Faculty Incivility and Graduate Students: An Integrated Literature Review

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Bios

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Abstract

Uncivil Faculty behavior towards students in Higher Education has gained increased media attention. The consequences of faculty incivility towards students may have negative consequences such as a disruption of the student faculty relationship, the student experiencing the incivility may be traumatized, helpless, or angry (Clark, 2006), and students may develop perceptions that their institution is unfair and unjust (Caza & Cortina, 2007). These feelings may also contribute to a negative campus climate. In order to investigate faculty incivility towards graduate students, it is crucial to understand previous research completed on faculty incivility in other context. The purpose of this work is to present the findings on faculty incivility towards graduate students based on an integrative literature review process (Torraco, 2005).

The review of literature found that there are no studies done addressing faculty incivility, specifically towards graduate students. Research has been traditionally focused on Faculty Incivility towards peers, in the workplace, in the classroom, and a paucity of research has been done in the online learning environment. This demonstrates a need for research to be done to further contribute to the body of knowledge on faculty incivility, and calls for research on graduate student such as graduate assistants, teaching assistants, and research assistants. Graduate students usually see faculty as their mentors, bosses, advisors, chairs and role models, and may be at the direct receiving end of faculty incivility. The power relationship that faculty have over students makes it easy to control them and they may be reluctant to speak up about faculty who fail to meet minimal obligations to them in terms of teaching, advising, job supervision, or directing doctoral research. This integrative literature review may provide a good starting point for further research.