faculty had significantly lower odds of reporting other forms of faculty incivility. While no statistically significant main effects were observed, BIPOC+ women lecturer-track faculty reported lower odds of experiencing other faculty incivility behaviors than would be expected based on the separate effects of

¹³ See footnote 3 and Appendix B, [Figure B40](#)).

gender and racial and ethnic identity, compared to White men.¹⁴ This suggests that gender and racial and ethnic identity work together to shape lecturer-track faculty experiences of incivility.

Expressed anger

- Models could not be run due to limited responses.

¹⁴ See footnote 13.

Summary of Key Findings



Tenure-Track Faculty

Student-to-faculty incivility was widespread among tenure-track faculty, particularly inattentive rudeness, which was reported by roughly two-thirds of respondents. **Gender emerged as a consistent predictor of student incivility experiences**, with women and TGD faculty reporting more incivility, including having their expertise challenged and disrespect from students, than men. **Racial and ethnic identity and discipline/field were associated with inattentive rudeness**, with BIPOC+ and non-STEM tenure-track faculty reporting less than their White and STEM faculty counterparts. An interaction pattern indicated pre-tenure BIPOC+ faculty were more likely to experience student disrespect than White tenured faculty.

Faculty-to-faculty incivility was also common among tenure-track faculty. **Gender again emerged as the most consistent predictor**, with women and TGD faculty reporting more incivility from other faculty. In contrast, BIPOC+ faculty and pre-tenure faculty had lower odds than their White and tenured faculty counterparts to report faculty incivility.



Research-Track Faculty

Student-to-faculty incivility was reported less frequently among research-track faculty than among faculty on other tracks, though inattentive rudeness remained the most reported incivility category. **Discipline/field and racial and ethnic identity were significant predictors associated with faculty members' varied experiences of student incivility**. BIPOC+ research-track faculty and those in non-STEM fields had lower odds of reporting student inattentive rudeness than White faculty and those in STEM fields.

Disrespect from other faculty colleagues was the most common form of incivility reported by research-track faculty. **Racial and ethnic identity was the only consistent predictor**; BIPOC+ research-track faculty had lower odds of reporting several forms of faculty incivility compared to White research-track faculty.



Clinical-Track Faculty

Among clinical-track faculty, inattentive rudeness was the most reported form of student incivility. **Reports of student incivility varied by faculty racial and ethnic identity, career stage, and discipline/field**. BIPOC+ and pre-promotion clinical-track faculty reported lower levels of inattentive rudeness than their White and promoted faculty counterparts, while women and non-Health Science faculty had higher odds of reporting certain forms of student incivility than men and faculty from Health Science fields.

Disrespect from faculty colleagues was the most reported form of incivility among clinical-track faculty. Reports of faculty incivility **varied by gender, racial and ethnic identity, and career stage**. Clinical-track women had higher odds of reporting faculty disrespect compared to men, while pre-promotion women had lower odds of reporting faculty disrespect compared to promoted faculty. BIPOC+ clinical-track faculty had lower odds of reporting faculty inattentive rudeness, compared to White colleagues.



Lecturer-Track faculty

Student-to-faculty incivility was highly prevalent among lecturer-track faculty, particularly inattentive rudeness, which was reported by a large majority of respondents. **Racial and ethnic identity and discipline/field** were associated with several forms of student incivility, with BIPOC+ lecturers having lower odds of reporting student inattentive rudeness and students challenging their expertise than White faculty. Non-STEM lecturer-track faculty reported higher odds of experiencing student inattentive rudeness, compared to STEM faculty.

Disrespect from faculty colleagues was the most common form of incivility among lecturer-track faculty. **Gender and promotion stage emerged as key factors** shaping these experiences: lecturer-track women had higher odds than men of reporting certain forms of faculty incivility, while pre-promotion lecturer-track faculty

had lower odds than promoted faculty of reporting several types of faculty incivility. Interaction patterns also indicated that the gender difference in experiencing faculty incivility differed between BIPOC+ and White lecturer-track faculty, as BIPOC+ women reported lower odds of disrespect and other forms of incivility.



BIPOC+ Faculty Across Faculty Tracks

Across faculty tracks, the findings for BIPOC+ faculty should be interpreted with caution given the heterogeneity within this group. To support sufficient sample sizes for analysis, the BIPOC+ category combined faculty from racial and ethnic minority groups that are underrepresented in higher education (URM, including Black/African American, Latinx, and Native American/Native Hawaiian) and Asian/Asian American (A/AA) groups. The small number of BIPOC+ faculty in the sample precluded statistical analyses comparing URM, A/AA, and White faculty. Descriptively, across faculty tracks, A/AA faculty generally reported lower rates of incivility than White faculty across almost all incivility types, regardless of incivility sources. Experiences among URM faculty were more varied: although URM faculty also reported lower rates than White faculty for some forms of incivility, they reported comparable or higher rates for selected experiences in some faculty tracks, such as challenged expertise, showed disrespect, expressed anger, or other incivility. These patterns demonstrate that aggregate BIPOC+ findings may mask important differences among racial and ethnic groups (see Appendix B, [Supplemental Figures B33–B40](#)). Future research with larger samples should examine A/AA and URM faculty separately to better understand variation in experiences of incivility.



Implications

The findings suggest several broad implications for improving faculty workplace climate:

- Student-to-faculty and faculty-to-faculty incivility appear to be distinct challenges and may require different prevention and response strategies.
- Women faculty consistently reported more student and faculty incivility behaviors involving disrespect and challenges to expertise, indicating that subtle forms of gender-based workplace incivility remain an important climate concern.
- Faculty rank and disciplinary field were among the most consistent predictors of experiencing incivility, suggesting that faculty experiences may vary across workplace contexts, including differences in disciplinary culture, academic roles, and instructional environments.
- Several significant interaction effects indicate that experiences of incivility may vary across combinations of identities and career stages, highlighting the importance of considering intersectionality when developing interventions.

U-M Programs and Resources

Below are some of the U-M programs, services, and resources that may support addressing incivility and improving faculty workplace climate as of September 2026.

- [ADVANCE Program](#): Conducts campus-wide faculty climate surveys ([ADVANCE Program, 2024](#)) and [unit-level climate assessments](#) designed to identify climate concerns and [support organizational change](#).
- [Center for the Education of Women+ \(CEW+\)](#): Resources, advocacy, and support for faculty and other members of the university community.
- [Center for Research on Learning and Teaching \(CRLT\)](#): [Consultation](#) and [resources for faculty](#) related to teaching, classroom climate, and challenging faculty-student interactions.
- [Equity, Civil Rights, and Title IX Office \(ECRT\)](#): Information, consultation, and resolution options related to discrimination, harassment, workplace concerns, and conflict, including [mediation services](#).
- [Ethics, Integrity, and Compliance Office](#): University-wide information and resources related to ethical conduct, compliance, and reporting concerns
- [Faculty and Staff Counseling and Consultation Office \(FASCCO\)](#): Confidential consultation and counseling services for faculty and staff experiencing workplace or interpersonal concerns.
- [Office of Student Conflict Resolution \(OSCR\)](#): Resources and resolution options for conflicts involving students.
- [U-M Faculty Ombuds](#): Confidential, informal consultation for faculty seeking assistance with workplace concerns, conflicts, or university processes.

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ADVANCE PROGRAM

UNIVERSITY OF MICHIGAN

Appendix

Faculty Experiences of Incivility on Campus

- Appendix A: Data and Methods
- Appendix B: Descriptive Figures
- Appendix C: Logistic Regression Results

U-M ADVANCE Program

October 2026

Appendix A: Data and Methods

Survey Instruments and Incivility Categories

Our data were from the 2023 Campus-Wide Climate survey ([ADVANCE Program, 2024](#)). We asked survey participants about their experiences of any incivility behaviors during the past 12 months. There were 19 question items in total. Table A1 presents the original survey items. The original survey used a check-all-that-apply format and asked respondents whether faculty, students, or staff had exhibited any of 19 specific uncivil behaviors toward them during the past 12 months. For each behavior, respondents selected the behavior if it occurred (coded as 1 = Yes); behaviors that were not selected were left as missing.

To facilitate interpretation and reduce the complexity of analyzing 19 individual behaviors across three actor groups, we grouped the 19 items into five categories based on prior research and established survey practice¹⁵: “inattentive rudeness”, “challenged expertise”, “showed disrespect”, “expressed anger”, and “other” incivility behaviors (see Table A1). For each category and actor group (faculty, students, and staff), a binary variable was created indicating whether a respondent reported experiencing at least one behavior within that category. Respondents were coded as having experienced the category (1 = Present) if they selected one or more behaviors within the category and coded as not having experienced the category (0 = Absent) if none of the behaviors were selected.

The five incivility categories were defined as follows:

- Inattentive rudeness: Experiences with people who disengaged during interactions, for example, by not paying attention, doing unrelated activities, arriving late or leaving early without explanation, or missing class/meetings without notice.
- Challenged expertise: Experiences with people who directly questioned or undermined their authority, including doubting their knowledge, accusing them of incompetence, or challenging their credibility.
- Showed disrespect: Experiences with people who displayed personal disrespect, such as hostile stares, unprofessional language, inappropriate emails, interruptions, insults, ignoring them, or making jokes at their expense.
- Expressed anger: Experiences with people who directed overt anger toward them, including emotional outbursts, yelling, or swearing.
- Other: Experiences with people who showed other incivility behaviors not included in the categories above.

To evaluate the appropriateness of this categorization, pairwise phi correlations (ϕ) were examined among the 19 behavior items (see Table A2). Behaviors assigned to the same category demonstrated 67% stronger associations (mean $\phi = .39$) than behaviors assigned to different categories (mean $\phi = .23$), indicating that behaviors within each category tended to co-occur more frequently than behaviors across categories.

Weighted Logistic Regression

We used weighted logistic regression to examine associations between faculty characteristics and the likelihood of experiencing each category of incivility. Analyses were conducted separately for incivility from students and incivility from faculty across the five behavior categories, resulting in 10 outcomes. Staff incivility was excluded due to low prevalence.

¹⁵ See ADVANCE Program (2015). *Experience of Students' Disruptive and Disrespectful Behavior*. University of Michigan <https://advance.umich.edu/wp-content/uploads/2018/09/ClassroomExperiencesReport.pdf>; Cortina, L. M., Magley, V. J., Williams, J. H., & Langhout, R. D. (2001). Incivility in the workplace: Incidence and Impact. *Journal of Occupational Health Psychology*, 6(1), 64–80. <https://doi.org/10.1037/1076-8998.6.1.64>; Knepp, K. A. F. (2012). Understanding Students and Faculty Incivility in Higher Education. *Journal of Effective Teaching*, 12(1), 33–46.

Survey weights derived through raking procedures were applied to improve the representativeness of the faculty population. Predictors included gender, racial and ethnic identity, faculty rank, and disciplinary field. All predictors were treated as categorical variables. Weighted percentages were calculated descriptively for each characteristic group.

For each faculty track, we estimated a series of logistic regression models examining both main effects (gender, racial and ethnic identity, rank) and interactional effects (gender × racial and ethnic identity, gender × rank, and racial and ethnic identity × rank; see Table A3). To protect respondent confidentiality and ensure statistical reliability, predictor categories with fewer than six respondents were excluded prior to running models; predictors reduced to a single level and any associated interaction terms were removed, and models were not included when the resulting data contained no variation in the outcome.¹⁶

Predictor estimates are reported as odds ratios (ORs) with 95% confidence intervals. To account for increased probability of Type I errors (false positives) associated with multiple hypothesis testing while maintaining reasonable statistical power, *p*-values were adjusted for multiple comparisons using the Benjamini–Hochberg procedure, also known as the false discovery rate (FDR) procedure. Statistical significance of the weighted logistic regression ORs is indicated by symbols: *** *p* < .001, ** *p* < .01, * *p* < .05, and † *p* < .10. Estimates without symbols are not statistically significant at conventional levels. Predicted probabilities (Pred. Prob.) were reported for each focal group represented by a main effect or interaction term, providing the model-estimated probability of experiencing incivility for that group while accounting for the other variables included in the model.

When interpreting an odds ratio (OR):

- OR > 1 indicates higher odds of experiencing the incident relative to the reference group
- OR < 1 indicates lower odds
- OR = 1 indicates no difference

Interaction terms quantify whether the combined effect of two identities differs from the sum of their independent effects on the log-odds scale. For example, the gender × racial and ethnic identity interaction tests whether the association between gender and incivility differs between White and BIPOC+ faculty. To be specific, using White men as the reference group, the model first estimates the separate associations of being a woman and being BIPOC+ with the odds of experiencing incivility. The interaction term then indicates whether the pattern observed for BIPOC+ women differs from what would be expected based on these two associations alone.

To interpret the interaction OR, for example:

- Interaction OR > 1: BIPOC+ women have higher odds than would be expected based on the gender and racial and ethnic identity main effects alone.
- Interaction OR < 1: BIPOC+ women have lower odds than would be expected based on the gender and racial and ethnic identity main effects alone.
- Interaction OR = 1: There is no evidence of an interaction; the gender association does not vary by racial and ethnic identity.

¹⁶ See Peduzzi, P., Concato, J., Kemper, E., Holford, T. R., & Feinstein, A. R. (1996). A Simulation Study of the Number of Events per Variable in Logistic Regression Analysis. *Journal of Clinical Epidemiology*, 49(12), 1373–1379. [https://doi.org/10.1016/S0895-4356\(96\)00236-3](https://doi.org/10.1016/S0895-4356(96)00236-3)

Table A1.

Campus-Wide Faculty Climate Survey Items and Recoded Index for Analysis

Original Item in 2023 Campus-Wide Survey	Recoded Index for Analysis
Survey Instruction: During the past 12 months, did any students (undergraduate or graduate), staff, or faculty exhibit any of the behaviors listed below toward you? (Please check all that apply)	
Original Response Code: 1 = Yes	Recoded Response Code: 1 = Present; 0 = Absent
Was visibly not paying attention	Inattentive Rudeness
Engaged in an activity unrelated to the purpose of your interaction	
Arrived late and/or left early without explanation	
Didn't attend class or scheduled meeting, without explanation	
Expressed doubt about your knowledge or expertise	Challenged Expertise
Accused you of incompetence	
Challenged your credibility/knowledge	
Gave you hostile looks, stares, or sneers	Showed Disrespect
Addressed you in unprofessional terms	
Sent an inappropriate email	
Interrupted or "spoke over" you	
Made insulting or disrespectful remarks about you	
Ignored you or failed to speak to you	
Made jokes at your expense	
Targeted you with angry outbursts or temper tantrums	Expressed Anger
Yelled, shouted, or swore at you	
Made a sexual advance toward you	Other
Engaged in bullying behavior	
Engaged in domineering/controlling behavior	

Table A2.

Comparison of Within-Category and Between-Category Phi Correlations Among Incivility Categories

Comparison	<i>n</i> Pairs	Mean ϕ	Median ϕ	SD	<i>t</i>	df	p-value
Within Category	34	0.386	0.381	0.161	5.32	40.21	< .001
Between Category	137	0.231	0.236	0.105	—	—	—

Table A3.*Predictors Included in Logistic Regression Models*

Variable¹⁷	Model 1	Model 2	Model 3	Model 4
Experience of Incivility	(OUTCOME)	(OUTCOME)	(OUTCOME)	(OUTCOME)
Gender	✓	✓	✓	✓
Racial and Ethnic Identity	✓	✓	✓	✓
Rank	✓	✓	✓	✓
Discipline and Field	✓	✓	✓	✓
Gender × Racial and Ethnic Identity Interaction		✓		
Gender × Rank Interaction			✓	
Racial and Ethnic Identity × Rank Interaction				✓

Note. Experiences of Incivility included inattentive rudeness, showed disrespect, challenged expertise, expressed anger, and other incivility.

Gender indicated faculty members' gender (man, woman, or TGD). Man is the reference group.

Racial and Ethnic Identity indicated faculty members' racial and ethnic identity (BIPOC+ or White). White is the reference group.

Rank indicated faculty career stage. For tenure-track faculty, the rank included "tenured (reference)" and "pre-tenure" status. For other tracks of faculty, rank includes "promoted (reference)" and "pre-promotion" status.

- Research-track faculty: "pre-promotion" included research assistant professor, assistant research scientist, assistant research professor; and "promoted" included research professor, associate research professor, research scientist, associate research scientist.
- Clinical-track faculty: "pre-promotion" included clinical assistant professor; "promoted" included clinical professor and clinical associate professor.
- Lecturer-track faculty at all four levels (I, II, III, and IV) were grouped as pre-promotion (I and III) and promoted (II and IV). For more information about the lecturer-track faculty rank, please refer to ADVANCE's recent report on the workplace climate experiences of lecturer-track faculty.¹⁸

Discipline and Field indicated the primary department affiliation of faculty. For clinical track faculty, discipline and field included Health Science (reference) and non-Health Science. For other tracks of faculty, it included STEM (reference) and non-STEM.

¹⁷ All variables included as predictors in the models have at least six cases each.

¹⁸ See ADVANCE Program (2026). *Workplace Climate Experiences of Lecturer Faculty*. University of Michigan. https://advance.umich.edu/wp-content/uploads/2026/04/LecturerTrackFaculty_ADV-report_2026.pdf

Appendix B: Descriptive Figures

Tenure-Track Faculty: Descriptive Figures

Figure B1.

Percent of Tenure-Track Faculty Who Experienced Any Incivility from Students During the Past 12 Months.

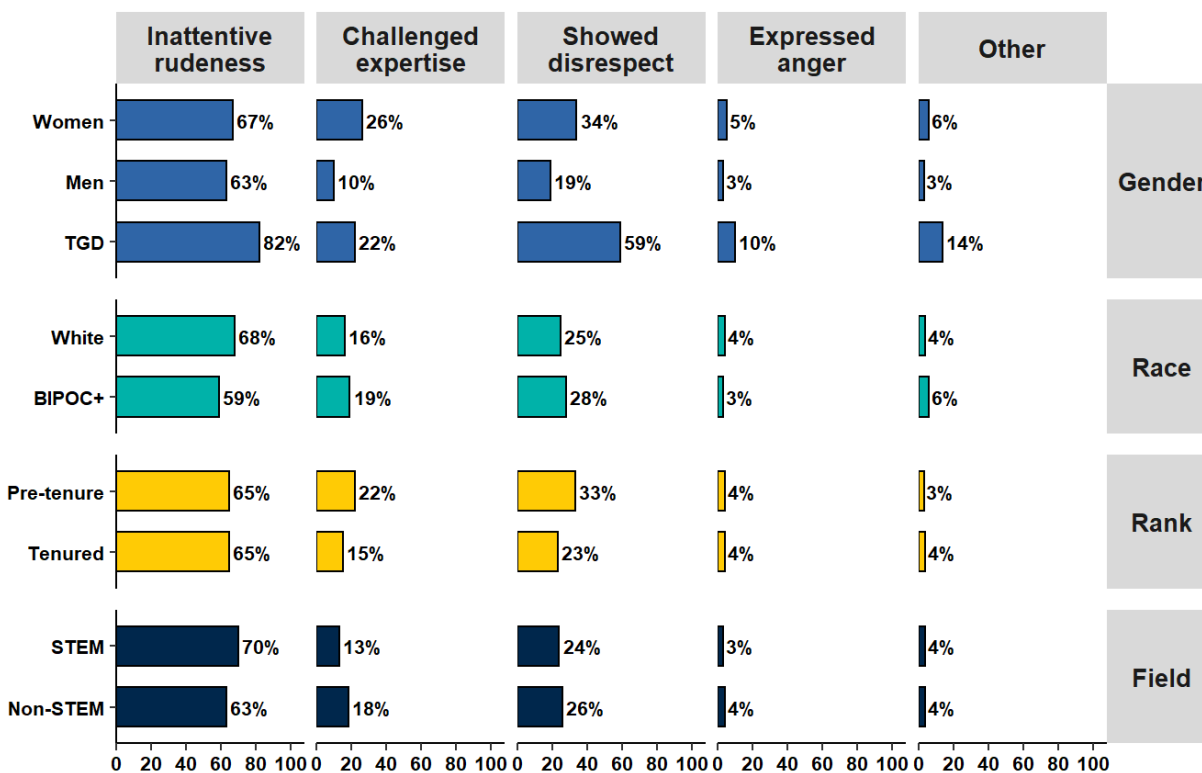


Figure B2.

Percent of Tenure-Track Faculty Who Experienced Any Incivility from Faculty During the Past 12 Months.

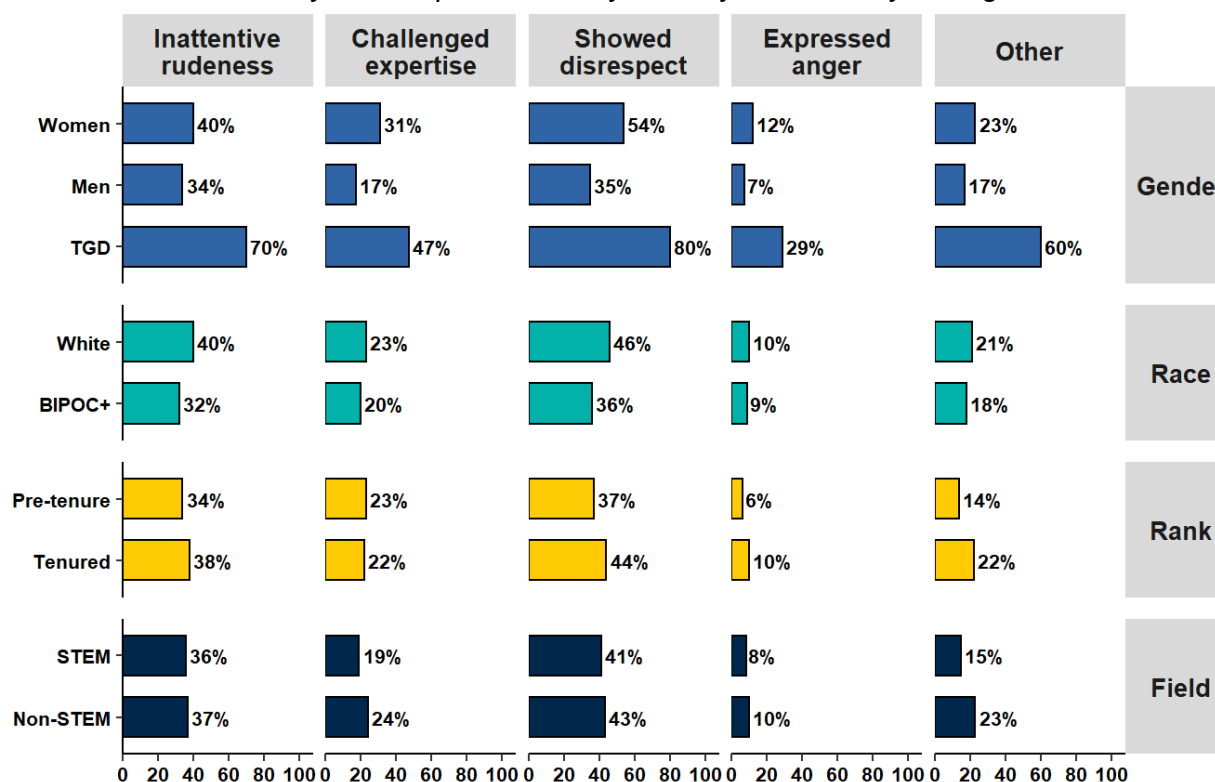


Figure B3.

Percent of Tenure-Track Faculty Who Experienced Incivility from Students by Faculty Gender, Faculty Racial and Ethnic Identity, and Incivility Type.

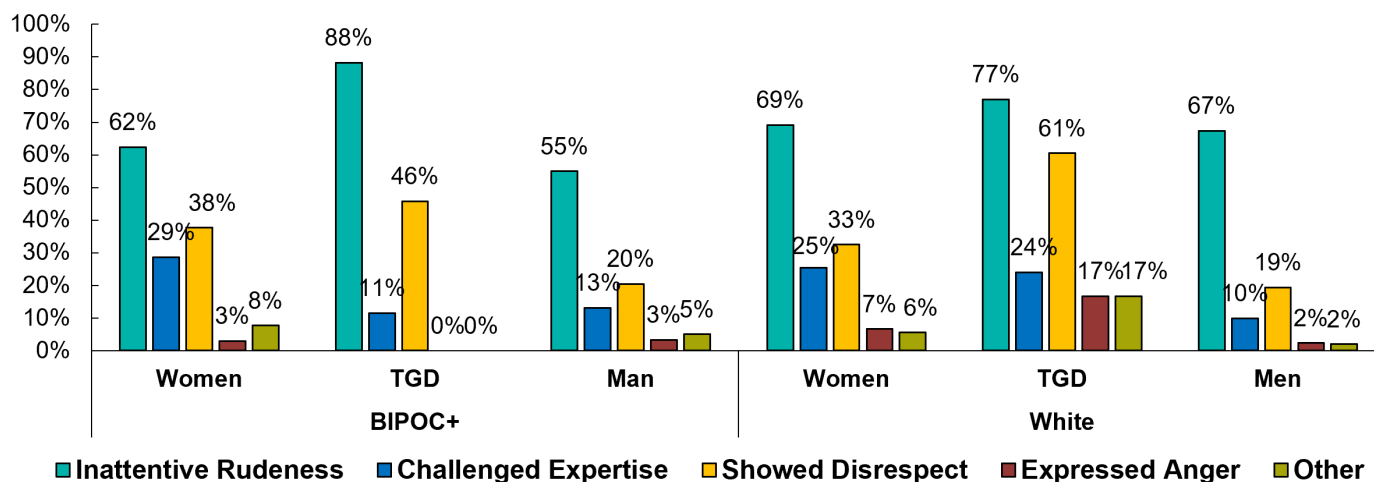


Figure B4.

Percent of Tenure-Track Faculty Who Experienced Incivility from Students by Faculty Racial and Ethnic Identity, Rank, and Incivility Type.

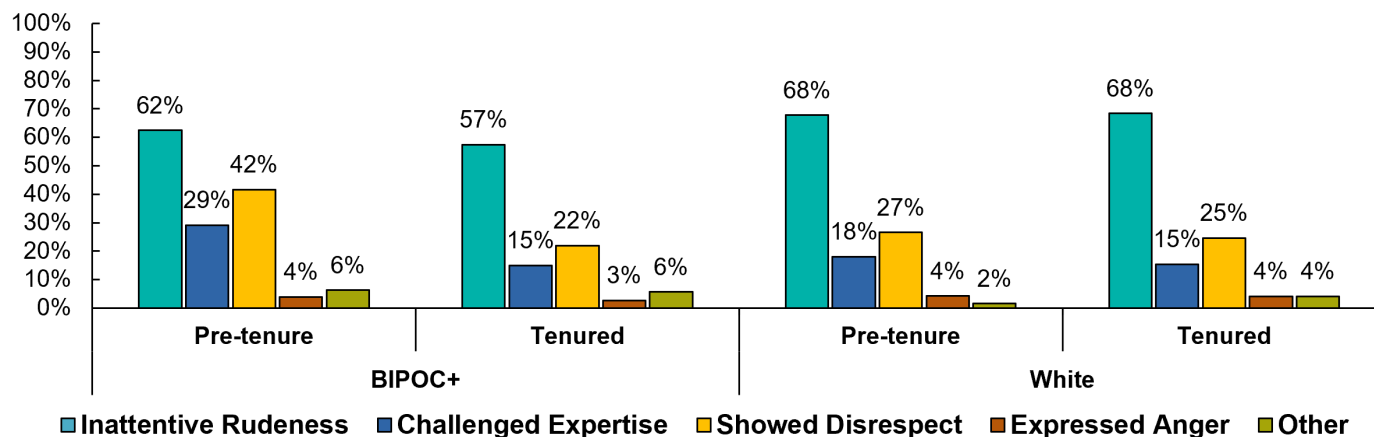


Figure B5.

Percent of Tenure-Track Faculty Who Experienced Incivility from Students by Faculty Gender, Faculty Rank, and Incivility Type.

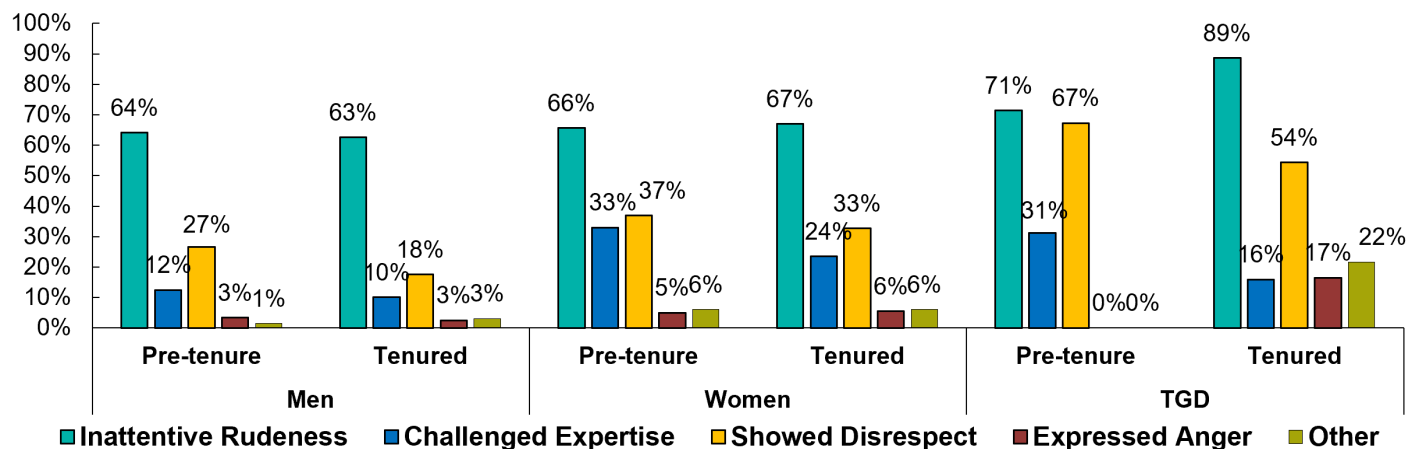


Figure B6.

Percent of Tenure-Track Faculty Who Experienced Incivility from Faculty by Faculty Gender, Faculty Racial and Ethnic Identity, and Incivility Type.

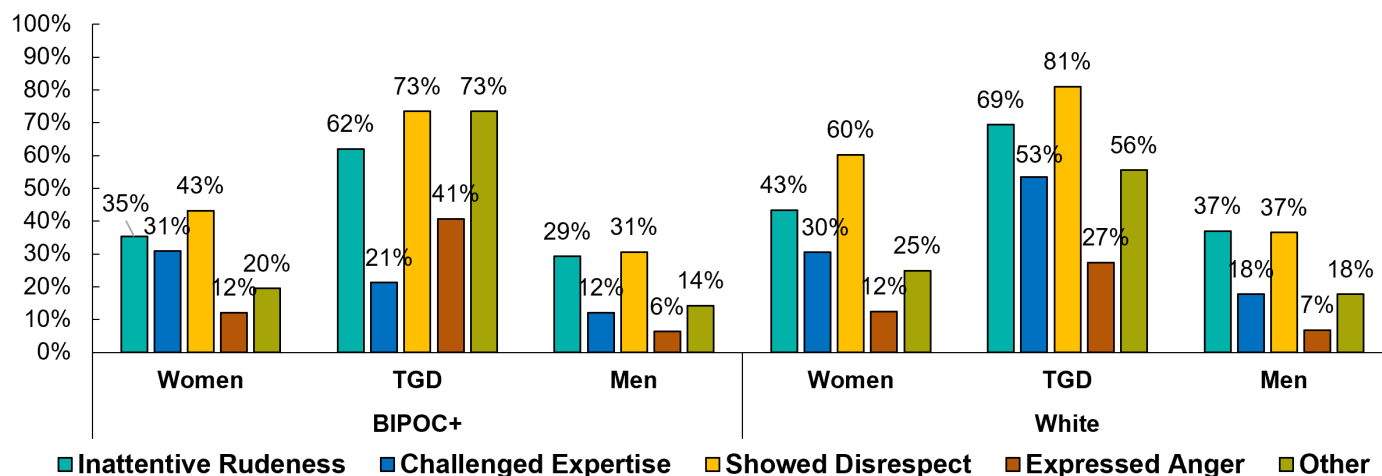


Figure B7.

Percent of Tenure-Track Faculty Who Experienced Incivility from Faculty by Faculty Racial and Ethnic Identity, Faculty Rank, and Incivility Type.

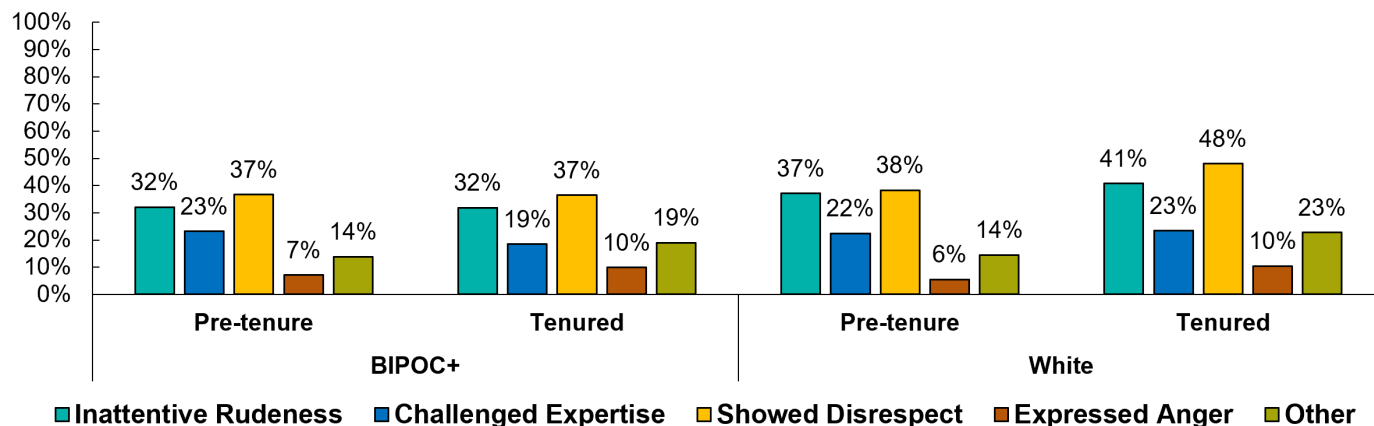
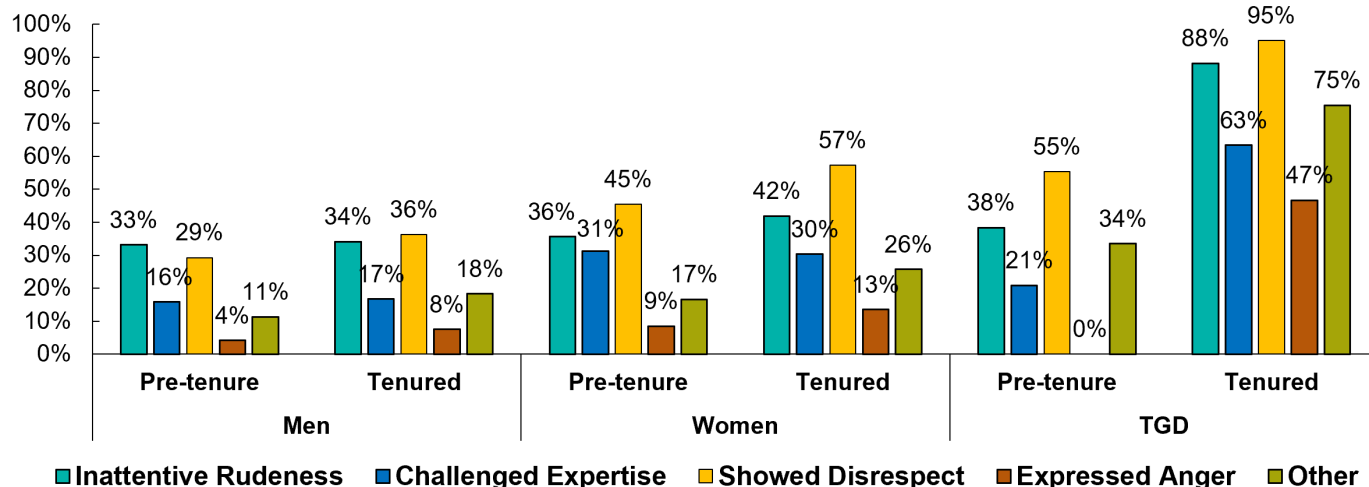


Figure B8.

Percent of Tenure-Track Faculty Who Experienced Incivility from Faculty by Faculty Gender, Faculty Rank, and Incivility Type.



Research-Track Faculty: Descriptive Figures

Figure B9.

Percent of Research-Track Faculty Who Experienced Any Incivility from Students During the Past 12 Months.

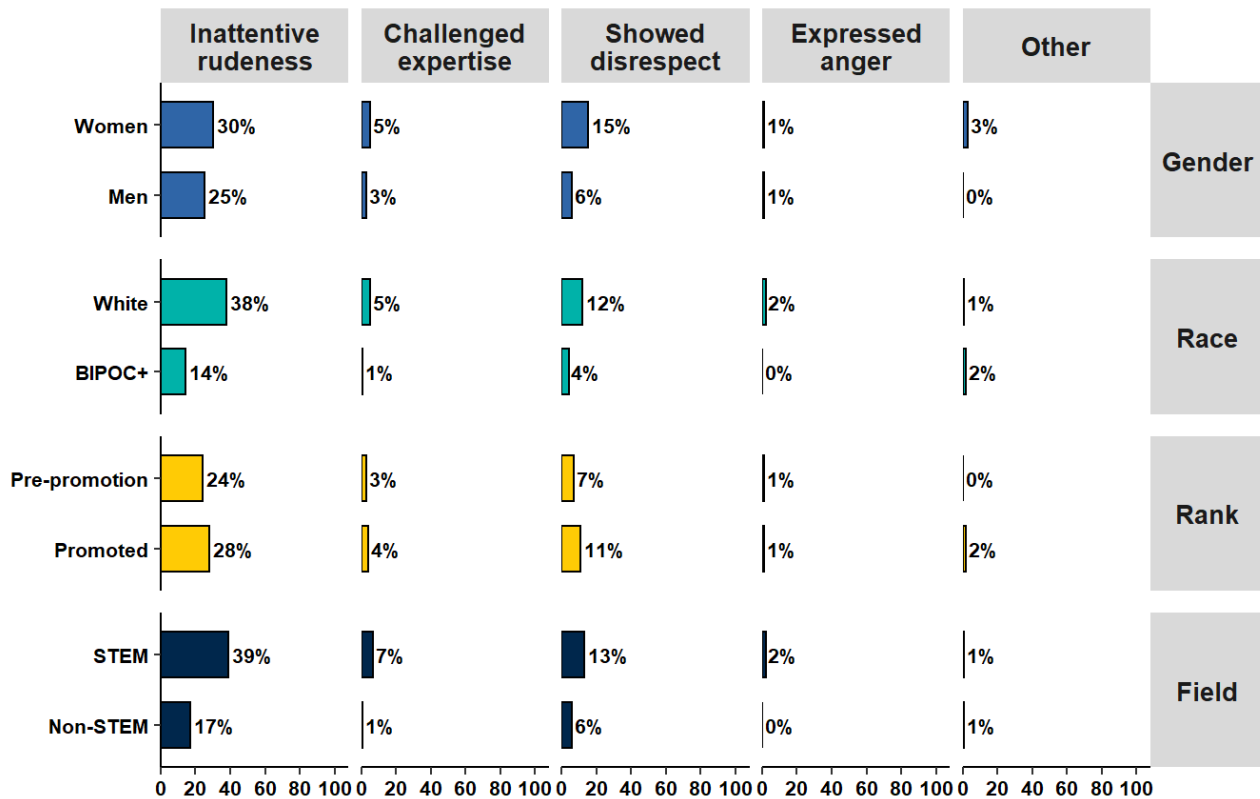


Figure B10.

Percent of Research-Track Faculty Who Experienced Any Incivility from Faculty During the Past 12 Months.

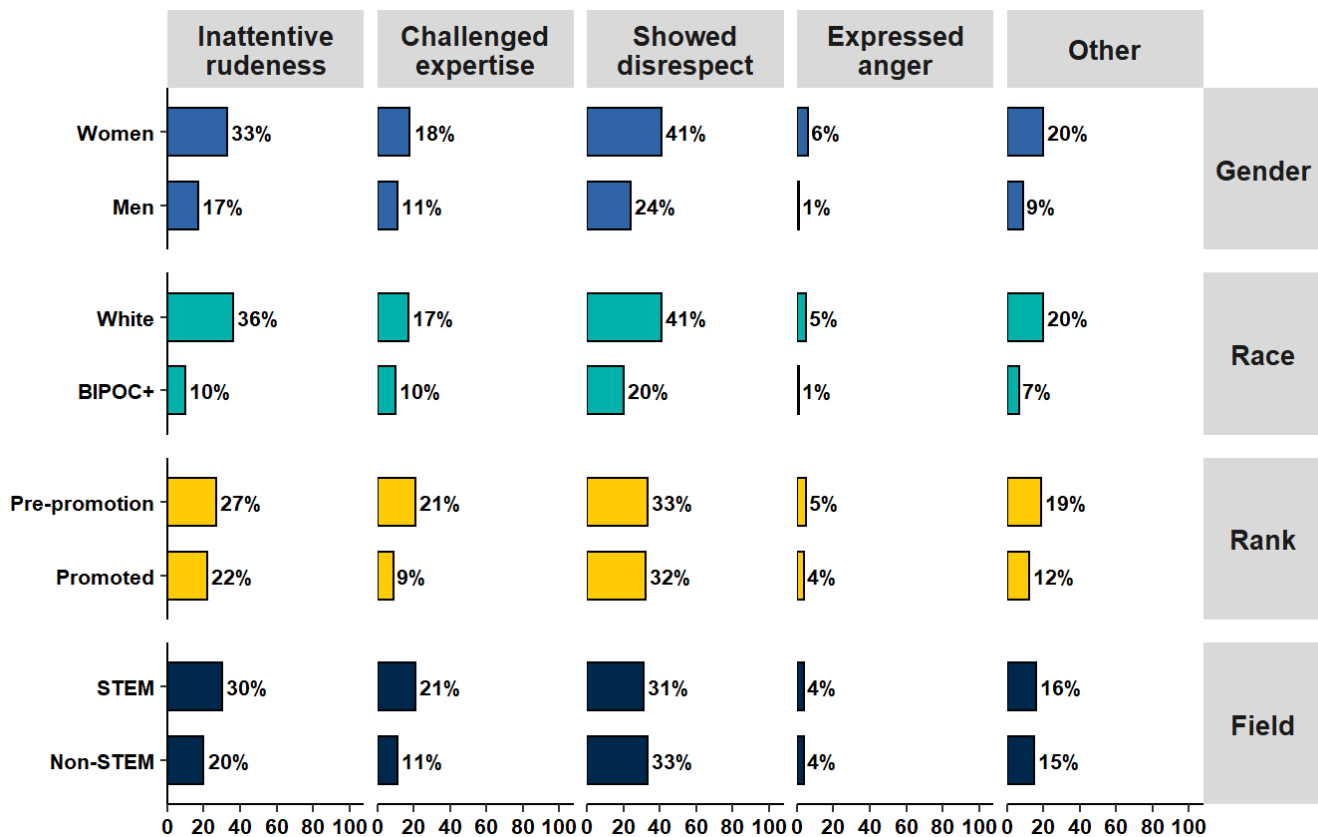


Figure B11.

Percent of Research-Track Faculty Who Experienced Incivility from Students by Faculty Gender, Faculty Racial and Ethnic Identity, and Incivility Type.

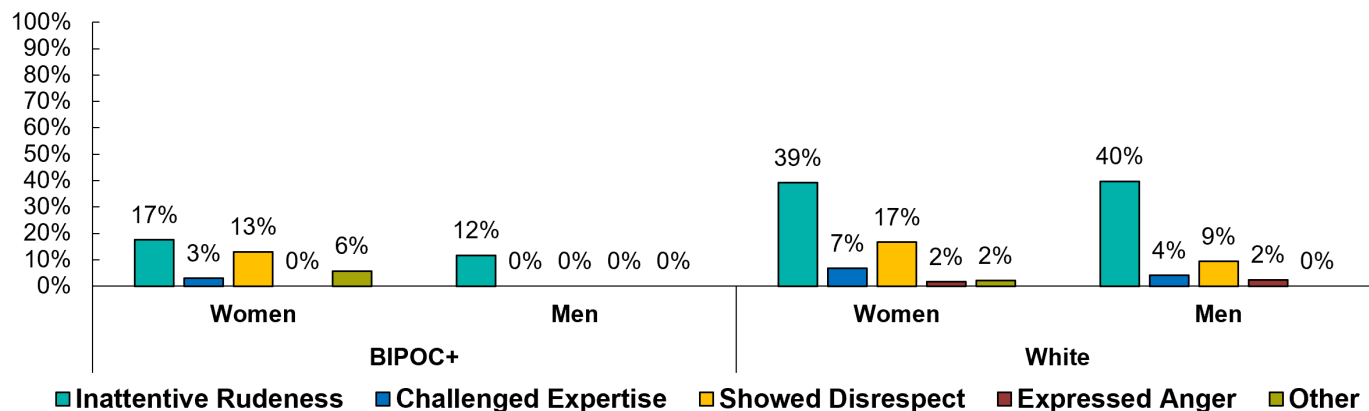


Figure B12.

Percent of Research-Track Faculty Who Experienced Incivility from Students by Faculty Racial and Ethnic Identity, Faculty Rank, and Incivility Type.

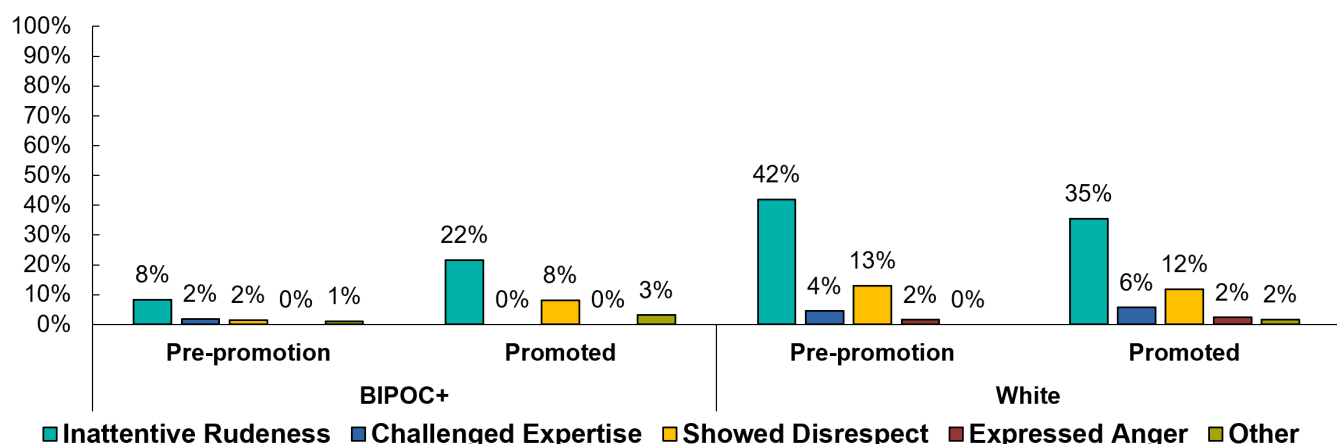


Figure B13.

Percent of Research-Track Faculty Who Experienced Incivility from Students by Faculty Gender, Faculty Rank, and Incivility Type.

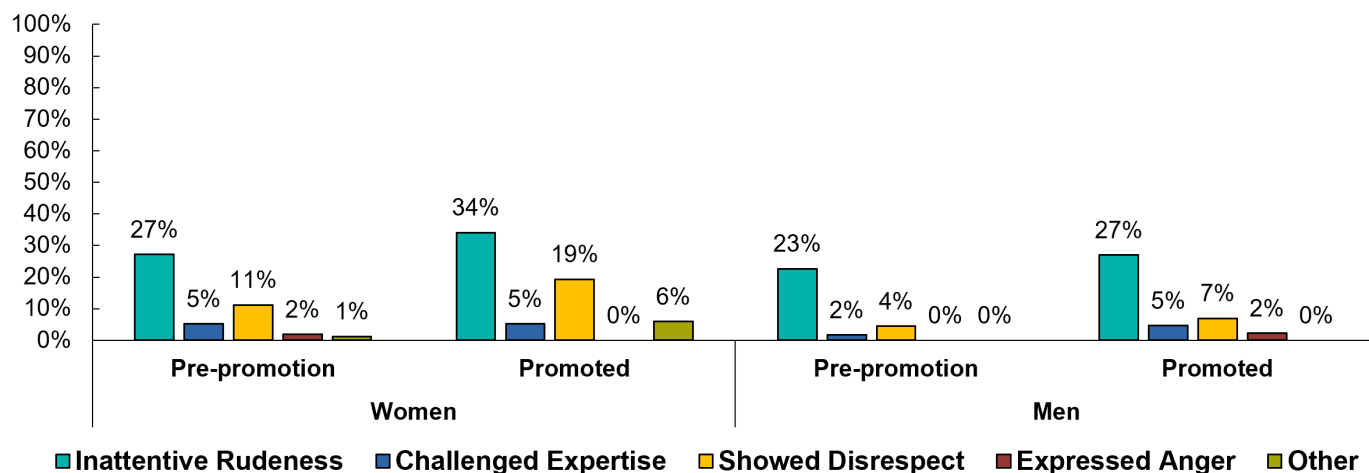


Figure B14.

Percent of Research-Track Faculty Who Experienced Incivility from Faculty by Faculty Gender, Faculty Racial and Ethnic Identity, and Incivility Type.

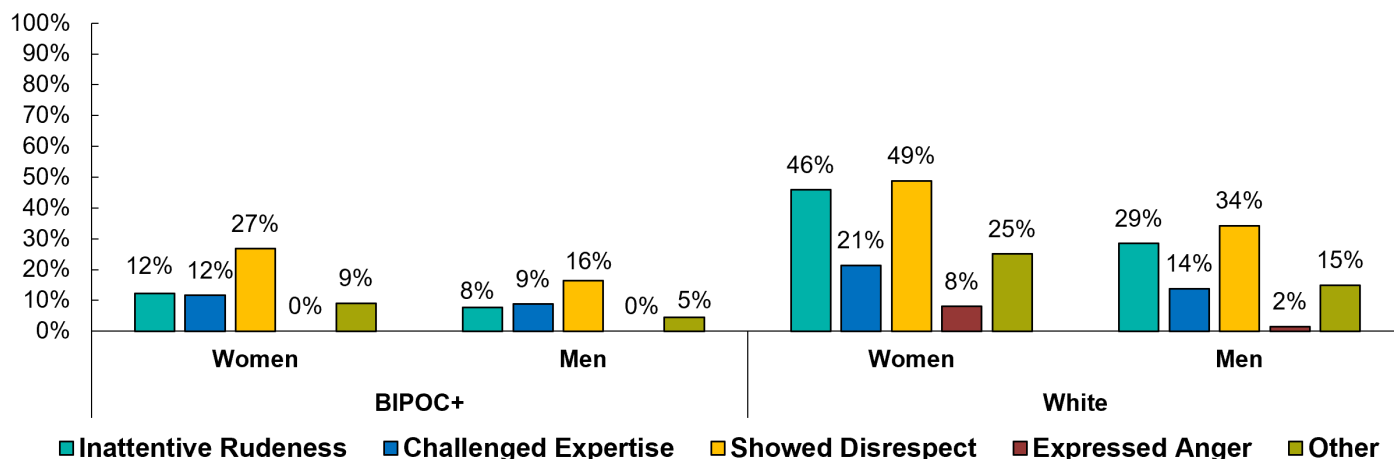


Figure B15.

Percent of Research-Track Faculty Who Experienced Incivility from Faculty by Faculty Racial and Ethnic Identity, Faculty Rank, and Incivility Type.

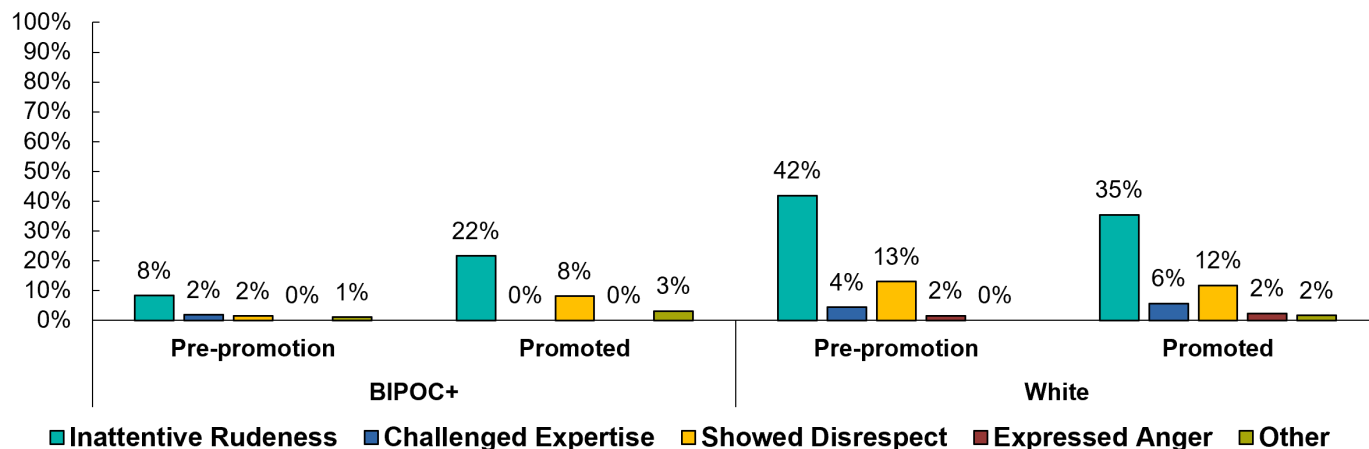
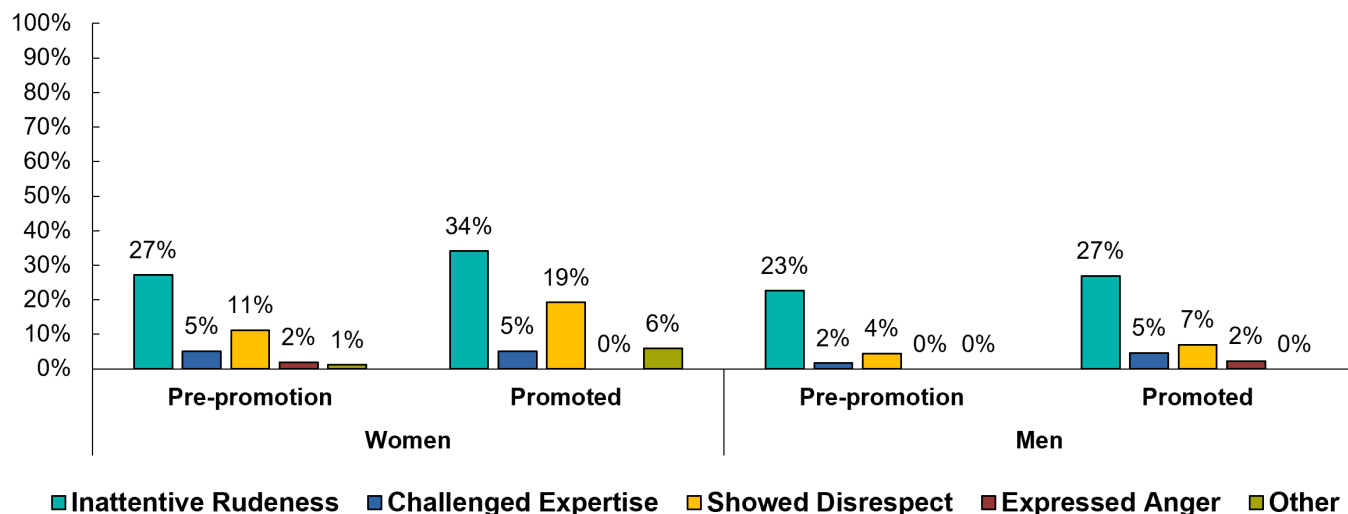


Figure B16.

Percent of Research-Track Faculty Who Experienced Incivility from Faculty by Faculty Gender, Faculty Rank, and Incivility Type.



Clinical-Track Faculty: Descriptive Figures

Figure B17.

Percent of Clinical-Track Faculty Who Experienced Any Incivility from Students During the Past 12 Months.

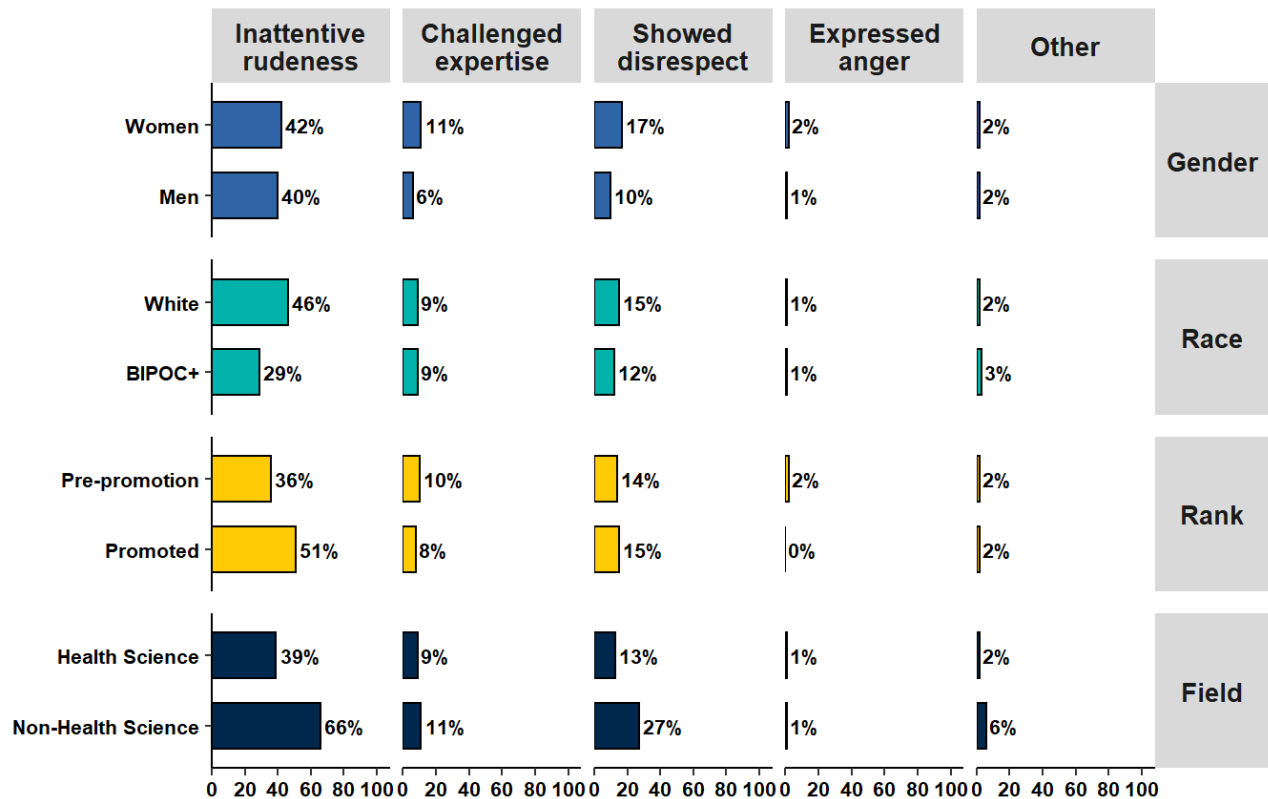


Figure B18.

Percent of Clinical-Track Faculty Who Experienced Any Incivility from Faculty During the Past 12 Months.

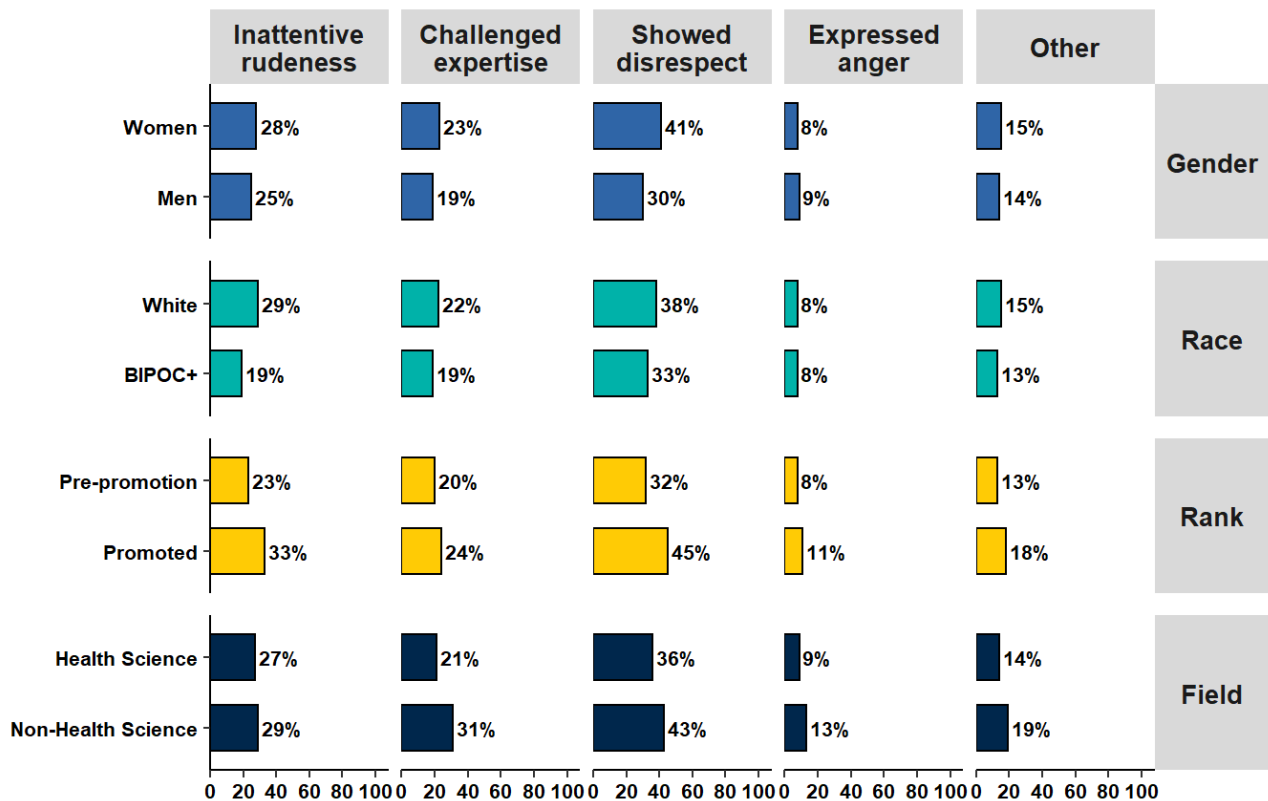


Figure B19.

Percent of Clinical-Track Faculty Who Experienced Incivility from Students by Faculty Gender, Faculty Racial and Ethnic Identity, and Incivility Type.

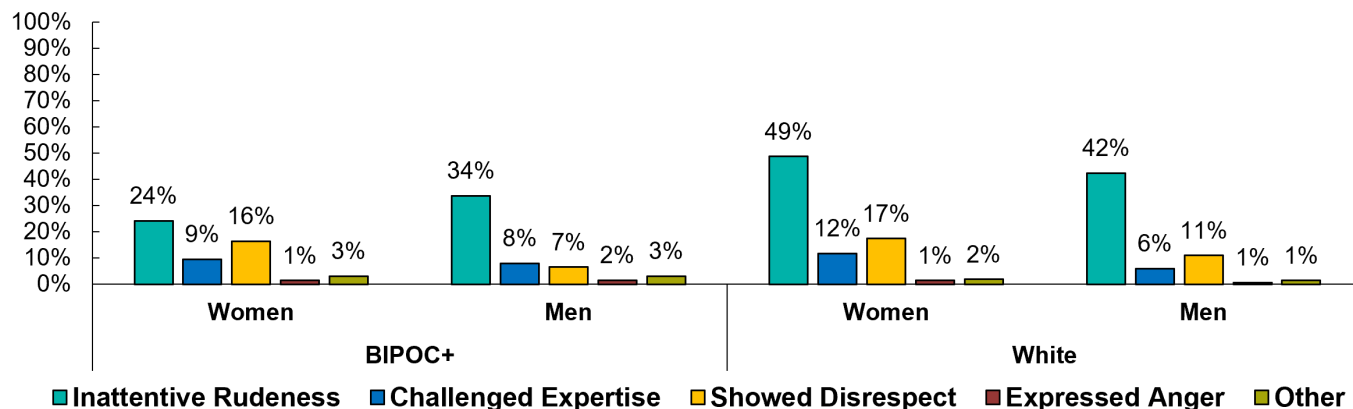


Figure B20.

Percent of Clinical-Track Faculty Who Experienced Incivility from Students by Faculty Racial and Ethnic Identity, Faculty Promotion Status, and Incivility Type.

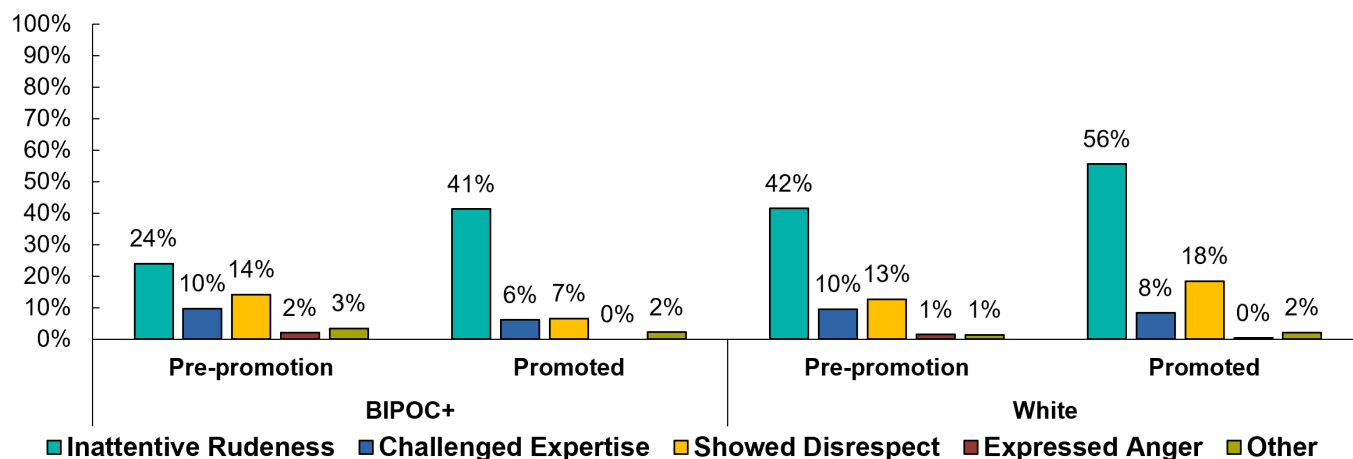


Figure B21.

Percent of Clinical-Track Faculty Who Experienced Incivility from Students by Faculty Gender, Faculty Promotion Status, and Incivility Type.

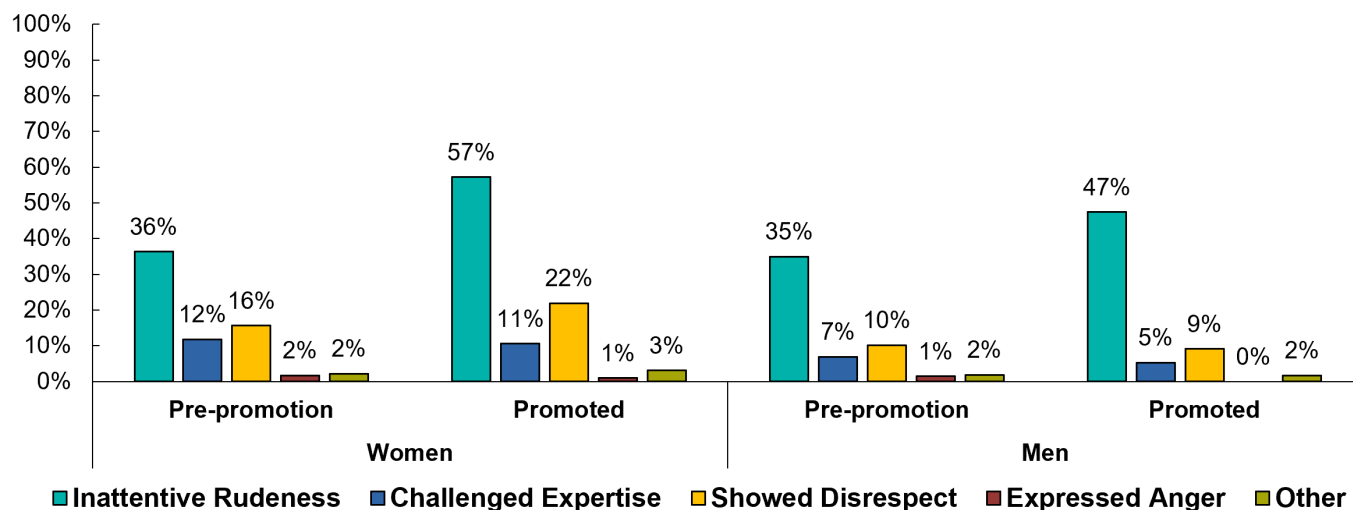


Figure B22.

Percent of Clinical-Track Faculty Who Experienced Incivility from Faculty by Faculty Gender, Faculty Racial and Ethnic Identity, and Incivility Type.

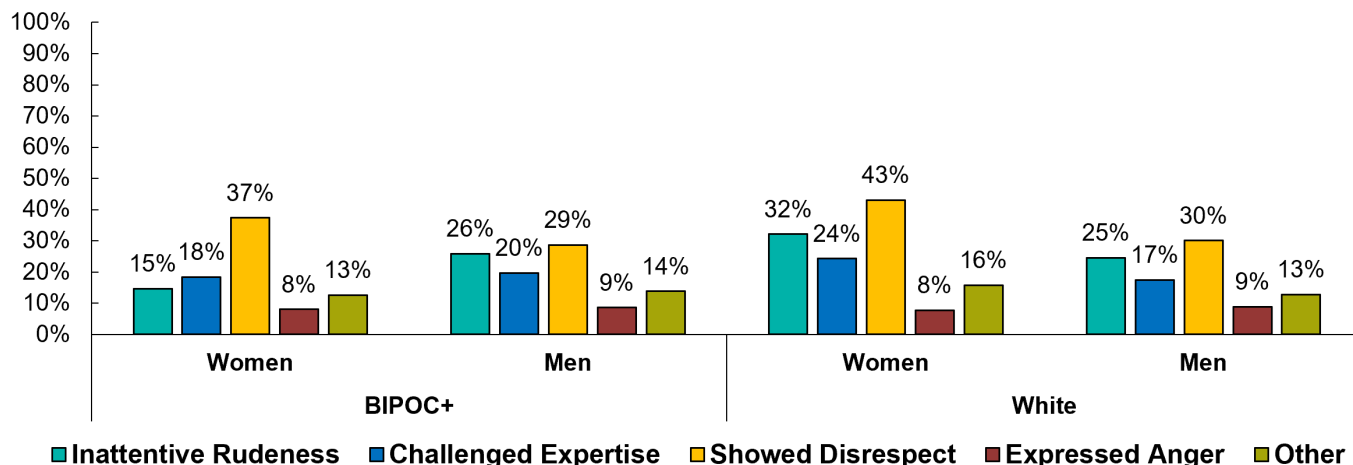


Figure B23.

Percent of Clinical-Track Faculty Who Experienced Incivility from Faculty by Faculty Racial and Ethnic Identity, Faculty Promotion Status, and Incivility Type.

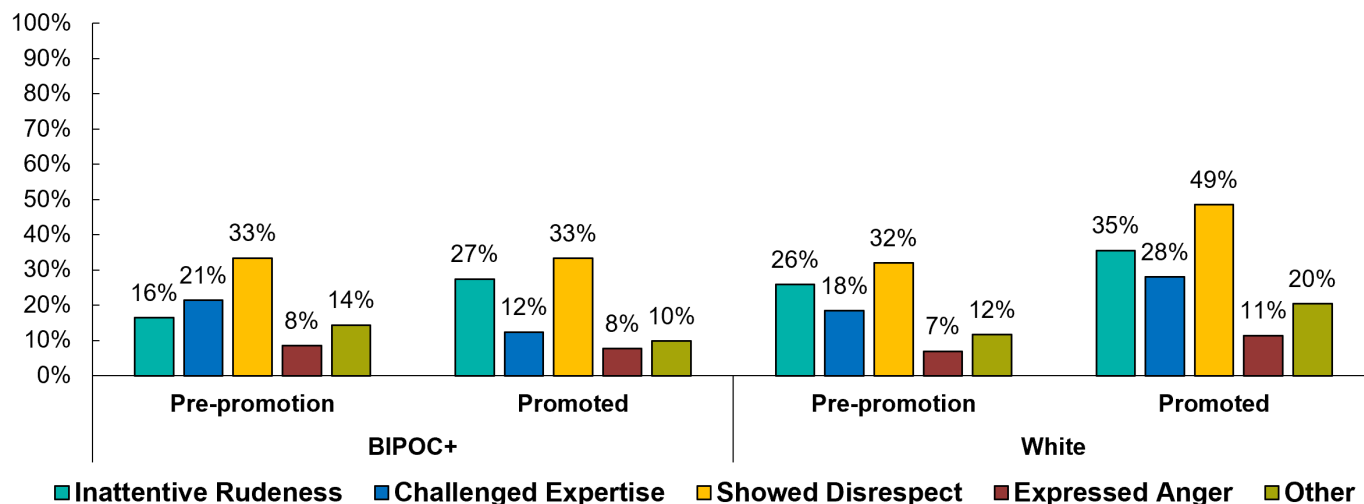
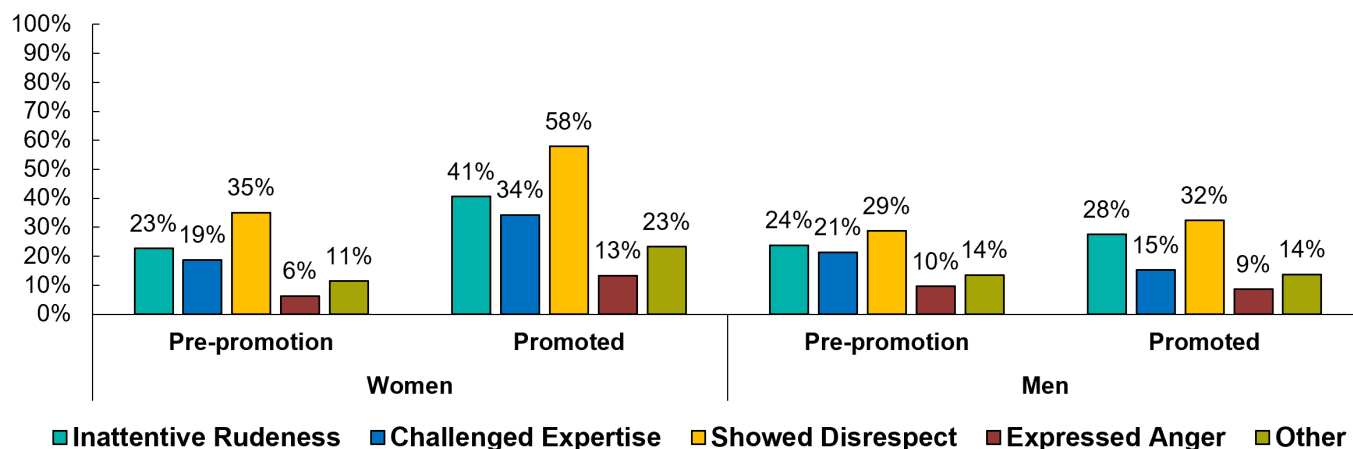


Figure B24.

Percent of Clinical-Track Faculty Who Experienced Incivility from Faculty by Faculty Gender, Faculty Promotion Status, and Incivility Type.



Lecturer-Track Faculty: Descriptive Figures

Figure B25.

Percent of Lecturer-Track Faculty Who Experienced Any Incivility from Students During the Past 12 Months.

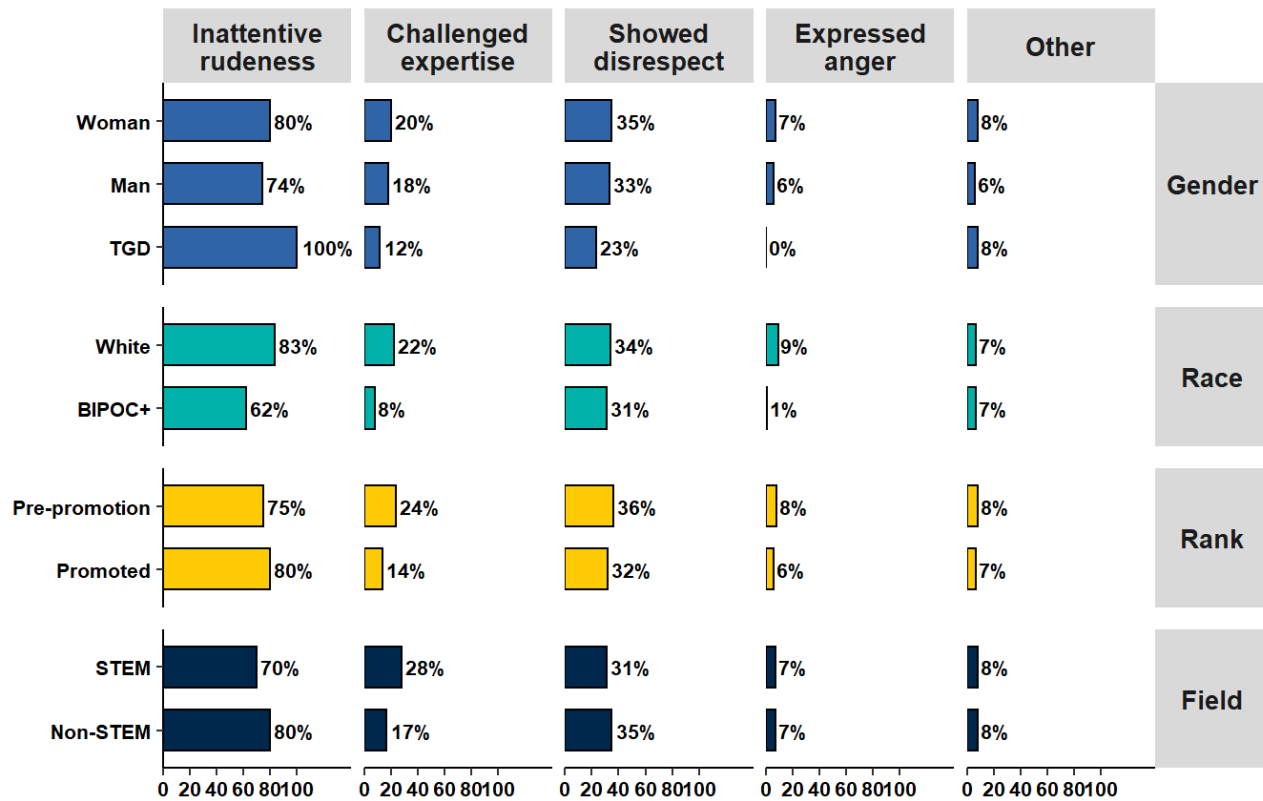


Figure B26.

Percent of Lecturer-Track Faculty Who Experienced Any Incivility from Faculty During the Past 12 Months.

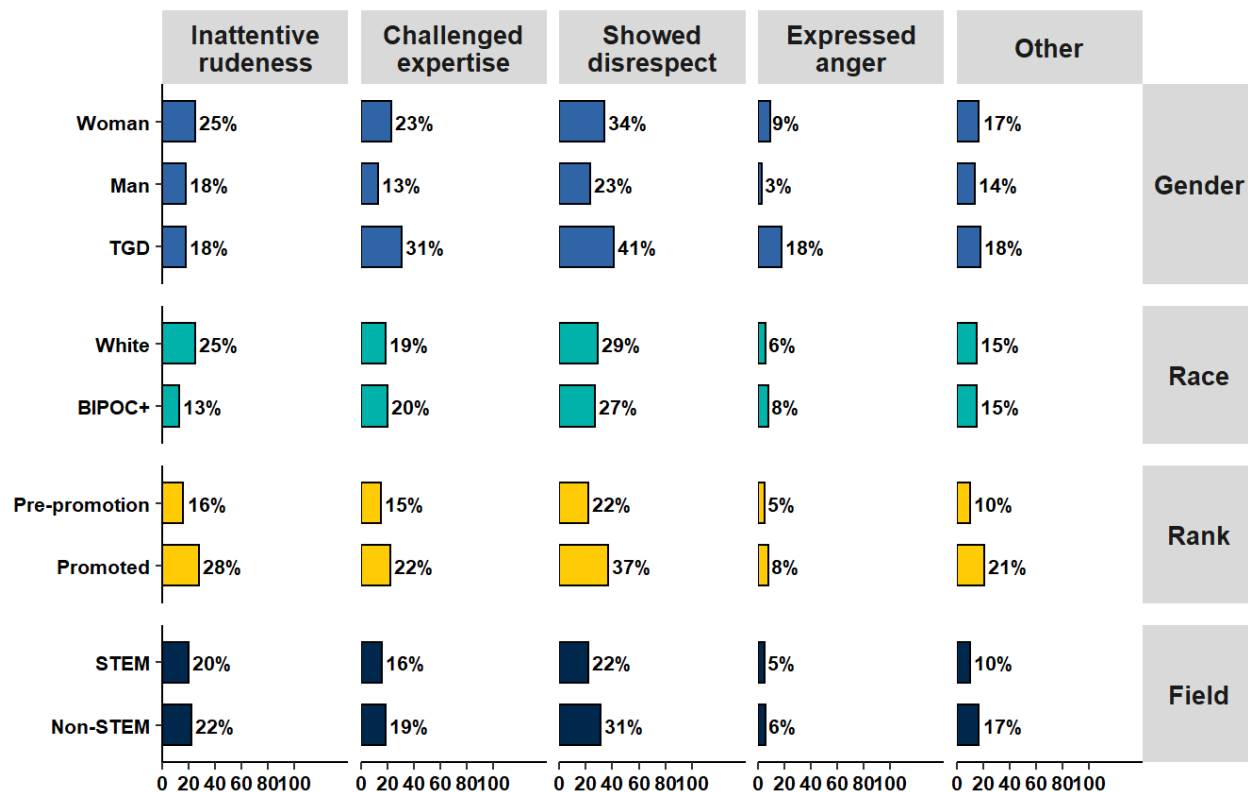


Figure B27.

Percent of Lecturer-Track Faculty Who Experienced Incivility from Students by Faculty Gender, Faculty Racial and Ethnic Identity, and Incivility Type.

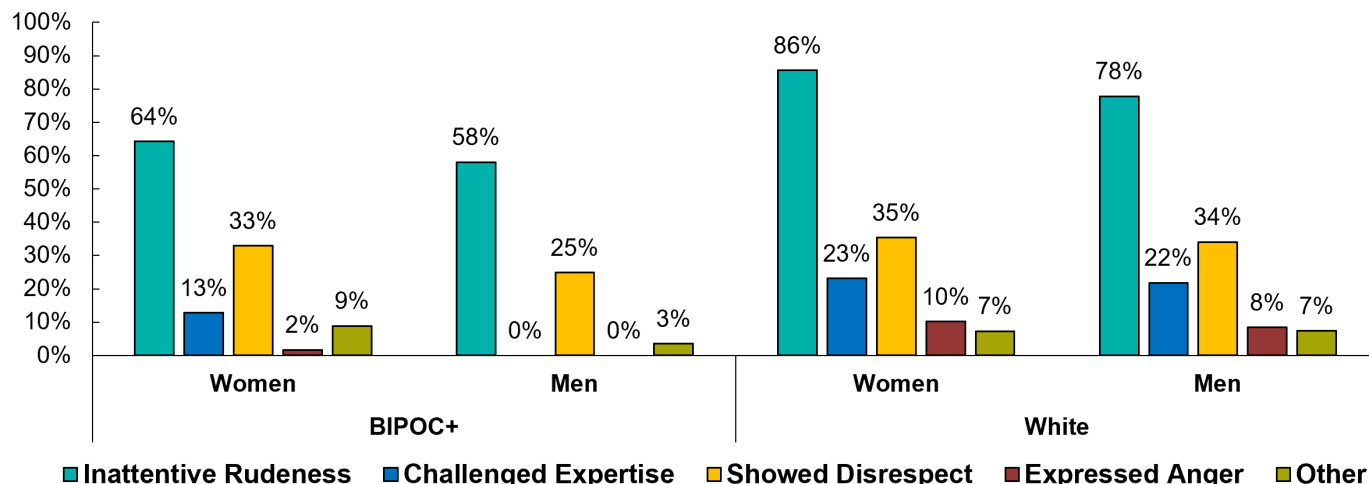


Figure B28.

Percent of Lecturer-Track Faculty Who Experienced Incivility from Students by Faculty Racial and Ethnic Identity, Faculty Promotion Status, and Incivility Type.

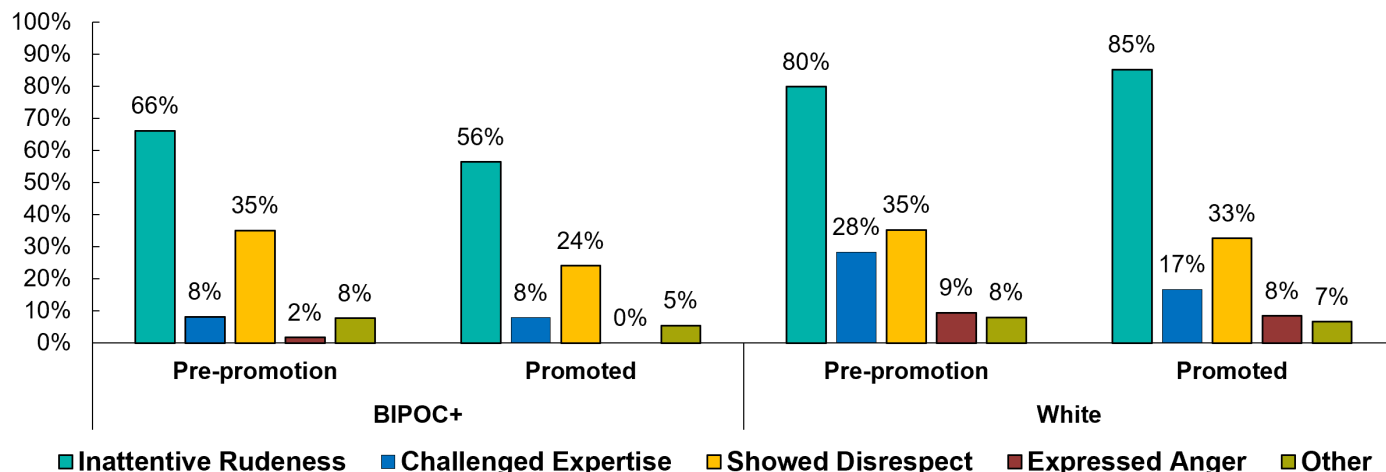


Figure B29.

Percent of Lecturer-Track Faculty Who Experienced Incivility from Students by Faculty Gender, Faculty Promotion Status, and Incivility Type.

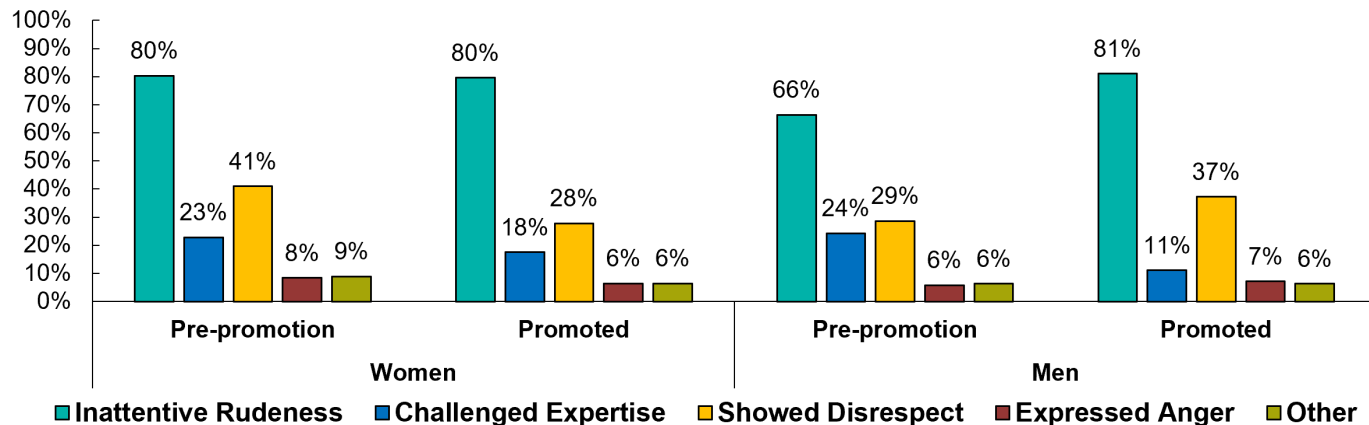


Figure B30.

Percent of Lecturer-Track Faculty Who Experienced Incivility from Faculty by Faculty Gender, Faculty Racial and Ethnic Identity, and Incivility Type.

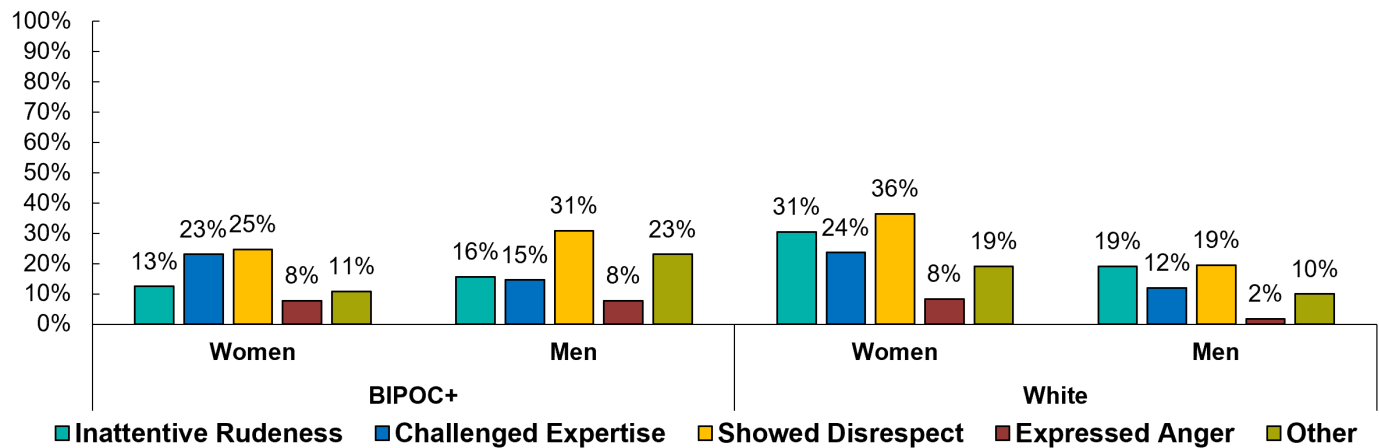


Figure B31.

Percent of Lecturer-Track Faculty Who Experienced Incivility from Faculty by Faculty Racial and Ethnic Identity, Faculty Promotion Status, and Incivility Type.

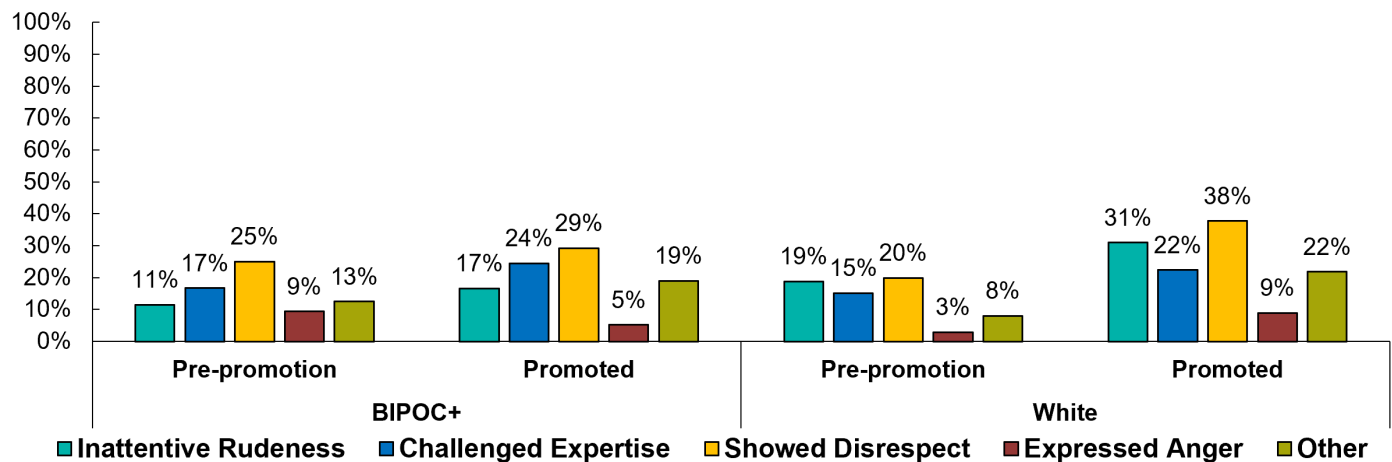
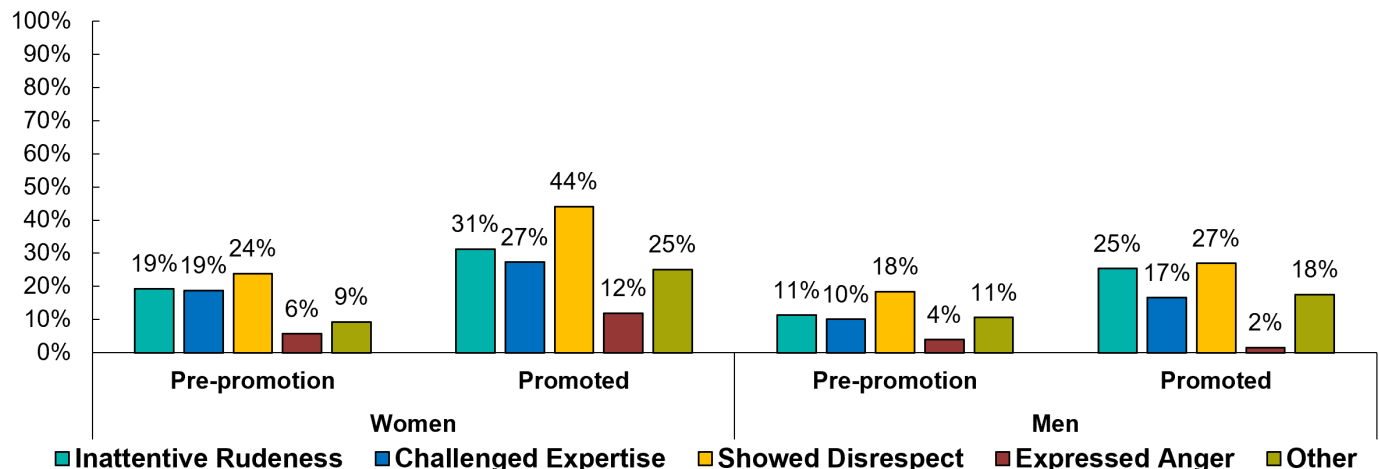


Figure B32.

Percent of Lecturer-Track Faculty Who Experienced Incivility from Faculty by Faculty Gender, Faculty Promotion Status, and Incivility Type.



Supplemental Figures for BIPOC+ Faculty

Figure B33.

Percent of Tenure-Track Faculty Who Experienced Incivility from Students by Faculty Racial and Ethnic Identity and Incivility Type.

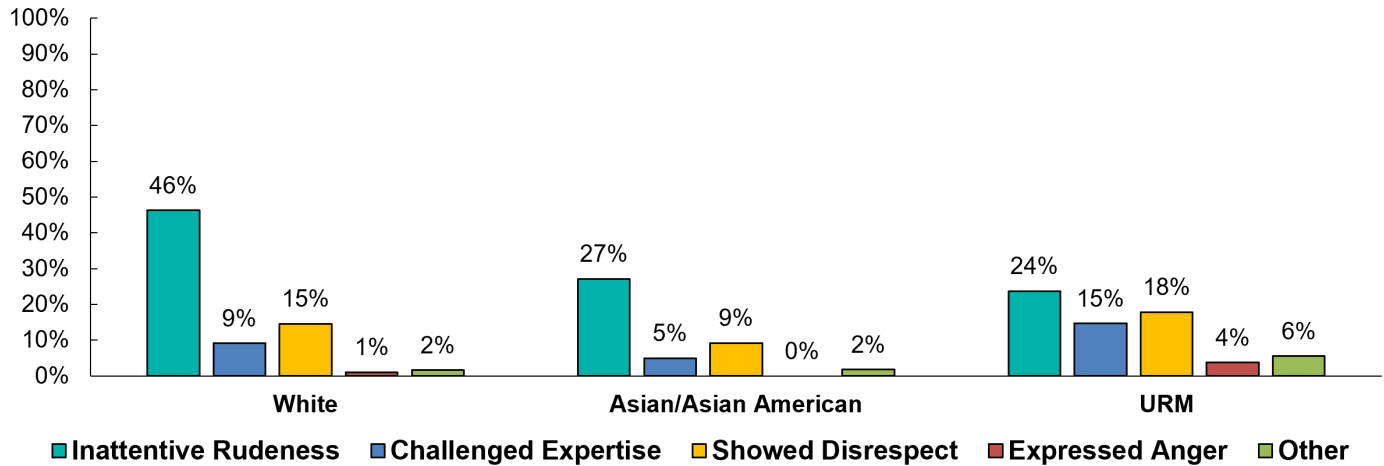


Figure B34.

Percent of Tenure-Track Faculty Who Experienced Incivility from Faculty by Faculty Racial and Ethnic Identity and Incivility Type.

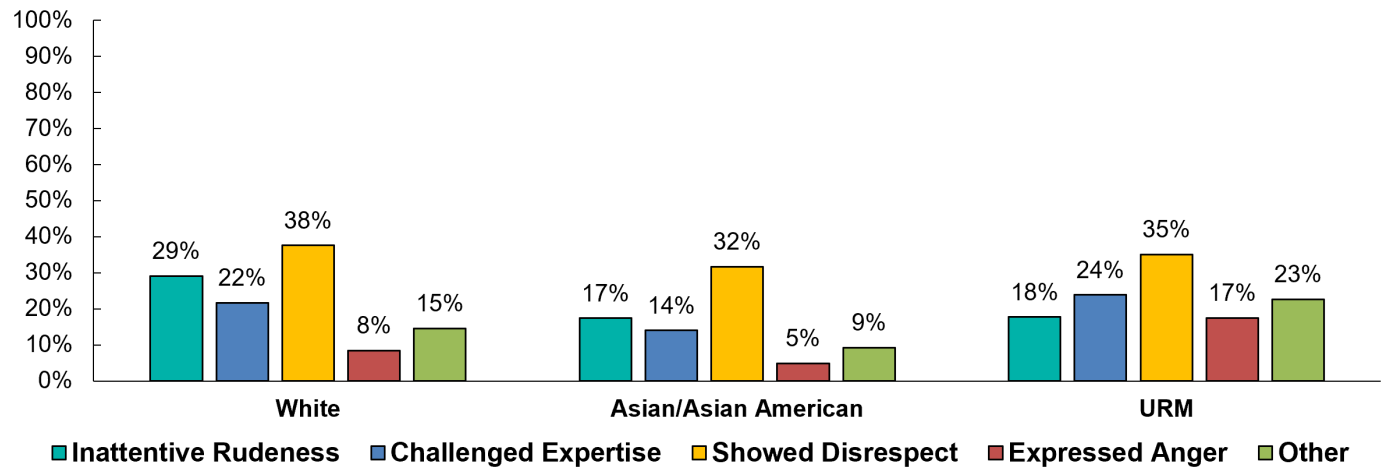


Figure B35.

Percent of Research-Track Faculty Who Experienced Incivility from Students by Faculty Racial and Ethnic Identity and Incivility Type.

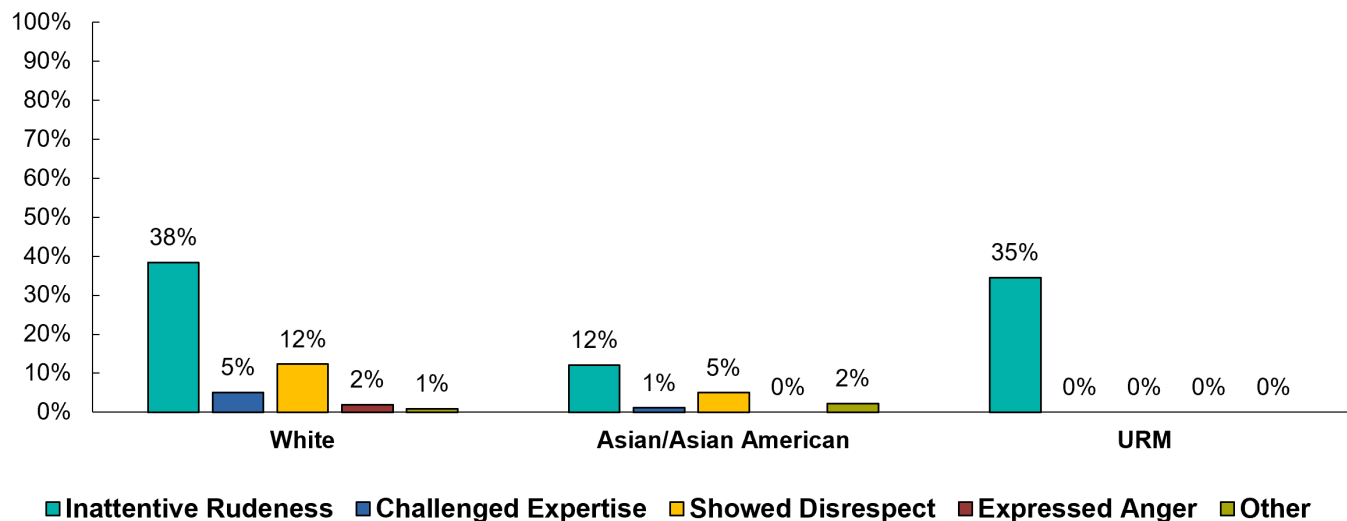


Figure B36.

Percent of Research-Track Faculty Who Experienced Incivility from Faculty by Faculty Racial and Ethnic Identity and Incivility Type.

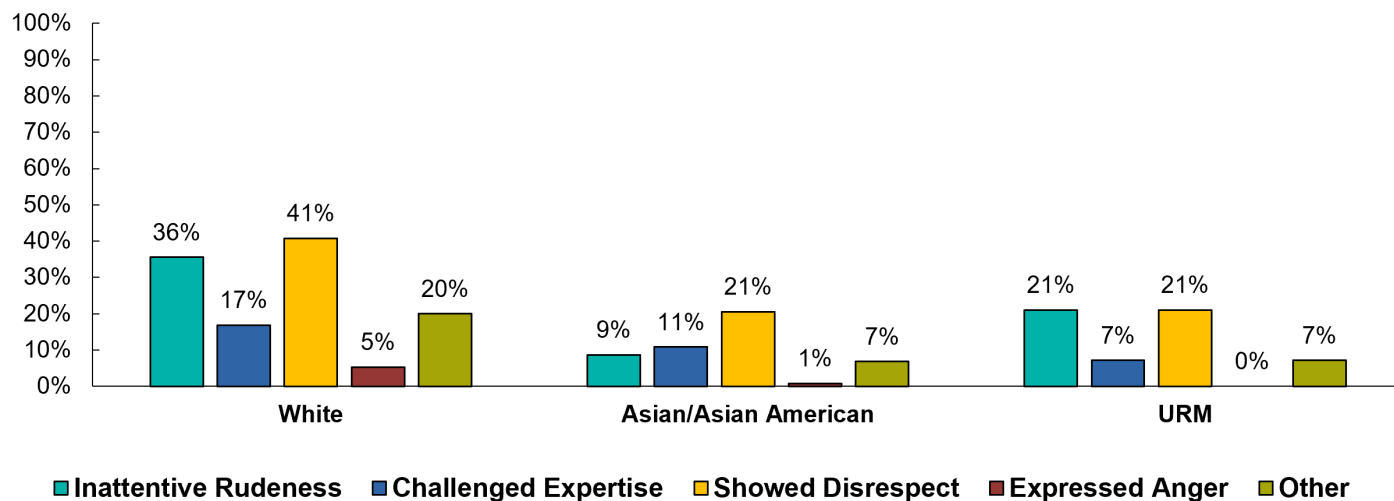


Figure B37.

Percent of Clinical-Track Faculty Who Experienced Incivility from Students by Faculty Racial and Ethnic Identity and Incivility Type.

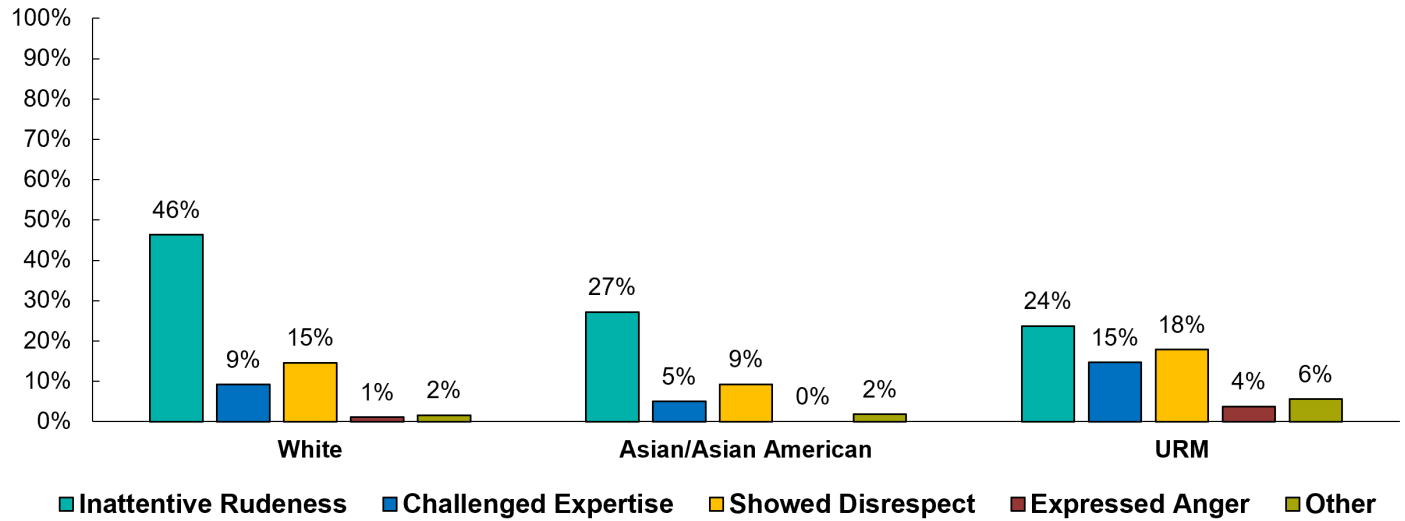


Figure B38.

Percent of Clinical-Track Faculty Who Experienced Incivility from Faculty by Faculty Racial and Ethnic Identity and Incivility Type.

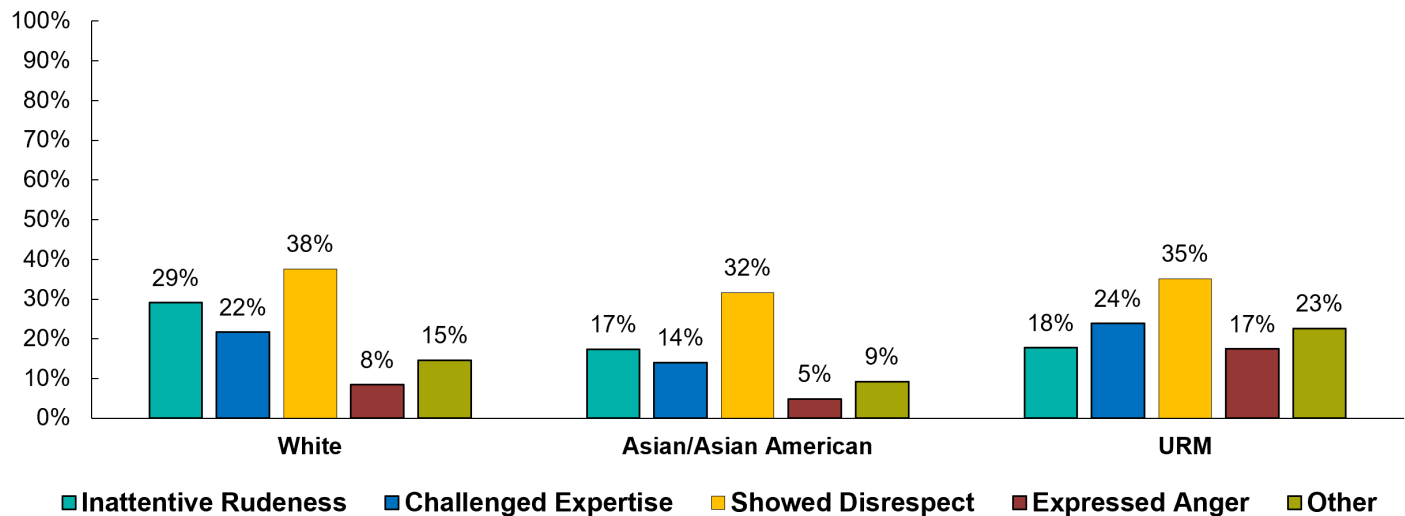


Figure B39.

Percent of Lecturer-Track Faculty Who Experienced Incivility from Students by Faculty Racial and Ethnic Identity and Incivility Type.

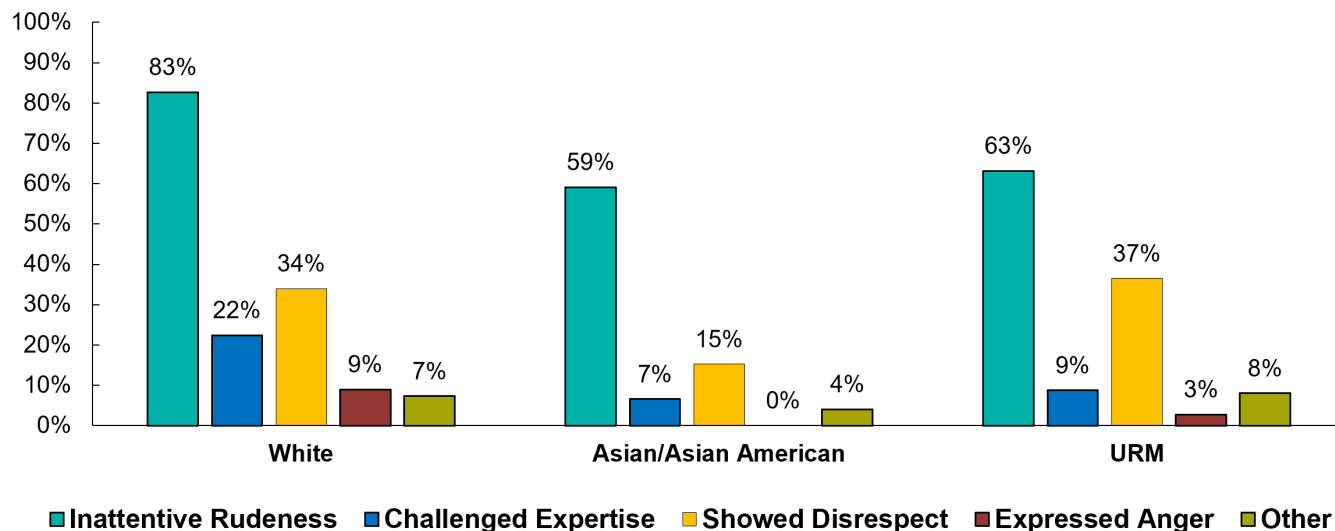
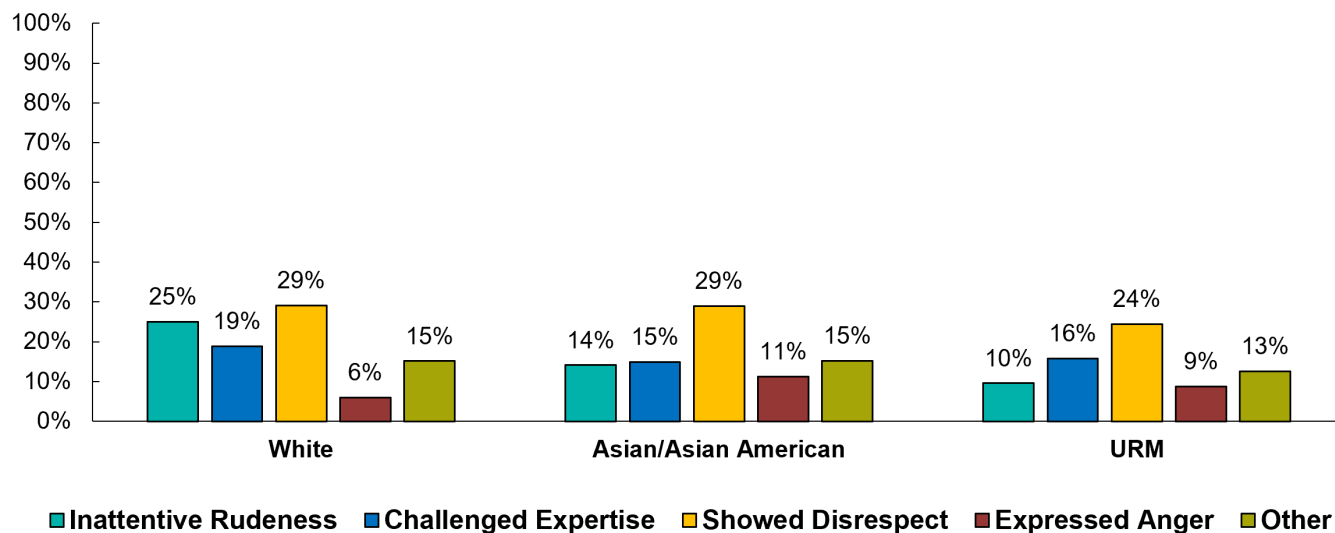


Figure B40.

Percent of Lecturer-Track Faculty Who Experienced Incivility from Faculty by Faculty Racial and Ethnic Identity and Incivility Type.



Appendix C: Logistic Regression Results

Only logistic regression models that satisfied the estimation criteria described in the methods section (Appendix A) are reported. Models that could not be estimated because of insufficient sample size, sparse cells, or lack of outcome variation are omitted.

Tenure-Track Faculty: Logistic Regression Tables

Table C1.

Student-to-Faculty Incivility Experience Logistic Regression Results: Inattentive Rudeness.

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.23	67.4%	.175
	BIPOC+ (vs White)	0.63	58.1%	.004**
	Pre-tenure (vs Tenured)	1.06	65.7%	.732
	Non-STEM (vs STEM)	0.66	62.9%	.010*
2	Woman (vs Man) × BIPOC+ (vs White)	1.30	62.3%	.605
3	Woman (vs Man) × Pre-tenure (vs Tenured)	0.98	66.7%	.958
4	BIPOC+ (vs White) × Pre-tenure (vs Tenured)	1.26	62.3%	.609

Table C2.

Student-to-Faculty Incivility Experience Logistic Regression Results: Challenged Expertise.

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	2.83	26.6%	<.001***
	TGD (vs Man)	1.83	19.9%	.358
	BIPOC+ (vs White)	1.18	20.08%	.358
	Pre-tenure (vs Tenured)	1.48	24.2%	.104
	Non-STEM (vs STEM)	1.20	19.2%	.358
2	Woman (vs Man) × BIPOC+ (vs White)	0.80	29.2%	.546
3	TGD (vs Man) × Pre-tenure (vs Tenured)	2.76	31.1%	.588
	Woman (vs Man) × Pre-tenure (vs Tenured)	1.31	34.2%	.588
4	BIPOC+ (vs White) × Pre-tenure (vs Tenured)	1.74	30.09%	.469

Table C3.*Student-to-Faculty Incivility Experience Logistic Regression Results: Showed Disrespect.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	2.09	34.5%	<.001***
	TGD (vs Man)	4.78	55.8%	.004**
	BIPOC+ (vs White)	1.09	29.2%	.726
	Pre-tenure (vs Tenured)	1.44	34.5%	.051†
	Non-STEM (vs STEM)	0.97	27.2%	.841
2	Woman (vs Man) × BIPOC+ (vs White)	1.13	38.2%	.838
3	TGD (vs Man) × Pre-tenure (vs Tenured)	1.40	67.3%	.862
	Woman (vs Man) × Pre-tenure (vs Tenured)	0.79	38.7%	.763
4	BIPOC+ (vs White) × Pre-tenure (vs Tenured)	2.18	43.1%	.048*

Table C4.*Student-to-Faculty Incivility Experience Logistic Regression Results: Expressed Anger.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	2.08	5.5%	.117
	BIPOC+ (vs White)	0.78	3.4%	.767
	Pre-tenure (vs Tenured)	1.18	4.5%	.767
	Non-STEM (vs STEM)	1.12	4.1%	.767
2	Woman (vs Man) × BIPOC+ (vs White)	0.28	3.0%	.241
3	Woman (vs Man) × Pre-tenure (vs Tenured)	0.70	5.3%	.760
4	BIPOC+ (vs White) × Pre-tenure (vs Tenured)	1.11	4.2%	.901

Table C5.*Student-to-Faculty Incivility Experience Logistic Regression Results: Other.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	2.36	6.2%	.029*
	BIPOC+ (vs White)	1.96	6.4%	.069†
	Pre-tenure (vs Tenured)	.67	3.9%	.408
	Non-STEM (vs STEM)	0.76	4.1%	.408
2	Woman (vs Man) × BIPOC+ (vs White)	0.59	7.7%	.411
3	Woman (vs Man) × Pre-tenure (vs Tenured)	2.17	6.2%	.407
4	BIPOC+ (vs White) × Pre-tenure (vs Tenured)	2.24	6.8%	.366

Table C6.*Faculty-to-Faculty Incivility Experience Logistic Regression Results: Inattentive Rudeness.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.34	41.1%	.049*
	TGD (vs Man)	4.03	67.4%	.038*
	BIPOC+ (vs White)	0.71	32.5%	.041*
	Pre-tenure (vs Tenured)	0.87	36.0%	.497
	Non-STEM (vs STEM)	0.98	38.4%	.882
2	Woman (vs Man) × BIPOC+ (vs White)	1.00	35.0%	.992
	TGD (vs Man) × BIPOC+ (vs White)	1.01	61.6%	.992
3	Woman (vs Man) × Pre-tenure (vs Tenured)	0.86	36.9%	.896
	TGD (vs Man) × Pre-tenure (vs Tenured)	0.10	38.4%	.097†
4	BIPOC+ (vs White) × Pre-tenure (vs Tenured)	1.12	32.7%	.875

Table C7.*Faculty-to-Faculty Incivility Experience Logistic Regression Results: Challenged Expertise.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	2.35	31.0%	<.001***
	TGD (vs Man)	3.98	43.3%	.015*
	BIPOC+ (vs White)	0.80	2.09%	.309
	Pre-tenure (vs Tenured)	1.00	24.2%	.998
	Non-STEM (vs STEM)	1.16	24.4%	.478
2	Woman (vs Man) × BIPOC+ (vs White)	1.55	31.2%	.354
	TGD (vs Man) × BIPOC+ (vs White)	0.35	21.1%	.487
3	Woman (vs Man) × Pre-tenure (vs Tenured)	1.00	31.0%	.994
	TGD (vs Man) × Pre-tenure (vs Tenured)	0.19	20.09%	.298
4	BIPOC+ (vs White) × Pre-tenure (vs Tenured)	1.30	24.5%	.585

Table C8.*Faculty-to-Faculty Incivility Experience Logistic Regression Results: Showed Disrespect.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	2.42	55.2%	<.001***
	BIPOC+ (vs White)	0.66	36.9%	.007**
	Pre-tenure (vs Tenured)	0.72	38.8%	.060†
	Non-STEM (vs STEM)	0.92	44.2%	.557
2	Woman (vs Man) × BIPOC+ (vs White)	0.67	42.9%	.221
3	Woman (vs Man) × Pre-tenure (vs Tenured)	0.84	46.1%	.596
4	BIPOC+ (vs White) × Pre-tenure (vs Tenured)	1.45	38.3%	.321

Table C9.*Faculty-to-Faculty Incivility Experience Logistic Regression Results: Expressed Anger.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	2.06	12.4%	.003**
	TGD (vs Man)	7.41	31.2%	.001**
	BIPOC+ (vs White)	1.05	9.5%	.850
	Pre-tenure (vs Tenured)	0.51	6.6%	.049*
	Non-STEM (vs STEM)	1.19	10.04%	.595
2	Woman (vs Man) × BIPOC+ (vs White)	1.12	12.1%	.910
	TGD (vs Man) × BIPOC+ (vs White)	1.82	38.7%	.844
3	Woman (vs Man) × Pre-tenure (vs Tenured)	1.10	9.0%	.977
	TGD (vs Man) × Pre-tenure (vs Tenured)	0.00	0.00%	.977
4	BIPOC+ (vs White) × Pre-tenure (vs Tenured)	1.28	7.6%	.825

Table C10.*Faculty-to-Faculty Incivility Experience Logistic Regression Results: Other.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.55	23.4%	.013*
	TGD (vs Man)	9.15	61.1%	<.001***
	BIPOC+ (vs White)	0.83	17.8%	.274
	Pre-tenure (vs Tenured)	0.57	15.1%	.013*
	Non-STEM (vs STEM)	1.61	22.9%	.013*
2	Woman (vs Man) × BIPOC+ (vs White)	0.94	19.6%	.858
	TGD (vs Man) × BIPOC+ (vs White)	2.45	71.7%	.516
3	Woman (vs Man) × Pre-tenure (vs Tenured)	0.91	16.3%	.835
	TGD (vs Man) × Pre-tenure (vs Tenured)	0.21	33.6%	.262
4	BIPOC+ (vs White) × Pre-tenure (vs Tenured)	1.20	14.6%	.674

Research-Track Faculty: Logistic Regression Tables

Table C11.

Student-to-Faculty Incivility Experience Logistic Regression Results: Inattentive Rudeness.

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.28	31.3%	.648
	BIPOC+ (vs White)	.26	13.8%	.002**
	Pre-promotion (vs Promoted)	.85	26.7%	.648
	Non-STEM (vs STEM)	.31	20.1%	.003**
2	Woman (vs Man) × BIPOC+ (vs White)	2.02	17.9%	.627
3	Woman (vs Man) × Pre-promotion (vs Promoted)	1.04	28.6%	.952
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	.15	7.1%	.062†

Table C12.

Student-to-Faculty Incivility Experience Logistic Regression Results: Showed Disrespect.

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.81	15.6%	.476
	Pre-promotion (vs Promoted)	1.02	12.5%	.978
	Non-STEM (vs STEM)	.23	6.6%	.068†
3	Woman (vs Man) × Pre-promotion (vs Promoted)	1.51	16.3%	.817

Table C13.

Faculty-to-Faculty Incivility Experience Logistic Regression Results: Inattentive Rudeness.

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	2.14	34.6%	.086†
	BIPOC+ (vs White)	.19	10.2%	<.001***
	Pre-promotion (vs Promoted)	1.39	28.5%	.377
	Non-STEM (vs STEM)	.54	23.1%	.135
2	Woman (vs Man) × BIPOC+ (vs White)	.78	12.6%	.782
3	Woman (vs Man) × Pre-promotion (vs Promoted)	1.09	35.7%	.911
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	2.76	14.2%	.407

Table C14.*Faculty-to-Faculty Incivility Experience Logistic Regression Results: Challenged Expertise.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.69	18.7%	.240
	BIPOC+ (vs White)	.52	11.0%	.215
	Pre-promotion (vs Promoted)	2.61	19.9%	.132
	Non-STEM (vs STEM)	.44	11.8%	.132
2	Woman (vs Man) × BIPOC+ (vs White)	.74	12.4%	.750
3	Woman (vs Man) × Pre-promotion (vs Promoted)	.49	21.4%	.443
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	4.65	16.8%	.283

Table C15.*Faculty-to-Faculty Incivility Experience Logistic Regression Results: Showed Disrespect.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.79	41.5%	.159
	BIPOC+ (vs White)	.38	21.4%	.021*
	Pre-promotion (vs Promoted)	1.08	34.2%	.822
	Non-STEM (vs STEM)	1.15	35.5%	.822
2	Woman (vs Man) × BIPOC+ (vs White)	.96	26.8%	.955
3	Woman (vs Man) × Pre-promotion (vs Promoted)	1.61	43.7%	.744
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	2.63	26.5%	.304

Table C16.*Faculty-to-Faculty Incivility Experience Logistic Regression Results: Other.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.95	20.5%	.187
	BIPOC+ (vs White)	0.26	7.0%	.049*
	Pre-promotion (vs Promoted)	2.26	19.4%	.159
	Non-STEM (vs STEM)	.96	15.9%	.930
2	Woman (vs Man) × BIPOC+ (vs White)	.97	9.5%	.974
3	Woman (vs Man) × Pre-promotion (vs Promoted)	2.12	26.9%	.886
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	> 10 ⁶ (unstable)	11.9%	.989

Note. The unstable estimate was due to sparse data.

Clinical-Track Faculty: Logistic Regression Tables

Table C17.

Student-to-Faculty Incivility Experience Logistic Regression Results: Inattentive Rudeness.

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.20	44.1%	.236
	BIPOC+ (vs White)	0.50	29.7%	<.001***
	Pre-promotion (vs Promoted)	0.53	37.1%	<.001***
	Non-Health Science (vs Health Science)	3.21	70.7%	<.001***
2	Woman (vs Man) × BIPOC+ (vs White)	0.47	25.4%	.041*
3	Woman (vs Man) × Pre-promotion (vs Promoted)	0.75	37.1%	.372
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	0.78	24.6%	.498

Table C18.

Student-to-Faculty Incivility Experience Logistic Regression Results: Challenged Expertise.

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.74	10.9%	.151
	BIPOC+ (vs White)	0.97	9.0%	.897
	Pre-promotion (vs Promoted)	1.23	10.1%	.606
	Non-Health Science (vs Health Science)	1.49	12.0%	.606
2	Woman (vs Man) × BIPOC+ (vs White)	0.58	9.4%	.477
3	Woman (vs Man) × Pre-promotion (vs Promoted)	0.85	11.4%	.899
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	1.28	10.1%	.707

Table C19.

Student-to-Faculty Incivility Experience Logistic Regression Results: Showed Disrespect.

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	2.04	17.7%	.006**
	BIPOC+ (vs White)	0.86	12.8%	.522
	Pre-promotion (vs Promoted)	0.78	13.9%	.355
	Non-Health Science (vs Health Science)	2.30	26.0%	.036*
2	Woman (vs Man) × BIPOC+ (vs White)	1.64	16.9%	.349
3	Woman (vs Man) × Pre-promotion (vs Promoted)	0.64	15.5%	.542
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	3.32	14.8%	.050†

Table C20.*Faculty-to-Faculty Incivility Experience Logistic Regression Results: Inattentive Rudeness.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.20	28.5%	.366
	BIPOC+ (vs White)	0.62	20.3%	.022*
	Pre-promotion (vs Promoted)	0.57	23.0%	.003**
	Non-Health Science (vs Health Science)	1.02	29.9%	.953
2	Woman (vs Man) × BIPOC+ (vs White)	0.33	15.2%	.011*
3	Woman (vs Man) × Pre-promotion (vs Promoted)	0.52	22.4%	.085†
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	0.82	16.6%	.773

Table C21.*Faculty-to-Faculty Incivility Experience Logistic Regression Results: Challenged Expertise.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.39	23.4%	.141
	BIPOC+ (vs White)	0.89	19.6%	.567
	Pre-promotion (vs Promoted)	0.71	19.4%	.141
	Non-Health Science (vs Health Science)	1.34	26.6%	.527
2	Woman (vs Man) × BIPOC+ (vs White)	0.60	18.8%	.322
3	Woman (vs Man) × Pre-promotion (vs Promoted)	0.29	18.3%	.003**
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	3.33	21.8%	.025*

Table C22.*Faculty-to-Faculty Incivility Experience Logistic Regression Results: Showed Disrespect.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.84	43.0%	<.001***
	BIPOC+ (vs White)	0.88	35.2%	.571
	Pre-promotion (vs Promoted)	0.53	33.1%	<.001***
	Non-Health Science (vs Health Science)	1.01	38.9%	.974
2	Woman (vs Man) × BIPOC+ (vs White)	0.85	38.4%	.966
3	Woman (vs Man) × Pre-promotion (vs Promoted)	0.46	35.1%	.042*
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	2.01	34.2%	.066†

Table C23.*Faculty-to-Faculty Incivility Experience Logistic Regression Results: Expressed Anger.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	0.94	8.2%	.891
	BIPOC+ (vs White)	1.04	8.5%	.891
	Pre-promotion (vs Promoted)	0.66	7.2%	.473
	Non-Health Science (vs Health Science)	1.21	10.3%	.891
2	Woman (vs Man) × BIPOC+ (vs White)	1.09	8.3%	.986
3	Woman (vs Man) × Pre-promotion (vs Promoted)	0.34	5.8%	.211
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	2.00	8.5%	.658

Table C24.*Faculty-to-Faculty Incivility Experience Logistic Regression Results: Other.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.23	15.5%	.656
	BIPOC+ (vs White)	0.92	13.6%	.960
	Pre-promotion (vs Promoted)	0.63	12.5%	.110
	Non-Health Science (vs Health Science)	1.01	15.3%	.986
2	Woman (vs Man) × BIPOC+ (vs White)	0.71	13.0%	.760
3	Woman (vs Man) × Pre-promotion (vs Promoted)	0.40	11.7%	.078†
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	3.01	14.5%	.090†

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Table C25.

Student-to-Faculty Incivility Experience Logistic Regression Results: Inattentive Rudeness.

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.53	80.3%	.146
	BIPOC+ (vs White)	0.32	62.4%	<.001***
	Pre-promotion (vs Promoted)	0.88	76.0%	.638
	Non-STEM (vs STEM)	1.96	80.6%	.046*
2	Woman (vs Man) × BIPOC+ (vs White)	0.77	63.9%	.659
3	Woman (vs Man) × Pre-promotion (vs Promoted)	2.11	81.4%	.229
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	2.49	65.9%	.141

Table C26.

Student-to-Faculty Incivility Experience Logistic Regression Results: Challenged Expertise.

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.30	20.5%	.351
	BIPOC+ (vs White)	0.28	8.3%	.016*
	Pre-promotion (vs Promoted)	1.83	23.7%	.056†
	Non-STEM (vs STEM)	0.53	17.0%	.056†
2	Woman (vs Man) × BIPOC+ (vs White)	NE	12.7%	.984
3	Woman (vs Man) × Pre-promotion (vs Promoted)	0.46	22.7%	.183
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	0.54	8.5%	.489

Note. NE (not estimable) cell is the cell with OR = 6,904,573.05, not reliably estimable due to sparse data.

Table C27.*Student-to-Faculty Incivility Experience Logistic Regression Results: Showed Disrespect.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.12	34.8%	.608
	BIPOC+ (vs White)	0.78	30.4%	.608
	Pre-promotion (vs Promoted)	1.26	36.2%	.608
	Non-STEM (vs STEM)	1.23	34.8%	.608
2	Woman (vs Man) × BIPOC+ (vs White)	1.53	33.4%	.580
3	Woman (vs Man) × Pre-promotion (vs Promoted)	2.59	41.7%	.194
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	1.35	34.1%	.605

Table C28.*Student-to-Faculty Incivility Experience Logistic Regression Results: Expressed Anger.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.19	9.2%	.945
	Pre-promotion (vs Promoted)	1.12	9.2%	.945
	Non-STEM (vs STEM)	1.04	8.8%	.945
3	Woman (vs Man) × Pre-promotion (vs Promoted)	1.30	10.2%	.948

Table C29.*Student-to-Faculty Incivility Experience Logistic Regression Results: Other.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.03	7.2%	.945
	Pre-promotion (vs Promoted)	1.20	7.8%	.945
	Non-STEM (vs STEM)	1.14	7.3%	.945
3	Woman (vs Man) × Pre-promotion (vs Promoted)	1.54	8.5%	.940

Table C30.*Faculty-to-Faculty Incivility Experience Logistic Regression Results: Inattentive Rudeness.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.68	26.6%	.072†
	BIPOC+ (vs White)	0.47	14.5%	.072†
	Pre-promotion (vs Promoted)	0.52	17.4%	.048*
	Non-STEM (vs STEM)	1.11	24.1%	.739
2	Woman (vs Man) × BIPOC+ (vs White)	0.37	13.0%	.283
3	Woman (vs Man) × Pre-promotion (vs Promoted)	1.22	20.5%	.738
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	1.40	12.0%	.741

Table C31.*Faculty-to-Faculty Incivility Experience Logistic Regression Results: Challenged Expertise.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	2.14	23.4%	.042*
	BIPOC+ (vs White)	1.04	20.1%	.917
	Pre-promotion (vs Promoted)	0.62	15.6%	.178
	Non-STEM (vs STEM)	1.13	19.9%	.917
2	Woman (vs Man) × BIPOC+ (vs White)	0.66	22.0%	.717
3	Woman (vs Man) × Pre-promotion (vs Promoted)	1.35	19.9%	.893
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	1.34	17.6%	.813

Table C32.*Faculty-to-Faculty Incivility Experience Logistic Regression Results: Showed Disrespect.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.86	33.7%	.027*
	BIPOC+ (vs White)	0.89	27.5%	.701
	Pre-promotion (vs Promoted)	0.47	21.5%	.009**
	Non-STEM (vs STEM)	1.40	30.8%	.367
2	Woman (vs Man) × BIPOC+ (vs White)	0.24	24.0%	.032*
3	Woman (vs Man) × Pre-promotion (vs Promoted)	0.60	23.3%	.392
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	2.60	26.1%	.184

Table C33.*Faculty-to-Faculty Incivility Experience Logistic Regression Results: Other.*

Model	Predictor	OR	Pred. Prob.	p (FDR)
1	Woman (vs Man)	1.43	17.0%	.348
	BIPOC+ (vs White)	1.02	15.1%	.956
	Pre-promotion (vs Promoted)	0.37	9.0%	.008**
	Non-STEM (vs STEM)	1.60	16.7%	.348
2	Woman (vs Man) × BIPOC+ (vs White)	0.12	9.6%	.017*
3	Woman (vs Man) × Pre-promotion (vs Promoted)	0.49	8.5%	.340
4	BIPOC+ (vs White) × Pre-promotion (vs Promoted)	2.69	12.9%	.322