

FIT BETWEEN STUDENT CONDUCT ADMINISTRATORS'  
PERSONAL VALUES AND PROFESSIONAL CODES OF ETHICS

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by

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The undersigned, appointed by the dean of the Graduate School, have examined  
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FIT BETWEEN STUDENT CONDUCT ADMINISTRATORS'  
PERSONAL VALUES AND PROFESSIONAL CODES OF ETHICS

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DEDICATION

*After all, for Joe*

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They say you become like the five people you spend the most time with. Given the company that I keep, it is no wonder to me that I have stayed the course to successful completion of a doctoral degree. I would like to take this opportunity to acknowledge special individuals' impact on my life with thanks and gratitude.

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ABSTRACT

Student conduct administrators experience daily challenges pertaining to ethical decision making. Person-organization fit theory suggests that these ethical decisions are bolstered when personal values are congruent with the field's professional codes of ethics. This congruency has not been explored. The purpose of this quantitative study was to identify the most frequently held personal values of student conduct administrators who are members of the Association of Student Conduct Administration (ASCA). This study also explored fit between personal values held by student conduct administrators and values delineated in the fields' professional codes of ethics, represented by their primary foundational element, Kitchener's (1985) five principles of ethical decision-making. Finally, this study determined what demographic and personal attributes were associated with higher levels of fit in student conduct administrators. Specific demographics and personal attributes this study explored included years of experience, education level, degree institution, gender, age, past enrollment in ethics courses, participation in ethics training within the last year, standard of review utilized by employing institution, institution type, institution funding, institution religious affiliation, and religious participation. Results of the study showed significant differences in fit for student conduct administrators employed by religiously affiliated institutions. Further, student conduct administrators who had completed an ethics course were found to have higher levels of perceived fit.

## CHAPTER ONE: OVERVIEW

Thomas Jefferson once wrote in a letter to a fellow university administrator, “the article of [student] discipline is the most difficult in American education” (Jefferson to T. Cooper, November, 2 1882). Indeed, responding to students’ behavioral issues is still a challenge and a necessity for universities today. Further, this duty comes with a wealth of trying decisions. A university administrator’s decision-making process should result in a choice that honors the mission of the university, regards student welfare (on an individual basis and in general), and maintains legal prudence (Fischer & Maatman, 2008; Winston & Saunders, 1998). Unique and complex circumstances call for decision-making in which the right decision is often unclear.

Individuals employed in a variety of university contexts grapple with ethical choices and student affairs professionals are no exception. In fact, student affairs professionals’ responsibilities are so broad, ranging from educational intervention to assurance of student safety and well-being, that scholars note an increased level of risk and legal liability for this particular cohort (Winston & Saunders, 1998). These professionals experience uncertainty when deciding what is fair, what is appropriate use of power, what is owed to individuals toward whom they feel loyalty, and what circumstances garner exceptions to typical protocol, just to name a few (Janosik, Creamer, & Humphrey, 2004).

Challenges pertaining to ethical decision-making are common for student conduct administrators in particular. A student conduct administrator is an individual whose work involves hearing and resolving student conduct incidents. These professionals are

charged with helping students develop ethical decision-making processes (Waryold & Lancaster, 2008). The day-to-day responsibilities expected of student conduct administrators provide a vehicle for ethics education opportunities. First, student conduct administrators are most often the university officials charged with overseeing revisions of the university's student conduct codes (Stoner, 2008). This process of prescribing behavioral expectations is one that demands a developmental and legally prudent approach. Second, student conduct administrators must also educate their student bodies regarding students' rights and responsibilities (Stoner, 2008). Ensuring that students are informed and understand the university's policies demands a message that is clearly defined and practically applied. Third, and perhaps most importantly, the conduct hearing process itself possesses an ultimate goal of ethics education (Fischer & Maatman, 2008). When handling conduct cases, student conduct administrators have the opportunity to respectfully engage students in conversation in an effort to secure information needed to make the best possible decision (Fischer & Maatman, 2008).

These conversations provide an opportunity to encourage students to consider what factors were and were not considered in their own decision-making process. Further they urge students to explore whether or not their behavior aligns with their personal values as well as the university's values (Fischer & Maatman, 2008). Finally, if students are found in violation of university policy, the student conduct administrator has an opportunity to issue a sanction. These sanctions should encourage students to reflect on the incident and the decisions they made while also encouraging reflection on other options for behavior in the future. Role modeling high levels of reflection throughout the

conduct process is paramount to creating a meaningful experience for students (Fischer & Maatman, 2008).

Values conflict in mundane decision-making contexts. For example, a supervisor may struggle between promoting an employee with a loyal tenure and a newer, higher performing employee. Additionally, unique circumstances commonly extol additional pressure on student conduct administrators. Since the 1990's, student affairs professionals have more frequently begun experiencing personal charges in university lawsuits (Lake, 2009). This increasing level of legal concern has complicated decision-making, oftentimes competing for importance against both ethical practice and the welfare of students (Cooper & Lancaster, 1995; Winston & Saunders, 1998). To demonstrate the host of factors that student conduct administrators must consider, I'll offer an example. Sexual assault cases are challenging to discern given all there is to consider when making a decision: rights of the accused, the rights of the accuser, emotional and physical well-being of both students, lack of evidence or challenges accessing relevant police reports, the safety of the campus, new legislation, university policy and procedures which may or may not align with new legislation, professional codes of ethics, personal values, and the potential for legal charges from multiple directions. Decisions resulting in the sanctioning or suspension of students are challenging in their own right, yet factors including impetus for preferential treatment, lack of evidence, university politics, and the threat of litigation are just a few of the challenges which compound the choices student conduct administrators must make every day (Dowd, 2012).

Student conduct administrators' open-ended survey responses reveal the many challenges individuals in this position face (Dowd, 2012), which I will summarize in the following list:

- Pressure by a supervisor to resolve a case in a way the student conduct administrator believes is inappropriate for the specific circumstance.
- Pressure by a parent, donor, coach, advocate, advisor, Board of Trustee member or elected official to handle a specific case in a manner that is inconsistent with other cases of a similar nature.
- Conflict or disagreement with a colleague regarding the resolution of a case, particularly emotionally charged cases.
- Instances where a student's behavior might stem from a psychological disability, absence of family support, poverty or other mitigating personal factors that cause the student conduct administrator to question the appropriateness of a typical sanction.
- Struggles to resolve a sexual assault case given the case's contradictory evidence, media coverage, and pressure from third parties including advocates and attorneys.
- Instances involving a high-profile athlete who the campus community considers too important to the team to withstand sanctioning.
- Pressure from a faculty member to find a student responsible of cheating despite a lack of compelling evidence.
- Pressure from a residential life staff member to immediately remove a student from housing when such harsh action is questionably warranted.

- Personal beliefs regarding drugs and alcohol conflict with the university's policies on underage drinking, marijuana use, and parental notification, which makes the delivery of sanctions a challenge.

These examples demonstrate the complexity and pressure that ultimately comprise the daily work of student conduct administrators.

Student conduct administrators have a set of personal values that influence these tough decisions (Klein, Aldana, & Mattera, 2013). In fact, a recent study indicates 72% of student conduct administrators believe their personal values frequently or almost always influence their decision-making (Dowd, 2012). For that particular study, *personal values* were defined as “abstract ideals that are centrally located within our belief system and tell us how we ought to behave” (Young, 2003, p. 97). Research reveals that personal values are fluid and that changes in values are accompanied by changes in behavior (Ball-Rokeach, Rokeach & Grube, 1984; Rokeach, 1973).

While individuals each possess their own personal values, many professions, including student conduct administration, also establish a set of professional values. These *codes of ethics* were defined as “conventions for professional reasoning and conduct in the workplace” (Reybold, Halx, & Jimenez, 2008, p. 111). Professional codes of ethics are intended to infuse professionals with the values that are necessary for successful decision-making within the field.

It is important that professional codes of ethics match the values held by the professionals who utilize them (Landau & Osmo, 2003). Ethical decision-making is generally governed through these codes. Research provides justification for the provision and use of professional codes of ethics (Blake & Carroll, 1989; Conrad, 1988; Guy, 1990,

Liedtka, 1991). Sims and Keon (2000) found that decision-makers report more feelings of conflict when personal values do not match professional codes of ethics. The ACPA Statement of Ethical Principles & Standards acknowledges the importance of values congruence as it demands practitioners “adopt a values system congruent with the basic tenets of the profession” (p. 2). It is difficult to ignore the need for further examination of congruence between personal values and professional codes of ethics. Indeed, over 90% of student conduct administrators believe their professional codes of ethics frequently or almost always influence their decision-making (Dowd, 2012). Yet, information is lacking with respect to the extent student conduct administrators’ personal values fit with the values delineated in their professional codes of ethics. This study contributes to this gap in the literature.

### **Student Conduct Administration Historical Background**

While student conduct administration formalized into a profession only 25 years ago, the seeds that grew this practice were planted long ago. At the dawning of American higher education, colleges and universities withstood few legal regulations (Council for the Advancement of Standards in Higher Education, 2006; Lake, 2009; Kaplin & Lee, 1997). Reflecting the legal structure of English universities, the court system took a hands-off approach to higher education (Lake, 2009). It was generally understood that matters of education were best handled by those who founded and operated colleges and universities (Kaplin & Lee, 1997). As such, students’ non-academic behaviors or “conduct” was addressed by the universities’ benefactors and faculty members (Lake, 2009). When the positions of dean of men and women, and later, the dean of students, were established, student affairs administrators took the place of the benefactors and

faculty, adjudicating conduct matters *in loco parentis* or “in place of the parents” (Council for the Advancement of Standards in Higher Education, 2006).

These first student affairs professionals wielded power over students, using vague prerogative as opposed to strict policy and procedure (Kaplin & Lee, 1997; Lake, 2009). However, during the Civil Rights movement of the 1960’s, colleges and universities began to recognize students’ right to due process (Council for the Advancement of Standards in Higher Education, 2006; Lake, 2009; Kaplin & Lee, 1997). As a result, institutions created pre-determined student conduct codes and processes for student conduct proceedings (Kaplin & Lee, 1997; Lake, 2009). Quickly thereafter, the prevalence of tort law encouraged further development and precision of university policies (Kaplin & Lee, 1997; Lake, 2009). Institutions began taking an increasingly prudent approach toward addressing student behaviors which had a capacity to yield negative results in legal proceedings (Kaplin & Lee, 1997; Lake, 2009).

As legalism progressively increased within higher education, matters of student conduct administration required more time and attention. As a result, the practice of student conduct administration emerged as a profession in itself (Council for the Advancement of Standards in Higher Education, 2006). In the early 1970’s the American College Personnel Association recognized this newly defined need through the establishment of the Campus Judicial Affairs and Legal Issues Commission. Soon thereafter, Donald Gehring established Association for Judicial Affairs in 1988.

Over the past 40 years, new legislation made a profound impact on the handling of student conduct matters (Council for the Advancement of Standards in Higher Education, 2006). New procedural requirements are consistently coming into the fold

with the passage of each new piece of legislation, including Family Educational Rights and Privacy Act, Student Right-to-Know Act, Campus Security Act, Clery Act and most recently, Campus SaVE Act. These pieces of legislation, which primarily focus on academic information and campus safety, serve to protect student's privacy while synchronously entitling them access to personal information and campus statistics. All this is to say, the law has a more pronounced role within student conduct administration than ever before.

Today, colleges and universities work diligently to provide policies and proceedings that respect students' legal rights, while still allowing universities to maintain an approach that is developmental (Lake, 2009). Likewise, student conduct administrators strive to respect the rights of each individual student while synchronously protecting a campus environment that is conducive to living and learning. As it follows, the professional association once known by the name of Association of Judicial Affairs was recently re-named as the Association for Student Conduct Administration. While the student conduct administration field appears young, its historical roots paired with increasing legalism has resulted in a profession that is filled with tough choices that teeter on a mountain of consequences ranging from lawsuits, to accountability for student safety, to job compliance issues.

### **Conceptual Underpinnings for the Study**

The history of student conduct administration provides important contextual information that framed this study. Likewise, Kitchener's (1985) five principles of ethical decision-making served as a benchmark representation for student conduct administration's professional codes of ethics. The five principles delineated in

Kitchener's model are commonly accepted as the chief voice within the field's professional codes of ethics (Dowd, 2012; Fried, 2003; Kitchener, 1985). Drawing heavily from Beauchamp and Childress's (1979) work on biomedical ethics, Kitchener (1985) identified the following ethical principles: (a) respecting autonomy, (b) doing no harm, (c) benefiting others, (d) being just, and (e) being faithful. These principles are both "necessary to and implicit in the ethical practices of student affairs work" (p. 19). Serving as the foundational element, Kitchener's principles are the most relevant, representative and universal characterization of the fields' professional codes of ethics (Fried, 2003).

While Kitchener's five principles of ethical decision-making provide the contextual benchmark for student conduct administrations' professional codes of ethics, person-organization fit theory offered a suitable lens for exploration of the fit between personal values and the field's codes of ethics. Kristof (1996) stated, "most researchers broadly define person-organization fit as the compatibility between individuals and organizations" (p. 3). Moreover, this congruence or fit typically exists between "a person and an aspect of the environment: the vocation, group, or job" (Kristof, 1996, p. 3). For this particular study, *fit* is achieved when an individual's personal values are congruent to the values delineated in the field's professional codes of ethics. Other research, which utilized a similar characterization of this theory, defined fit as follows: "congruence that occurs when personal work values and characteristics and organizational work values match" (Tull & Medrano, 2008, p. 2). Research equates significant benefits with fit in managers nation-wide including improved job satisfaction and reduced intention to quit (Kristof, 1996). Moreover, benefits of fit, specifically related to ethical behavior, include

increased clarity about values and decreased likelihood of executing an unethical action requested by a superior (Posner, Kouzes, & Schmidt, 1985).

Essentially, this study explores student conduct administrators' values through the lens of person-organization fit theory. Using a post-positivist paradigm, this study's instrumentation will juxtapose the field's defined standard (Kitchener's principles) against the current reality in order to determine which, if any, demographics possess higher levels of fit.

### **Statement of the Problem**

Research conducted in the broader field of student affairs suggests that ethical decision-making is an issue in need of further exploration (Hornack, 2009; Humphrey, 2008; Janosik, Creamer, & Humphrey, 2004; Janosik, 2007; Kelley, 2005; Nash, 1997; McDonald, Ebelhar, Orehovec, Sanderson, 2006). Ethical decision-making is of particular importance since it largely encompasses what student affairs professionals do on a day-to-day basis (Janosik et al., 2004).

Student conduct administrators, in particular, are challenged by competing priorities in decision-making. Preserving the mission of a learning-centered institution is a delicate order for decisions characterized by rules and sanctions (Lake, 2009). Indeed, the field of student conduct administration has struggled to stave off the temptation of morphing into a mini court system (Lake, 2009). Increasing legalism adds an additional layer of complication (Cooper & Lancaster, 1995; Lake, 2009; Winston & Saunders, 1998). Student conduct administrators must balance the viability of lawsuits, regardless of their decisions. Defamation lawsuits have resulted from decisions that held students accountable to the conduct process (*Henry v. Delaware State University*) while tort

liability lawsuits have resulted after finding them not responsible (Nero v. Kansas State University and Tarasoff v. Board of Regents of the University of California). Deciding to respect due process can be difficult in cases where student safety is called into question (Lake, 2009). On the other hand, accusations like these cannot be handled too hastily either (Lake, 2009). Making decisions in a way that is preserving of the learning-centered mission of a university, timely, effective, prudent to safety risks, and respectful of due process is challenging and overwhelming for student conduct administrators (Lake, 2009).

As previously addressed, student conduct administration is a newly organized facet of student affairs (Waryold & Lancaster, 2008). As such, more research is needed to ground and inform this daily practice (Kezar, 2000). Not surprisingly, research that specifically pertains to the field is trifling. Scholarly writing that focuses on the practice is limited to a dissertation by Dowd (2012) and books by Lancaster and Waryold (2008) and Lake (2009). To keep abreast with current events, student conduct administrators subscribe to *The Pavela Report*, a weekly electronic newsletter that broadly addresses and analyzes law and policy issues in higher education (“College Administration Publications,” 2008). While limited, this literature established suitable evidence that suggests student conduct administrators utilize both personal values and professional ethical codes in decision-making (Dowd, 2012). However, it is unclear to what extent student conduct administrator’s personal values fit with the values delineated in their professional codes of ethics. Further, it is unknown what variance may exist between individuals characterized by different demographics and personal factors. These questions are important because research equates significant benefits related to ethical

decision-making for administrators whose personal values fit their professional codes of ethics (Elango, Paul, Kundu, & Paudel, 2010; Posner, Kouzes, & Schmidt, 1985; Posner & Schmidt, 1993; Suar & Khuntia, 2010).

### **Purpose of the Study**

Given the lack of research surrounding student conduct administration, the purpose of this quantitative survey study was to identify the most frequently held personal values of student conduct administrators who are members of the Association of Student Conduct Administration (ASCA). This study also explored fit between personal values held by these student conduct administrators and values delineated in the fields' professional codes of ethics, represented by Kitchener's (1985) five principles of ethical decision-making. Finally, this study determined what demographic and personal attributes were associated with higher levels of fit in student conduct administrators.

### **Research Questions**

The following questions guided this study:

1. What are the most frequently cited personal values held by student conduct administrators?
2. To what extent do student conduct administrators' personal values fit with those outlined by the foundational element of student conduct administration's professional codes of ethics, Kitchener's (1985) five principles of ethical decision-making?
3. Are there differences in levels of fit between student conduct administrators characterized by various demographics and personal attributes (e.g., sex, institutional context, educational degree)?

Specific demographics and personal attributes that this study explored include years of experience, education level, degree institution, gender, age, past enrollment in ethics courses, participation in ethics training within the last year, standard of review utilized by employing institution, institution type, institution funding, institution religious affiliation, and religious participation.

### **Design and Methods**

This research study examined a problem of practice in the field of student conduct administration, namely that of ethical decision-making as it relates to fit. Using a quantitative survey design, I collected information from members of the ASCA, a national professional organization comprised of over 2,000 student conduct administrators in the United States, Canada and internationally that represents over 900 institutions of higher education (“About ASCA,” n.d.). The entire domestic membership was surveyed electronically through Qualtrics, an electronic survey distribution tool. A modified version of The Character Values Scale (Chen, 2005) measured the frequency of values held by student conduct administrators. This instrument consisted of 44 checkbox items that each identified a character value. Participants were instructed to select 10 character values that are most important to them. Modifications to this survey included the addition of questions that measured the following personal factors: years of experience; education level; type of degree (law, higher education, degree outside education or law); gender; age; past enrollment in ethics courses; participation in ethics training within the last year standard of review utilized by employing institution; institution type; institution funding; institution religious affiliation; and religious participation. Initial survey distribution occurred in April of 2014, and two e-mail reminders were distributed before the survey closed 2 weeks later.

### **Assumptions**

A research worldview or paradigm provides guidance and influence essential to a coherent and focused research study. A paradigm is defined as “a basic set of beliefs that guide action” (Guba, 1990, p. 17). A post-positivist paradigm guided this particular study. Post-positivists believe an “objective reality exists ‘out there’ in the world” (Creswell, 2009). In essence, the post-positivist paradigm allows the researcher to measure and assess reality by examining how specific variables interact to achieve specific outcomes.

This study used self-reported data to distinguish demographics and personal attributes and to examine the personal values held by student conduct administrators. These data were collected through an instrument created (Chen, 2005) and utilized (Tull & Medrano, 2008) by other scholars. I assumed that these self-reported data were accurate.

Further, this study seeks to evaluate the relationship between fit and various personal attitudes. However, it is important to note that direction of causality that characterizes these associations cannot be implied (Field, 2009). Said another way, my study will not determine which variables, if any, cause change in another.

### **Significance of the Study**

This study contributed to student conduct administration literature by exploring a new area of inquiry, specifically that of fit between student conduct administrators and their professional codes of ethics. Further, this study indicated whether there is variance in fit across demographics and specified cohorts, another new area of inquiry. The

concept of fit is particularly important to student conduct administrators because it is assumed to benefit ethical decision-making in multiple ways (Elango, Paul, Kundu, & Paudel, 2010; Posner, Kouzes, & Schmidt, 1985; Posner & Schmidt, 1993; Suar & Khuntia, 2010).

This study's findings offer numerous practical applications. It may stimulate discussion in the field pertaining to ethical decision-making and values congruence. It also has the capacity to inform future reviews and reform of student conduct administration's professional codes of ethics. These research findings have the potential to determine what specific revisions are needed to increase levels of fit between student conduct administrators and their codes of ethics, which will ultimately benefit ethical decision-making within the field. They also provide insight for potential consideration during curriculum development for both formal and informal professional development opportunities pertaining to ethical decision-making in student conduct administration. Specifically, this study provides data that demonstrates what types and amounts of training appear to be associated with individual professionals who possess the fields' delineated values. Finally this study identifies cohorts who, as a whole, do not appear to hold the fields' prescribed values. This information has the capacity to assist specific institutions in justifying the provision of professional development opportunities for individuals who may need extra support related to ethical decision-making.

### **Summary**

Student conduct administrators experience daily pressure when making ethical decisions within their field of practice. As a newly professionalized field, more knowledge is needed to bolster ethical decision-making as it is a predominant aspect of

the profession. The purpose of this quantitative study was to determine what personal values are held by student conduct administrators, explore fit achieved between these personal values and professional codes of ethics, and examine potential relationships between fit and various personal factors.

Kitchener's five principles of ethical decision-making (1985) served as a benchmark representation of student conduct administration's professional codes of ethics and person-organization fit theory offered a suitable lens for exploration of the fit existing between personal values and the field's codes of ethics. Using a quantitative survey design, members of the ASCA were given the opportunity to complete a modified version of the Character Values Scale (Chen, 2005). I remained transparent regarding use of self-reported data and caution any errant assumptions pertaining to direction of causality. Key concepts explored in this study included personal values, professional codes of ethics, fit, and personal attributes. This study explored a new area of inquiry within the field of student conduct administration while synchronously providing practical implications for professional practice.

## CHAPTER TWO: LITERATURE REVIEW

The literature that specifically pertains to student conduct administration justifies further exploration of ethical decision-making in the student affairs field. These studies and articles identify the importance of five principles of ethical decision-making (Kitchener, 1985) as well as the benefits of person-organization fit, which forms the foundation of this study. A primary source of literature was *A National Study of the Ethical Dilemmas Faced by Student Conduct Administrators* (Dowd, 2012), a dissertation that explored a related topic using mixed methods. Studies that pertain to ethical decision making and values within the broader context of student affairs were reviewed.

Literature produced by and for student affairs and student conduct administration's professional associations was also included. The literature included in this review supports the premises that both personal values and professional codes are used for daily decision-making, that fit between these codes and values is beneficial, and that the individuals characterized by various personal attributes may possess varying levels of fit.

This chapter is divided into five sections. First, a conceptual framework from both person-organization fit theory and Kitchener's (1985) five principles of ethical decision-making is established. Second, ethical decision-making in the student affairs field is discussed. Third, ethical decision-making in the field of student conduct administration is addressed, with specific attention given to the role of personal values and professional codes of ethics. Fourth, a review of the mitigating role of personal factors in decision-making is conferred. Fifth, the chapter is summarized and remaining chapters are outlined.

## **Conceptual Framework**

The conceptual framework for this study is person-organization fit theory and Kitchener's five principles of ethical decision-making. The nexus of these theories provides a lens for examination of the values held by student conduct administrators and the level of fit achieved by those administrators, who vary in their personal attributes.

### **Person-Organization Fit Theory**

While varied in its conceptualizations and definitions, for this study, person-organization fit is defined as "congruence that occurs when personal work values and characteristics and organizational work values match" (Tull & Medrano, 2008, p. 2). The concept of fit is thought to be one of the most pervasive in the realm of social psychology, so much, in fact that the concept itself was referred to as a "syndrome," taking on many specific manifestations (Schneider, 2001). Since the 1930's, social psychologists have explored the interaction between individual and environmental variables in human behavior and decision-making (e.g. Lewin, 1931). Social psychologists suggest that if both individual and environmental factors influence behavior and decisions, over time individuals are likely to gravitate towards and select environments that match or fit their personal characteristics (Little & Miller, 2007). The parent concept of person-organization fit has been examined at various levels of working environments: vocation, jobs, work group, and individual organization (Kristof, 1996). These specific research foci resulted in the creation of several child theories, namely, person-vocation fit, person-job fit, person-group fit, and person-organization fit.

Although fit is broadly defined as compatibility between individuals and environments, the definition of compatibility fluctuates across the literature (Kristof,

1996). Some studies define compatibility in terms of needs fulfillment (i.e., the individual and/or the organization provides something the opposite entity needs) (Caplan, 1987; Edwards, 1991). Others describe it as congruence between individual and organizational characteristics, such as values and mission (Muchinsky & Monahan, 1987). Although both of these operationalizations exist, they are rarely combined (Kristof, 1996). Given this study's particular focus on values congruence, I utilize the second approach.

Of person-organization fit theory's distinct approaches, the most commonly utilized conceptualization is congruence between individual and organizational values (Kristof, 1996). Liedtka (1989) elucidated the interplay between personal and organization values, noting that the level of 'contention' or 'consonance' between these values is telling of employees' ethical decision-making outcomes. Today, "values congruence is a highly regarded conceptualization of fit because values are long-lasting characteristics of the individual and organization that influence employee behavior and organizational performance" (Kennedy, 2005, p. 7). This popular approach will be utilized for this study.

Fit has been measured using both direct and indirect approaches. Scholars who utilize a direct approach explicitly ask individuals to rate their level of fit with their work environment (Posner, Kouzes, & Schmidt, 1985). It's important to note that this particular approach actually measures *perceived* fit. As such, this operationalization fails to examine if an individual's values are actually congruent to the organization's values (Kristof, 1996). Scholars who use an indirect approach perform separate assessments of the individual and the environment and then compare the assessments in order to

determine congruence (Schwartz & Boehnke, 2004). Unlike the indirect assessment, the direct assessment measures *actual* fit by comparing explicit characteristics held by individuals and environments (Kristof, 1996). This study will measure fit both directly and indirectly to ensure that a comprehensive understanding of fit is attained. Actual fit will be measured by comparing participants' responses on the CVS to the fields' professional codes of ethics, which will be represented by Kitchener's (1985) five principles of ethical decision-making. Perceived fit will be measured through a survey item that invites participants to evaluate how congruent their personal values are to values reflected in student conduct administration's professional codes of ethics.

Research equates significant benefits related to ethical decision-making for managers whose values fit their organizations' values (Elango, Paul, Kundu, & Paudel, 2010; Posner, Kouzes, & Schmidt, 1985; Posner & Schmidt, 1993; Suar & Khuntia, 2010). At the most basic level, managers with high levels of values congruence possess increased clarity or understanding of values held by their organization, their superiors, their peers, and their subordinates (Posner et al., 1985). Building on that foundation, they also have better perceptions of their organization's ethical caliber (Posner et al., 1985; Posner & Schmidt, 1993). Further, they are more likely to perceive resources, such as ethical codes and workshops, as being useful (Posner & Schmidt, 1993). It follows that managers with high levels of congruence are less likely to make unethical decisions, even in instances when such action is requested by a superior (Posner et al., 1985).

While the literature equates high levels of values congruence with positive ethical decision-making outcomes, in the same regard, low levels of values congruence are associated with concerns. Liedtka (1991) reported that managers expressed difficulty in

making decisions when organizational values conflicted. Additionally, managers who reported low levels of value contention were more likely to meet their organizations' expectations pertaining to decision-making. Further, managers reported making non-rational decisions in environments characterized by conflicting values. Finally, when written policies did not match the policies in practice, managers reported difficulty in decision-making.

Essentially, person-organization fit is a branch of psychology that illuminates the relationship between personal and organizational values. While the theory is varied in its conceptualizations and approaches, its basic operational concept is fit. The specific type of fit explored by this study will be values congruence. In general, research on values congruence indicates that the presence of fit bolsters ethical decision-making whereas its absence yields negative outcomes.

### **Kitchener's Five Principles of Ethical Decision-Making**

This study used Kitchener's five principles of ethical decision-making as a representation of student conduct administration's professional codes of ethics. Kitchener's five principles are commonly accepted as the preceding force behind the field's professional codes of conduct (Dowd, 2012; Fried, 2003; Kitchener, 1985). Serving as the foundational element of multiple professional codes, Kitchener's principles are the most relevant, representative and universal, characterization of the field's professional codes of ethics (Fried, 2003). The model maintains a practical professional focus unlike other scholars who direct their primary attention to student's development of ethical reasoning (Gilligan, 1982; Kohlberg, 1984; Rest, 1986). Other scholars commonly advocate for use of this model as a benchmark comparison in

research pertaining to ethical decision-making (Fried, 2000; Gass & Wurdinger, 1993, Guthrie 1997; Humphrey, Janosik & Creamer, 2004; Janosik, Creamer, & Humphrey, 2004; McDonald et. al., 2006). As I later explore in more detail, multiple relevant professional associations have rooted their codes of ethics in Kitchener's (1985) principles. As such, this model will serve as a benchmark representation of professional codes of ethics in this study.

Kitchener's Model of Ethical Decision-Making (1985) is intended to guide and inform the daily decisions made by student affairs practitioners. Kitchener states: "we must consider ethical principles and theories in order to make reasoned and ethically defensible judgments in student affairs" (1985, p.17). Not only is ethical decision-making a key component of student affairs practice, it is a core function of the field's existence (Kitchener, 1985). Kitchener's model recognizes that each ethical decision is unique. The facts that characterize each individual situation garner which ethical principles are most relevant for consideration. Responsibility for appropriate application of the principles rests firmly on the decision-maker. Kitchener identifies three tiers of guidance in decision-making: professional codes, ethical principles, and ethical theories. When making a decision, professional codes provide the first line of defense. Codes delineate commonly agreed upon rules pertaining to ethical conduct. In situations where additional clarity or guidance is needed, student affairs practitioners can pursue the next level of guidance, ethical principles. Ethical principles offer more general, abstract guidance, which fills the gaps sometimes found in professional codes without detracting or conflicting with their general guidance. Finally, the highest level, theories, provide guidance when ethical principles themselves come into conflict.

Drawing heavily from Beauchamp and Childress's (1979) work on biomedical ethics, Kitchener (1984) identifies the following ethical principles: (a) respecting autonomy, (b) doing no harm, (c) benefiting others, (d) being just, and (e) being faithful. These principles are both "necessary to and implicit in the ethical practices of student affairs work" (Kitchener, 1985, p.19). It is now necessary to examine how these principles are further defined.

**Respecting autonomy.** The principle of respecting autonomy is two-fold; it includes the right to choose one's own actions within the realm of respecting others and the right to choose one's own thoughts and reactions (Kitchener, 1985). Autonomous individuals must recognize and respect the autonomy of other individuals as well. Further, autonomy rests on the individual's competency status. Competence may be called to question by a variety of factors including age, mental status, and chemical intoxication.

**Doing no harm.** Also termed nonmaleficence, doing no harm is thought to be the "strongest obligation" of student affairs practitioners (Kitchener, 1985, p. 21). Harm may be both physical and psychological. While evidence of physical harm is often clear, it's important for student affairs practitioners to be sensitive to traces of psychological harm as well. Ethical obligation for intervention increases with scope and severity of harm.

**Benefitting others.** Also termed beneficence, benefitting others is synonymous with the core existence of helping professions, such as student affairs (Kitchener, 1985). Student affairs departmental mission statements often cite providing students with personal, moral, and social support as their main objective (e.g., "Missouri University of Science and Technology Student Affairs," n.d.; "University of Missouri Student Affairs,"

n.d.; and “Penn State Student Affairs Center for Ethics & Religious Affairs About Us,” n.d.). On a broader scale, colleges and universities function in service of the public good, and as such, should seek to act in favor of society as a whole.

**Being just.** Being just, simply stated, means acting fairly (Kitchener, 1985). In a student affairs context, it often involves providing students with equitable rights, treatment, representation, and distribution of resources. Further, individuals who are unequal in ability or personal attributes should be treated bearing these factors in mind. For example, a student who is deaf deserves access to a sign-language interpreter while a student who can hear does not require this accommodation.

**Being faithful.** Truth-telling unites humans for greater collaboration. Exchange of true information allows for greater efficiency and progress within human relationships. Those in the helping professions have a special obligation to be trustworthy (Kitchener, 1985). Lies and deceit have the capacity to diminish the core intentions of student affairs.

Kitchener’s five principles of ethical decision-making (1985) describe the values that student conduct administrators are expected to hold and use in ethical decision-making. These values provide a foundation for student affairs’ and student conduct administration’s professional codes of ethics. This section has functioned to establish Kitchener’s principles as the theoretical framework for this study. Kitchener’s principle influence on specific professional codes of ethics will be examined further in a later section, but first, a broader approach to ethical-decision making in student affairs is explored.

## **Ethical Decision-Making in Student Affairs**

*Student affairs* is an umbrella term that refers to the university offices and departments that provide services, programs, and resources that help students learn and grow outside the classroom (“Student Affairs Administrators in Higher Education About Student Affairs,” n.d.). Student conduct administration is just one of many specific functions of student affairs. Other student affairs operations include multicultural programs, student activities, residential life, leadership development, career services, wellness programs, and athletics, just to name a few.

### **Role Modeling Personal Values**

Student affairs practitioners stand “center stage to serve as both role model and moral conscience for the campus” (Humphrey, Joanosik & Creamer, 2004, p. 676). Student affairs’ humble beginnings were rooted in faculty’s need for assistance with the regulation of college students’ behavior (Rhatigan, 2000). Managing students’ behavior still remains a primary task in the field today: “Student affairs is considered an auxiliary function, focusing on management of student behavior rather than contributing to learning” (Fried, 2003, p. 125). In recent years, the profession has expanded its focus beyond accountability to include student development. (Baldizan, 2008; Fried, 2003). Yet, a primary focus remains on role modeling and enforcing behavioral standards.

Student affairs literature is definitive regarding the importance of displaying firm personal values. A clarion call for high integrity and careful ethical discernment is clear:

Higher education leads by both precept and example. Colloquially, we need to talk the talk and walk the walk. Since humans are social creatures, we will probably be more successful in attempting to live ethical lives if we do so within

the context of communities that are committed to the examination of ethical issues and values. (Fried, 2000, p. 424)

Student affairs practitioners in particular are held to a high standard because of their regular interactions with individual students (Lampkin & Gibson, 1999). High expectations extend beyond their professional persona, into their personal lives: “Given their mentoring capacity and close relationships with students, student affairs professionals are expected to demonstrate ‘impeccable ethical behavior in both their personal and professional relationships and personal lives’” (Mable & Dean, 2006, slide 9 as cited in Reybold, Halx, & Jimenez. 2008, p. 111).

The charge of student affairs practitioners is value-laden in itself. Whether they are building community in a residence hall or promoting cultural inclusivity through a diversity program, values and ethics are central to their existence. “The issue of ethical behavior is at the core of what student affairs professionals do. Student affairs practitioners are engaged in ‘doing ethics’ every day” (Janosik, Creamer, & Humphrey, 2004, p. 357). Certainly this profession is nothing if not an ethical endeavor.

### **Professional Codes**

Personal values play an important role in ethical decision-making for student affairs professionals. While these personal values are a primary influence on individuals’ daily choices (Dowd, 2012), professional codes define a minimum standard of ethics that is unique to the profession (Hornack, 2009). Student affairs has a number of codes, some which are broad and overarching while others are much more specific. The codes relevant to this study are described in the following sections. Special attention is given to

the influence of Kitchener's (1985) five principles of ethical-decision making because they will represent the conglomerate of codes relevant to this study.

**Council for the Advancement of Standards (CAS) in Higher Education**

**Statement of Shared Ethical Principles.** The Council for the Advancement of Standards (CAS) in Higher Education is a “consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment” (Council for the Advancement of Standards, n.d.). The CAS Statement of Shared Ethical Principles strives to encompass the shared values delineated by 35 professional associations encompassed by the consortium. Not surprisingly, the statement is essentially constructed of Kitchener's (1985) principles of ethical decision-making. The statement is not intended to usurp any more specific codes of ethics. Instead, it is intended to highlight the commonality and shared nature of the principles claimed by so many professional organizations.

**NASPA Student Affairs Administrators in Higher Education Standards of Professional Practice.**

Student Affairs Administrators in Higher Education (NASPA) is a professional association for student affairs professionals, which includes student conduct administrators. This association primarily claims the CAS Statement of Shared Principles as their code of ethics, which were released in 2006. However, they secondarily endorse their own Standards of Professional Practice, which were crafted in 1990. These 18 principles take a broader approach to professionalism, defining obligations such as only occupying one professional position at a time, respecting local legal authorities, and an obligation to engage in professional development.

### **ACPA College Student Educators International Statement of Ethical**

**Principles & Standards.** College Student Educators International (ACPA) is another association for student affairs professionals. Their professional code of ethics is also built on Kitchener's (1985) five principles of ethical decision-making. The code encourages self-governance as a primary line of defense; however, it also offers progressive levels of guidance including confrontation through private conversation, seeking counsel through campus resources, and, in dire circumstances, submission of a grievance to the ACPA ethics committee. The statement communicates rules of professional acumen, defines appropriate and effective student interaction, describes conduction of proper research, highlights responsibility to the institution, and ultimately calls for service to society.

### **Association for Student Conduct Administrators Ethical Principles and**

**Standards of Conduct.** The Association for Student Conduct Administrators has its own code that is solely intended for student conduct administrators. A description of this code follows. The Association of Student Conduct Administration (ASCA) is a professional association of educators who "hold responsibility for administering standards of student conduct within colleges and universities" ("ASCA Ethical Principles", 1993). The ASCA Ethical Principles and Standards of Conduct indicates that association membership implies "agreement with and adherence to" the prescribed ethical principles and standards of conduct ("ASCA Ethical Principles", 1993, para. 4). While Kitchener's principles are not explicitly cited, they clearly provide a foundation for the code. First, the document provides clear advice that aligns with "respecting autonomy;" it advises that student conduct administrators must "accept all students as individuals,

each with rights and responsibilities” (“ASCA Ethical Principles”, 1993, para. 9). Second, it addresses “doing no harm,” as it advocates for breaking confidentiality in instances where personal harm is a concern (“ASCA Ethical Principles”, 1993, para. 13). Further, it warns against serving beyond the limits of professional competency, which is known to do more harm than good (ASCA Ethical Principles”, 1993, para. 16). Third, it addresses “benefitting others,” both individually and as a whole, when it instructs members to “make every effort to balance the developmental and educational needs of students with the obligation of the institution to protect the safety and welfare of the academic community” (ASCA Ethical Principles”, 1993, para. 5). Fourth, it addresses “being just” when it states that “rules, procedures and standards shall reflect the commitment to equity [and] fairness” (ASCA Ethical Principles”, 1993, para. 10). Finally, it addresses “being faithful” when it demands that members must “refrain from conduct involving dishonesty, fraud deceit, misrepresentation, or unlawful discrimination” (ASCA Ethical Principles”, 1993, para. 9).

### **Ethical decision-making in Student Affairs: The Reality**

Values and ethical decision-making form the cornerstone of student affairs administration (Creamer, Humphrey & Janosik, 2004, Kitchener, 1985; Fried, 2000; Thomas, 2002; Winston, Creamer & Miller; Young, 2001). Unlike academic affairs, which focuses on developing student knowledge, student affairs is charged with developing student behavior (Fried, 2003). From the profession’s historical roots, to the nature of its work, to the field’s ultimate charge, discussion abounds regarding the importance of ethical-decision making and values congruence. However, research that

explores the realities of these endeavors is actually quite limited. A brief description of these few relevant studies follows.

Janosik et al. (2004) performed an assessment of the types of ethical problems that face student affairs practitioners. Using Kitchener's principles as a means to categorize their results, the study examined the types of ethical dilemmas most commonly faced in daily practice. This study provides evidence that some ethical concerns are more prevalent than others and that variance in ethical concerns exists amongst student affairs practitioners depending on their gender, position-level, years of experience, and institution size. In response to these findings, the researchers speculate that a serious disconnect exists between the guidance offered in professional codes of conduct and the experiences reported by practitioners working in the field. In a follow-up study, using the same dataset, Janosik (2007) categorized the data using emergent categories in place of Kitchener's categories. Again, the study provided evidence for differences in reports of ethical concern, depending on gender, position level, and years of experience. These collective findings provide support for further exploration of potential differences in personal values held by student affairs professionals who are characterized by various personal attributes.

Reybold, Halx, and Jimenez (2008) explored how student affairs practitioners define ethics with respect to their profession, what prepares them to make ethical decisions, and how they make and justify their decisions in their daily practice in a qualitative study. When asked to define professional ethics, the majority of participants emphasized their own personal morality while few mentioned professional codes of conduct. When asked to describe how their ethicality developed, most cited their family

upbringing as a primary influence. However, the majority also mentioned their professional socialization—both intentional and experiential—as bearing influence as well. The researchers suggest that student affairs could benefit from increased consciousness and exploration of the congruence and practical application of professional codes of ethics. Certainly, this perspective provides support for the research questions presented in this study.

Kelly (2005) studied the critical values used in ethical decision-making by senior student affairs officers. Through narrative inquiry, the study revealed the potent influence of personal attributes in ethical decision making: “Whether the senior student affairs officer grew up poor or wealthy, White or Black, agnostic or religious, each person’s ethical decision-making was informed by the narrative of their lives” (Kelly, 2005, p. 124). Few of the participants claimed to be familiar with their fields’ ethical codes. Likewise, few of the participants reported having taken a class on ethics in graduate school. These findings suggest a need for further exploration of values held specifically by student conduct administrators who vary in their personal attributes as well as their congruency to the fields’ professional codes of ethics.

### **Person-Organization Fit in Students Affairs**

While most research framed by person-organization fit theory was conducted within the business sector, Tull and Medrano (2008) conducted an initial study that broadly explored student affairs professionals’ values and levels of person-organization fit. Study participants included professionals from varying facets of student affairs and values congruence was explored by comparing data secured through the Character Values Scale (Chen, 2005) to data secured by a previous study of popular values held by student

affairs professionals (Young & Elfrink, 1991). Particular attention was given to observing differences amongst professionals employed by different institution types. Honesty was shown to be the most frequent value possessed by student affairs professionals. No statistical tests of significant difference were performed within the scope of the study. Additional research is needed to further describe fit, particularly amongst student conduct administrators, with regard to values presented by the field's professional codes of ethics.

The Character Values Scale (CVS), utilized by Tull and Medrano, was also used for the current study. The CVS was developed by Pu-Shih Daniels Chen (2005). The instrument is intended for individuals and organizations to explore their values. The measure itself is a by-product of another measure created by Chen – the Character Education Values and Practices Inventory (CEVPI). To develop the measure, Chen (2005) examined missions statements held by 100 randomly selected American four-year colleges and universities. Chen also reviewed other existing values and ethics instruments in addition to relevant literature. The first section of the instrument consists of 44 checkboxes which each identify a character value. Participants are instructed to select the ten personal values they believe are most important for them. The measure includes a scoring sheet that will not be utilized in this study as it addresses three aspects of good character – affective, cognitive, and behavioral. These particular value groupings are not relevant to the scope of this study. No research has been conducted to test the reliability or validity of the measure. However, the measure has been used in one other study (Tull & Medrano, 2008) that explored person-organization fit amongst

student-affairs professionals. Chen provided permission for use of the measure in the current study.

While few studies have explored student affairs practitioner's values and ethical decision-making processes, those reviewed in this section provide support for further exploration of what these values are. Further, these studies have gone some way to suggest that personal values carry a considerable influence in decision-making. Ergo, further exploration of values congruence delineated in professional codes of ethics is warranted and necessary. Finally, taken together, these studies indicate the individual differences present a mitigating factor in explorations of personal values. As such, personal factors cannot be disregarded or ignored.

This section has provided an account of ethical decision-making in the broad field of student affairs. The importance of role modeling personal values in this particular profession was discussed. Professional codes intended to guide decision-making in the field were described. Specific studies that pertain to ethical decision-making and personal values held by student affairs practitioners were reviewed. Finally, this section set out to explain the general implications for further research on this topic. Turning now to the more specific, the next section explores ethical decision-making in the narrower field of student conduct administration.

### **Ethical Decision-Making in Student Conduct Administration**

Student conduct administration, previously known as judicial affairs, was well-defined as a branch within student affairs only 25 years ago (Waryold & Lancaster, 2008). Nevertheless, the work of student conduct administrators bears a stark

resemblance to the primary tasks charged to the first student affairs professionals (Rhatigan, 2000). Dowd (2012) defines student conduct administrators as:

A professional whose job involves administering an aspect of student discipline at an institution of higher education. The student conduct administrator assists students in learning more appropriate and socially acceptable ways of behaving and relating. Often, this involves assigning educational sanction exercises with a self-reflection component. (p. 10-11)

Student conduct administrators are employed by departments with a varying set of names including community standards, student conduct, student rights and responsibilities, student integrity, dean of student's office, etc. ([www.asca.org](http://www.asca.org)). Some student conduct administrators are employed by departments that carry a different primary function such as residential life, student life, or Greek affairs (Dowd, 2012).

### **Role Modeling Personal Values**

While decision-making is a key component of student affairs administration, this is true to an even greater extent for student conduct administrators. Student conduct administrators are charged with evaluating student behavioral incidents, discussing these incidents with the student, and deciding how to appropriately resolve the incident. This resolution holds the student accountable, but it also must help them to develop and learn from the situation (Baldizan, 2008). This type of work requires professionals to possess a highly developed sense of ethical values of their own. Baldizan (2008) iterates: "To facilitate students' development of sense of understanding, meaning, and insight, it is imperative that those of us in positions that affect the lives of students have a grounding sense of personal values" (Baldizan, 2008 p. 136). In the same way, "We cannot give

[students] what we do not have ourselves; what we do have, we cannot keep from them” (Kaplan, 1991, p. 33).

The first systematic study that exclusively examined student conduct administrators use of personal values in decision-making was conducted by Dowd (2012). Using a quantitative approach, Dowd revealed that 72% of student conduct administrators believe their personal values frequently or almost always influence their decision-making. This conclusion is useful and provides justification for further examination of student conduct administrator’s personal values.

Using a qualitative approach, Dowd (2012) attempted to ascertain which top three personal values student conduct administrators rely on most when making decisions. Several different but related values emerged through this approach, but the most common response was ‘fairness’. One major drawback of this method was that participants’ responses, in some cases, were vague (e.g., 24 participants responded with the phrase “personal beliefs” and another 24 participants responded with the phrase “do what is right”). A study that provides more specific instructions or a list of potential values participants could select as their most frequently utilized personal values could produce more consistent results.

While only one study has explored personal values held by student conduct administrators, its findings suggest that both personal values and professional codes impact ethical decision-making (Dowd, 2012). As previously discussed, this study yielded some vague responses regarding administrator’s personal beliefs and values, which can be clarified through the current study. Further, the current study also

examined the level of fit that exists between personal values held by student conduct administrators and values prescribed by their professional codes of ethics.

This section has provided an account of ethical decision-making in the newly organized field of student conduct administration. Having broadly examined the personal values and professional codes, the next section will address the mitigating role of personal factors as it relates to ethical decision-making and fit.

### **Mitigating Role of Personal Factors**

This chapter has focused on literature that broadly examines ethical decision-making and fit within the context of student affairs and student conduct administration. The following section will explore literature that addresses the effects of various personal factors on ethical decision-making and fit. The following literature will provide context that justifies the personal factors included in the current study.

#### **Years of Experience**

In recent years, a few studies examined the length of professional experience in relation to ethical-decision making and fit. For student conduct administrators, ethical decision-making develops over time, after having faced multiple sets of stressful circumstances, which demand choices are made on the spot and reflected upon later (Hornack, 2009). Fischer & Maatman (2009) echo this sentiment noting that “professional maturity” is a skill student conduct administrators earn through experience and practice (p. 24). These scholars’ reviews of relevant research are reinforced by studies that suggest managers’ years of experience are positively correlated with level of fit (Posner, 2010). Taken together, it is plausible that student conduct administrators with longer tenures have a better understanding of their professional codes of ethics,

effectively allowing them to act more ethically. As such, the current study will control for years of experience with a prediction that participants with more years of experience will report higher levels of fit.

### **Education Level**

Student affairs professionals hold varying levels of degrees, ranging from bachelor's degrees to doctorates (Hornack, 2009). Numerous studies demonstrate that employees with more education tend to possess higher ethical standards (Browning & Zabriskie, 1983; Deshpande, 1997) and abilities (Rest 1979; Trevino, 1992). However, studies indicate no significant relationship between education and fit (Posner, 1992; Posner, 2010). As such, the current study will control for education, but with no specific prediction.

### **Type of Degree**

While student affairs professionals hold educational degrees of varying levels, student conduct administrators, specifically, tend to come from varied educational backgrounds, given that there are no bachelor's programs that specifically focus on student affairs or student conduct administration (Fischer & Maatman, 2008). At the graduate level, law and education are the two most prevalent degrees held by student conduct administrators today (Fischer & Maatman, 2008). Yet, in years past, student conduct administrators came from a wider variety of academic disciplines, some of whom are still practicing today (Fischer & Maatman, 2008). Research that examines fit and/or ethical ability in relation to degree type does not exist. For this reason, the current study will control for degree type, with no specific prediction.

## **Gender**

A considerable amount of literature has been published on gender in relation to ethical decision-making and fit. Research on ethical decision-making and gender has produced mixed results. Some studies reveal that women possess higher ethical standards (Ruegger & King, 1992; Deshpande, 1997). In a study conducted amongst student conduct administrators, women were found to be significantly more likely than men to consider ethical models and theories as well as institutional mission in their ethical decision-making process (Dowd, 2012). Yet, studies that explore levels of ethical intentions (Elango et al., 2010) have not yielded any significant differences in intentions or ethical standards between genders (McCabe et al., 2006; Wimalasiri, et al., 1996). Further, studies that examined the relationship between gender and fit indicated that no significant differences exist (Posner, 1992; Posner, 2010). Because of these mixed results, the current study will control for gender, with no specific prediction.

## **Age**

Numerous scholars have created models and theories that demonstrate a positive correlation between age and ethical decision-making (Piaget, 1932; Rest, 1979; Kohlberg, 1981). There is a consensus among social scientists that ethical decision-making ability (Elango et al., 2010; Ruegger & King, 2010; Wimalasiri et al., 1996) and ethical standards (Deshpande, 1997) improve with age. Along the same lines, studies that examine fit demonstrate a positive correlation relative to age (Posner, 2010). Given this unambiguous pattern, the current study will control for age with the expectation that older participants will exhibit higher levels of fit than younger participants.

### **Past Enrollment in Ethics Courses and/or Trainings**

Enrollment in or completion of ethics education varies amongst student affairs professionals. Some student affairs professionals have completed relevant coursework through a master's program, while others have only encountered a training or conference session, while some haven't had the opportunity for any ethics education at all (Hornack, 2009). Research specific to ethics education and fit does not exist, nor does research specific to the effectiveness of ethics education in student affairs. Nash (1998) and McDonald et al. (2006) both presented models for ethics education in the student affairs classroom, though neither assessed the effects.

Beyond student affairs and student conduct administration, several attempts have been made to determine the effects of ethics education within populations that include high-school students, undergraduates, and adults. Research conducted in counseling psychology found course instructors are satisfied with the outcomes of ethics education, while practitioners in the field perceive new graduates to be lacking ethical discernment (Wefel, 1992). In addition, Linstrum (2009) reported a weak and non-significant effect of ethics training on ethical decision-making ability. Schlaefli et al. (1985) published the most complete synthesis to date; a meta-analysis of 55 studies indicated individuals who participated in ethics education demonstrated a significant increase in ethical decision-making ability. The same report suggests that some formats of ethics education have been proven to be more successful than others, with the most potent format consisting of peers dialoguing about ethical dilemmas (real and hypothetical). Given that research specific to ethics training and fit in student affairs is lacking, I will control for participation in ethics training with no specific prediction.

### **Institution Type, Funding, and Religious Affiliation**

Student conduct administrators are employed by a variety of institutions (Dey, et al., 2010). Some are funded publicly, while others are private. Some institutions have a religious affiliation, while others are secular. Lastly, there are multiple types of institutions: research universities, community colleges, master's level institutions, and liberal arts colleges.

A variance amongst institution type has been demonstrated with regard to ethical decision-making. Dey et. al. (2010) reports that campus professional's perception of their role in promoting students' ethical decision-making abilities varies by institution type. Specifically, those at religiously affiliated institutions are more likely to believe their institution should focus on ethical decision-making than their colleagues at secular institutions. Similar differences exist between campus professionals at private and public institutions. Further, campus professionals employed by liberal arts institutions are more apt to believe the campus should develop students' ethical decision-making while those who are employed by master's institutions, community colleges and research universities are all less likely to perceive this task as their responsibility. Lastly, in a study of student conduct administrators, Dowd (2012) reported that student conduct administrators at private institutions are much more likely consider their spiritual beliefs in their ethical decision-making process. Variance amongst institution type also exists relative to fit. Research suggests that those employed in a private sector are more apt to display higher levels of fit (Suar & Khuntia, 2010). Comparing these results, the current study will control for institution type, with a prediction that those employed by private institutions will display higher levels of fit.

### **Religious Participation**

No research has been conducted regarding the religious activity of student conduct administrators. Likewise, research that examines the relationship between religious participation and fit does not exist. Workplace spirituality has been associated with many positive outcomes including lower intentions of quitting (Milliman, Czaplewski, & Ferguson, 2003) higher job involvement (Kolodinsky, Giacalone & Jurkiewicz, 2008; Milliman et al., 2003), and higher organizational commitment (Milliman et al., 2003; Rego & Cunha, 2007). However, given that research specific to religious participation in student conduct administration is generally lacking, I will control for religious participation with no specific prediction.

This section reviewed literature relevant to the current study's proposed control variables. The literature highlights a need to examine the mitigating role of personal factors within the overarching study of fit. Specific predictions were justified for multiple variables.

### **Summary**

Chapter two described literature relevant to this study while synchronously justifying a need for further research. The literature supports the assumption that fit is associated with increased ethical decision-making ability. Further, it points to the use of Kitchener's (1985) principles as an appropriate indicator of the field's professional codes of ethics. The limited amount of relevant research conducted amongst student affairs practitioners and student conduct administrators provides justification for examination of ethical decision-making and personal values. The literature highlights a need to control for individual factors previously associated with higher levels of ethical decision-making

ability and fit. The next chapter provides a detailed description of current study's methodology.

## CHAPTER THREE: METHODOLOGY

Chapter three includes a description of the research design and methodology used to conduct this study. First, an overview is provided and the purpose of the study is described. Second, the research design is addressed which includes a description of the population, data collection and instrumentation, and human subjects' protection. Third, data analysis, reliability, and validity are discussed. Fourth, limitations and assumptions are exposed. Fifth, the chapter concludes with a summary.

### **Overview**

Because student conduct administration has a limited history of official organization, dating back only 25 years, research that exclusively pertains to the profession is lacking; however, initial exploratory research suggests student conduct administrators utilize both personal values and professional ethical codes in decision-making (Dowd, 2012). But, it is unclear to what extent student conduct administrator's personal values fit with the values delineated in their professional codes of ethics. Further, it is unknown how much variance potentially exists between individuals characterized by different demographics and personal factors. Through this study, I intended to bridge these gaps. Findings from this study carry significance given that research indicates that the presence of fit benefits ethical decision-making whereas its absence yields negative outcomes (Elango, Paul, Kundu, & Paudel, 2010; Liedtka, 1989; Posner, Kouzes, & Schmidt, 1985; Posner & Schmidt, 1993; Suar & Khuntia, 2010).

A quantitative web-based survey design was selected for this study to collect information from members of the ASCA in order to expose information about student

conduct administrators' values, their levels of fit, and the mitigating role of personal factors. Quantitative research, in general, is best suited for studies that explore how factors or variables potentially influence an outcome (Creswell, 2009). Surveys can be used when the information you need to answer research questions should come directly from the people (Fink, 2009). Specifically, surveys are able to provide information on participants' values and demographic characteristics such as age and education (Fink, 2009). Benefits of survey research are that information collection occurs in a manner that is both economic and efficient (Creswell, 2009).

From a theoretical perspective, a quantitative approach aligns well with a post-positivist paradigm. Post-positivists believe an "objective reality exists 'out there' in the world. Thus developing numeric measures of observations and studying the behavior of individuals becomes paramount" (Creswell, 2009, p. 7). In essence, the post-positivist paradigm allows the researcher to measure and assess reality by examining how specific variables interact to achieve specific outcomes. A post-positivist paradigm and quantitative methods are ideal given that this study aims to explore how specific variables (personal attributes) are associated with specific outcomes (fit).

### **Participants and Sampling Procedures**

Study participants were members of the ASCA, the only professional association that is comprised solely of student conduct administrators. In July of 2013, the organization's website indicated that membership includes over 2,000 student conduct administrators in the United States, Canada and internationally, representing over 900 institutions of higher education ("Association for Student Conduct Administration", n.d.). Participants were all ASCA members employed by institutions of higher education,

located in the United States. Those who were not employed at institutions in the United States were not included in the population since the scope of this particular study was limited to US contexts. This particular population lends itself well to the study given that members of the association, by nature, have jobs that involve some aspect of adjudicating students for violations of institutional policy. Further, the association's membership is diverse in gender, age, institution-type, etc. Finally, the large but manageable size of this particular organization allowed this study to avoid sampling, which, in turn eliminated sampling error (Fink, 2013).

It is important to note that this population obviously did not include professionals who were not members of this particular organization. Further, members who were not employed by institutions located in the United States were screened out of the study. Lastly, a more detailed description of the participants' demographical characteristics is provided in chapter four.

Access to this population was secured through the procedures set forth by the ASCA's research committee. This included submission of an application to the committee chairperson (Appendix A). Permission is granted for up to three quantitative surveys of the membership each year. As a member, my application was given preference above those who are not members.

### **Data Collection**

A concrete description of a study's data collection procedures is necessary to completely understand its meaning and significance (Creswell, 2009). This section will address data collection procedures, which include a description of the instruments used for data collection, and an explanation of the process implemented to ensure human

subjects protection. Further, this section will describe data analysis procedures and address both reliability and validity.

**Data Collection Procedures.** ASCA's membership was surveyed electronically through Qualtrics, an electronic survey distribution tool. The survey was distributed via e-mail to all members in April of 2014, and two e-mail reminders were distributed before the survey closed after a two-week period. (Appendix B).

**The Character Values Scale.** The Character Values Scale (Chen, 2005) measured the frequency of specific character values that student conduct administrators carry in their personal ethics systems (Appendix D). The Character Values Scale (CVS) consisted of 44 checkbox items which each identified a character value (Table 1). Survey participants were instructed to select 10 character values that were most important to them. Data obtained with this instrument was used to demonstrate student conduct administrators' personal values, which, as a reminder, were previously defined as "abstract ideals that are centrally located within our belief system and tell us how we ought to behave" (Young, 2003, p. 97).

Table 1 Values included in the Character Values Scale

*Values included in the Character Values Scale*


---

|               |               |                 |
|---------------|---------------|-----------------|
| Altruistic    | Generous      | Patriotic       |
| Ambitious     | Honest        | Persevering     |
| Caring        | Hopeful       | Polite          |
| Chaste        | Humble        | Proud           |
| Civic-minded  | Imaginative   | Prudent         |
| Committed     | Independent   | Purposeful      |
| Compassionate | Introspective | Rational        |
| Cooperative   | Just          | Reflective      |
| Courageous    | Loving        | Respectful      |
| Daring        | Loyal         | Responsible     |
| Devout        | Modest        | Self-controlled |
| Empathetic    | Obedient      | Tolerant        |
| Fair          | Open-minded   | Trusting        |
| Faithful      | Optimistic    | Trustworthy     |
| Forgiving     | Patient       |                 |

---

For the purposes of this study, the instrument was modified (Appendix C). First, the measure included a scoring sheet that was not utilized in this study as it addressed three aspects of good character – affective, cognitive, and behavioral. These particular value groupings were not relevant to the scope of this study. Instead, five student affairs experts identified equivalencies between the values included in the CVS and values delineated in the field’s professional codes of ethics, (Kitchener’s five principles of ethical decision-making). Using a web-based electronic matching tool, the experts were asked to drag and drop any values listed in the left-hand column (those included on the CVS) that they believed were congruent with the principles listed in the right hand

column (those included in Kitchener's (1985) five principles of ethical decision-making). They were also advised to only categorize the values they believed were similar in meaning to one of the principles. Table 2 identifies these equivalencies.

Table 2

*Congruencies identified*

| <i>Model</i> | Kitchener's five principles of ethical decision-making | Character Values Scale                             |
|--------------|--|--|
|              | Respecting autonomy                                    | Independent Purposeful, or Self-controlled         |
|              | Doing no harm  | Caring, Compassionate, Empathetic, or Loving       |
|              | Benefitting others                                     | Altruistic, Civic-minded, or Generous              |
|              | Being just   | Fair, Just, or Respectful                          |
|              | Being faithful   | Committed, Faithful, Honest, Loyal, or Trustworthy |

Additional values listed in the Character Value Scale, which were not identified as equivalent to any of Kitchener's (1985) principles include: ambitious, chaste, cooperative, courageous, daring, devout, forgiving, hopeful, humble, imaginative, introspective, modest, obedient, open-minded, optimistic, patient, patriotic, persevering, polite, proud, prudent, rational, reflective, responsible, tolerant and trusting.

Second, for the purpose of this study, questions that measure personal attributes preceded the items that typically comprise the instrument. These additional items include years of experience, education level, type of degree, gender, age, past enrollment in ethics courses, participation in ethics training within the last year, standard of review in use at their employing institution, institution type, institution funding, and institution religious-affiliation.

Third, for the purpose of this study, questions that measure student conduct administrators' perception of their fit in the field followed the items that typically comprise the CVS. These additional items include perceived fit with current employing institution, perceived fit with student conduct administrations' professional codes of ethics, length of intended employment with current employing institution, reasons for potential change of employing institution, and reasons for potentially leaving the field of student conduct administration.

### **Reliability, Validity, and Generalizability**

The CVS has not been tested for reliability. Reliability is the degree to which an instrument measures something consistently (Oosterhof, 2001). Findings from the current study have potential to serve as a comparator for future studies using the CVS.

The CVS has not been tested for validity. Validity is "whether an instrument measures what it sets out to measure" (Field, 2009, p. 12). However, the validity of data analysis is bolstered by other studies that measured fit. One such study, conducted by Tull and Medrano (2008), measured student affairs professionals' values using the CVS, the same instrument that will be used in the current study. They compared their data to data collected in a previous study on popular values. In a modified, but similar fashion, this

study will compare each participant's personal values to the field's professional codes of ethics, which are represented by Kitchener's five principles. These similar data analysis procedures provide relevance and support for this study's proposed procedures. Further, it's also worth noting that the instrument was developed for another student's doctoral dissertation advised by Jon C. Dalton, the founder of the Institute on College Student Values.

Drawing from a national sample of student conduct administrators contributes to the generalizability of this study, although the results are not necessarily generalizable beyond members of the ASCA, since it is not known how ASCA members differ from non-members. Further, information about the characteristics of ASCA members was also lacking, so it is possible that respondents of this study differ from non-respondents in ways that further limit the study's generalizability. Despite these limitations in the study's generalizability, the results may still be both interesting and beneficial to student conduct administrators.

### **Dependent Variables**

#### **Values**

Each value variable was determined from participants' responses on the CVS. Participants were given the opportunity to select 10 character values they consider important for them. From the list of 44 values, expert student affairs professionals considered 18 of the values to be congruent to one of Kitchener's (1985) five principles of ethical decision-making. Each of the five principles has between three and five values that were considered congruent in meaning. As a reminder, these equivalencies are displayed in Table 2. The level of congruency between the participants' selected values

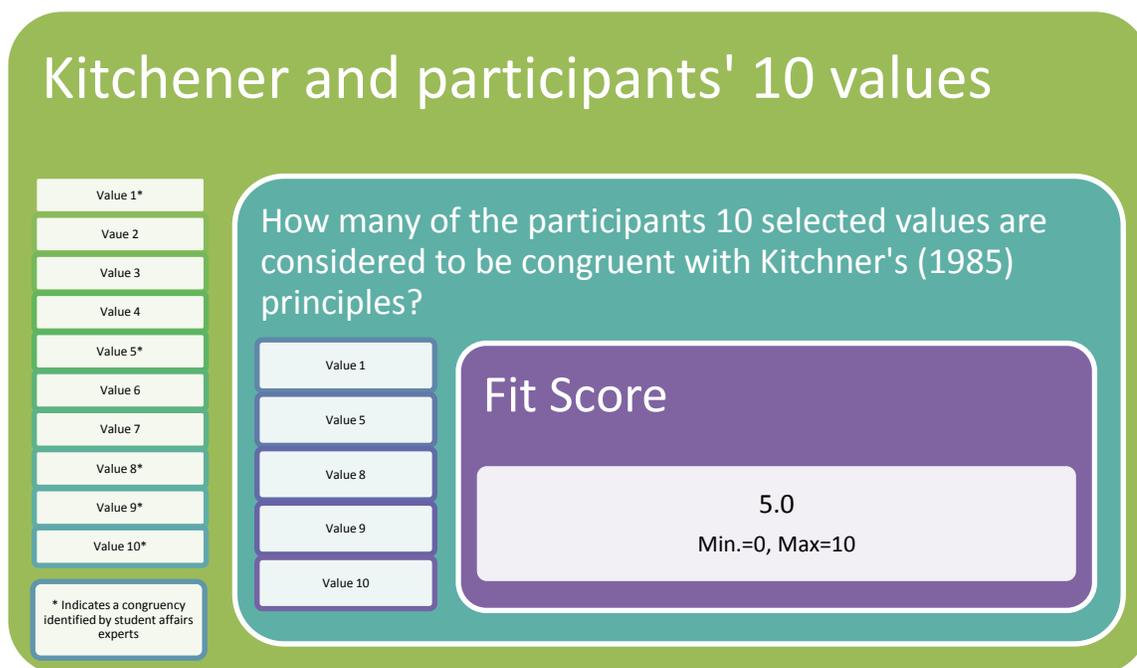
and Kitchener's principles is demonstrated in a variety of ways. The various interpretations of fit are defined as follows.

### **Fit: Kitchener & Participants' 10 Values**

The first measure of congruency was determined by comparing how many of the participants' 10 selected values (from the complete list of 44 described above) were considered congruent with the 18 values chosen by the experts as best representing Kitchener's (1985) principles. This score ranges from 0 (no match between participants' values and any of the 18 Kitchener compatible values) to 10 (all of the self-selected values matched the Kitchener compatible values). This comparison is helpful in providing a sense of how many individual values participants selected were consistent with Kitchener. Figure 1 provides a depiction of this variable.

Figure 1

*Fit: Kitchener and participants' 10 values*



### Condensed Fit: Kitchener & Participants' 10 Values

This second comparison of congruency was determined by comparing how many of Kitchener's (1985) five principles of ethical decision-making are represented in participants' 10 selected values. As a reminder, the 18 values were identified by experts as congruent with Kitchener's five principles of ethical decision-making. This score ranges from 0 (participant did not select any values congruent with Kitchener's principles) to 5 (participants' values selection represented all five of Kitchener's principles). This comparison is helpful in determining the extent to which participants' values were clustered into certain Kitchener principles, represented across multiple principles, or not a match at all. Figure 2 provides a depiction of the variable.

Figure 2

*Condensed fit: Kitchener and participants 10 values*



## Perceived Fit

Perceived fit demonstrates participants' responses to the survey question that inquired about their self-reported congruence with values espoused in student conduct administration's professional codes of ethics. Figure 3 provides a depiction of the variable.

Figure 3

*Perceived fit*

**Perceived fit**

To what extent are your personal values congruent to the values reflected in student conduct administration's professional codes of ethics?

- Very congruent
- Congruent
- Somewhat congruent
- Somewhat incongruent
- Incongruent
- Very incongruent

**Perceived fit**

Congruent

## Independent Variables

### Years of Experience

In recent years, scholars have begun to examine years of experience in relation to fit (Fischer & Maatman, 2009; Hornack, 2009; Posner, 2010). The current study contributes to this area of interest by asking participants “How many years of experience do you have in student conduct administration?” Participants will self-report their years

of experience by selecting from a range of years that will be grouped into categories. Consequently, years of experience will be treated as a categorical variable.

### **Education Level**

Student affairs professionals hold varying levels of degrees, ranging from bachelors' to doctorates (Hornack, 2009). As such, the current study inquires "what is the highest degree you've earned?" Participants will self-report their education level by selecting an option from a list. These options include high school diploma, Bachelor's, Master's, Juris Doctorate, or Doctorate. Education level is also a categorical variable.

### **Type of Degree**

Given that a majority of student conduct administrators today hold a degree in education or law (Fischer & Maatman, 2009), type of degree is an important demographic variable for further examination. Participants will self-report their educational backgrounds by entering their field of study under their degree selection.

### **Gender**

Gender differences are a typical interest in studies of fit (Posner, 1992; Posner, 2010). As follows, for the current study, participants will self-report their gender as follows: man, woman or transgendered. As such, gender will be treated as a categorical variable.

### **Age**

Age is often correlated with higher levels of fit (Posner, 2010) and ethical ability (Elango et al., 2010; Ruegger & King, 2010; Wimalasiri et al., 1996). As such, the current study will control for age. When prompted to answer the question "What is your

age,” participants will answer by selecting the appropriate age category. Hence, age will be treated as a categorical variable.

### **Past Enrollment in Ethics Courses and/or Trainings**

Participants past enrollment in ethics course and/or trainings will be measured in the current study with multiple items, such as: “Have you completed a graduate course that included discussions or readings that focused on ethics?” Participants who indicate they have completed such a course will be prompted to indicate how many credits it was worth, what percentage of the course focused on ethics, and whether or not the course was required. Other relevant items include: “Have you ever participated in any ethics training?” Participants who indicate they have participated in ethical training will be prompted to indicate how they encountered the training, to describe the quality of the training and indicate whether some or all of it was required.

### **Institution Type**

Institution-type will be explored through multiple survey items. Institutional control will address how the institution is governed: public vs. private. Participants who indicate they practice student conduct administration at a private institution will be asked to further describe their institution’s affiliations. Their options include religiously-affiliated or secular. Finally, all participants will be invited to indicate their institution type. Their option will include research institution, community college, Master’s institution, or liberal arts college. A second set of similar questions will prompt participants to describe past employers.

### **Human Subjects Protection and Other Ethical Considerations**

To ensure protection of human subjects, research plans were submitted and reviewed by the Institutional Review Board (IRB) on the University of Missouri campus. The IRB assessed any potential risk, such as physical, psychological, social, economic, or legal harm (Creswell, 2009). Additionally, the IRB considered special needs of any vulnerable populations. The IRB did not identify any risk for participants or vulnerable populations.

In addition to IRB approval, informed consent procedures were implemented as a first step within the electronic survey (Appendix C). This procedure ensured that participants were fully informed of the study's purpose, benefits, and risks (Creswell, 2009). Further, the informed consent explained how participants were identified, explained the level and type of involvement requested, ensured confidentiality, and assured that participation was optional and could have ceased at any point in time. Finally, the informed consent identified the researcher, the researcher's sponsoring institution, and provided contact information so that the participants could follow up with any inquiries or concerns. The informed consent was placed on the first page of the research study's survey. Participants had the option to accept the terms of the informed consent and study participation by selecting: "Yes, I agree to participate." Participants also had the option of closing the browser if they do not want to participate.

In survey research, a common concern is that participants feel coerced into participating. Given that I did not have any personal connections to the participants, nor did I exercise any power over any of them, this was not an issue. Another common concern is that intimate information may be disclosed during the study. While an

individual's personal values are certainly intimate, individual responses were kept confidential which reduced any reason for concern.

### **Data Analysis**

Participants' responses were imported into a software program called Statistical Package for the Social Sciences (SPSS). SPSS assisted in calculating descriptive statistics, cross tabulations, and Chi-square test. This study required three levels of data analysis to address its three research questions. The questions included:

1. What are the most frequently cited ethical values held by student conduct administrators?

The answer to this research question shows which personal values most commonly exist within student conduct administrators' individual internal values systems. Descriptive statistics conveyed the proportion of the sample who selected each value. A frequency distribution will also demonstrate the proportion of the sample whose values selections represented each of Kitchener's five principles. This baseline information provides a firm foundation for deeper inquiry with the next research question.

2. To what extent do student conduct administrators' selected ethical values fit with those outlined by the foundational element of student conduct administration's professional codes of ethics, Kitchener's (1985) five principles of ethical decision-making?

This research question seeks to evaluate fit between personal values held by student conduct administrators and those delineated by the field's professional ethical codes. This question is important because research on values congruence indicates that the presence of fit bolsters ethical decision-making whereas its absence yields negative

outcomes (Elango, Paul, Kundu, & Paudel, 2010; Liedtka, 1989; Posner, Kouzes, & Schmidt, 1985; Posner & Schmidt, 1993; Suar & Khuntia, 2010). The answer to this research question provides evidence relevant to the level of fit held by student conduct administrators.

A series of descriptive statistics will help explore differences in values by personal characteristics. First, a list of values, ranked from most popular value chosen by participants from the CVS to the least was created. Then, the list was compared to the values student affairs experts identified as congruent to Kitchener's (1985) principles. All congruencies between the two lists were marked with an asterisk. This comparison identified whether the values identified by student affairs experts were indeed popular amongst student conduct administrators. Second, a frequency distribution of fit scores was provided. As a reminder, each individual participant's fit score represents how many of their ten value selections were congruent with Kitchener's (1985) principles. For example, if a participant selected ten values, but only eight of those values were also identified by student affairs experts as congruent to Kitchener's principles, he or she would have a fit score of eight. Third, a frequency distribution of condensed fit scores was provided. Please recall that each individual participant's condensed fit score represents the number of Kitchener's unique principles represented in their ten values selections, ignoring any redundant representation. For example, if a participant selects ten values, but those ten values only represent three unique principles, he or she would have a condensed fit score of three. Fourth, each individual participant's perception of their fit with both the student conduct administration field and their current employing

institution was examined. This score represented the dependent variable referred to as *perceived fit*.

3. Are there differences in demographics and personal attributes between student conduct administrators with high and low levels of fit?

The answer to this question identified any significant differences in fit across cohorts characterized by various personal attributes. This question was important because it delved into the potential differences that may exist between individuals who possess varying personal attributes and life experiences. This information assisted in identifying characteristics and experiences that are associated with high and low levels of fit. This information lends itself to practical application for ethics training and education. Further, it also provides a platform for additional research studies. The question is answered by conducting a series of crosstabs with chi-square analyses, using my three renditions of fit (fit, condensed fit, and perceived fit) as the dependent variable and various personal attributes as the independent variables. Pearson's Chi-square test is utilized to determine the relationship between two categorical variables (Field, 2009). For purposes of this study, the statistic individually tested the relationship between the dependent variables (fit, condensed fit, and perceived fit) and the following independent variables: education level, type of degree, gender, age, years of experience past enrollment in ethics courses, participation in ethics training within the last year, standard of review utilized by employing institution, institution type, institution funding, institution religious-affiliation or religious participation.

## Limitations

It is important to identify potential limitations that characterize a research study (Creswell, 2009). These include limitations relevant to the overall design, data, and findings. One primary limitation to the overall design of this study is that its sample of student conduct administrators will be limited to those who are members of ASCA. It is unknown what percentage of student conduct administrators are members of ASCA. It is also unknown what particular aspects of student conduct administrators' personal values may go unexamined by limiting the study exclusively to ASCA members. One may question if non-members are more apt to be employed by institutions that lack professional development funds or perhaps, if non-members hold significantly varied personal values or fit. However, the parameters of the study have been clearly and transparently confined to the ASCA membership. As an aside, the experience of those who are members, but opt not to participate, will also not be captured.

Another limitation of the overall design is that the CVS has not been tested for reliability or validity. Only one previous study (Tull & Medrano, 2008) utilized this instrument and their research did not make any reference to the reliability or validity of the CVS. Further, their sample included a broad range of student affairs professionals -- this variance in scope hinders the potential benefit of using their dataset as a comparator.

Limitations relevant to the data and findings follow. Only the opinions of those who agreed to participate in the study and completed the survey are represented. The survey was completed by 555 participants, which represents a response rate of 20%. An error in the skip logic resulted in incomplete data for one question pertaining to institution size. Resultantly, only those who were employed by private, religiously

affiliated institutions were given an opportunity to answer questions that addressed institution-size. As such, institution size was not addressed in the results, findings, or discussion. Finally, due to a lack of prior research, not enough information was available to properly survey specific fields of study engaged by study participants. For this reason, data pertaining to major was collected in a qualitative fashion. As such, the data garnered on this topic was reported for demographic purposes, but it was not analyzed with respect to fit.

### **Assumptions**

This study utilized self-reported data to distinguish demographics and personal attributes and examine the personal values held by student conduct administrators. The first assumption was that self-reported data were accurate. Further, a second assumption was that participants had the wherewithal to truthfully and accurately select their personal values from a list of options. A third assumption was that values included in the CVS encompassed most or all of the values held by individual participants. A final assumption was that the value equivalencies identified by the panel of student affairs experts were accurate.

### **Summary**

The purpose of this study was to determine (1) what personal values are most common among student conduct administrators, (2) to what extent their personal values fit with those delineated in the field's ethical codes, and (3) what personal attributes are associated with higher or lower levels of fit. Using a quantitative, web-based survey design, I collected information from members of the ASCA using a modified version of the CVS. Kitchener's five principles of ethical decision-making served as a baseline

comparison for the field's codes of ethics. A panel of student affairs experts identified congruencies between the CVS and Kitchener's (1985) five principles of ethical decision-making. IRB approval and use of informed consent procedures ensured ethical research procedures occurred. Statistical analysis included the chi-square goodness of fit test and the likelihood ratio, which provided quantitative evidence to support my results and conclusions. While some limitations were identified, I transparently defined and described how each will be handled.

## CHAPTER FOUR: RESULTS OF THE STUDY

This study examined the level of fit between values held by student conduct administrators and those delineated in their professional codes of ethics. The study focused on data obtained from members of ASCA in order to investigate relationships between levels of fit and various demographical and personal characteristics. Data were secured from an electronic survey instrument distributed to 2,800 student conduct administrators in April of 2014. Of those who received the survey, 647 chose to participate, which is a response rate of 23%, although 555 respondents completed the entire survey.

This study's purpose was to engage an intense focused exploration of student conduct administrators' values and their level of congruency with the field's professional codes of ethics. This chapter provides a description of the study's findings.

### **Descriptive Statistics**

#### **Demographics**

Table 3 presents an overview of the participants' demographic characteristics. The responses column shows the number of participants who possessed the demographic variable listed in the corresponding row. The percentage column shows what valid percentage of the sample possessed the variable listed in the corresponding row. The number of participants who chose not to respond is also noted. As demonstrated in the table, a majority of student conduct administrators who participated in the study were women (56.9%). Further, most participants (66.7%) were between the ages of 26 and 45. Finally, nearly half (48.2%) had between 3 and 10 years of experience working as student

conduct administrators.

Table 3

*Demographics of Participants*

| Demographic Variables | Responses  | %     |
|-----------------------|------------|-------|
| <b>Gender</b>         |            |       |
| Man                   | 264        | 42.6% |
| Woman                 | 353        | 56.9% |
| Transgender           | 2          | .3%   |
| Other                 | 1          | .2%   |
| No response           | 5          |       |
| <b>Age</b>            |            |       |
| 21-25                 | 29         | 4.7%  |
| 26-30                 | 116        | 18.8% |
| 31-35                 | 114        | 18.4% |
| 36-40                 | 100        | 16.2% |
| 41-45                 | 82         | 13.3% |
| 46-50                 | 60         | 9.7%  |
| 51-55                 | 54         | 8.7%  |
| 56-60                 | 43         | 7.0%  |
| 61-65                 | 11         | 1.8%  |
| 66-70                 | 6          | 1.0%  |
| 71<                   | 3          | .5%   |
| No response           | 7          |       |
| <b>Experience</b>     |            |       |
| <1 year               | 38         | 6.1%  |
| 1-2 years             | 80         | 12.9% |
| 3-5 years             | 145        | 23.4% |
| 6-10 years            | 154        | 24.8% |
| 11-15 years           | 94         | 15.2% |
| 16-20 years           | 50         | 8.1%  |
| 21-25 years           | 28         | 4.5%  |
| 26-30 years           | 20         | 3.2%  |
| 31< years             | 11         | 1.8%  |
| No response           | 5          |       |
| <b>Total</b>          | <b>647</b> |       |

Table 4 provides an overview of the education acquired by participants. From the table, it is clear that a small proportion of participants (<8%) do not have at least a master's degree. Further, the vast majority of participants' educational degrees (73.5%)

are in education. Finally, over half (56.1%) of participants earned their highest degree at a research institution.

Table 4

*Education of Participants*

| Demographic Variables | Responses | %     |
|-----------------------|-----------|-------|
| Degree                |           |       |
| H.S. Diploma          | 2         | .3%   |
| Associate's           | 2         | .3%   |
| Bachelor's            | 45        | 7.3%  |
| Master's              | 426       | 68.7% |
| J.D.                  | 25        | 4.0%  |
| Doctorate             | 116       | 18.7% |
| Other                 | 4         | .6%   |
| No response           | 27        |       |
| Major                 |           |       |
| Education             | 399       | 73.5% |
| Criminal Justice      | 18        | 3.3%  |
| Psychology            | 37        | 6.8%  |
| Social Work           | 10        | 1.8%  |
| Other                 | 79        | 14.5% |
| No response           | 104       |       |
| Institution type      |           |       |
| Research institution  | 345       | 56.1% |
| Community college     | 17        | 2.8%  |
| Master's institution  | 115       | 18.7% |
| Liberal arts college  | 110       | 17.9% |
| Other                 | 28        | 4.6%  |
| No response           | 6         |       |
| Total                 | 647       |       |

Table 5 presents a breakdown of the participants' employing institutions. As shown in the table, participants most frequently indicated employment with public research institutions both currently (63%) and in the past (64%). The majority (83%) of participants were employed by secular institutions.

Table 5

*Employing institutions*

| Variables              | Responses | %     |
|------------------------|-----------|-------|
| Type - Current         |           |       |
| Research institution   | 207       | 35.0% |
| Community college      | 81        | 13.7% |
| Master's institution   | 106       | 17.9% |
| Liberal arts college   | 160       | 27%   |
| Other                  | 38        | 6.4%  |
| No response            | 55        |       |
| Funding - Current      |           |       |
| Public                 | 372       | 62.7% |
| Private                | 221       | 37.3% |
| No response            | 54        |       |
| Affiliation - Current  |           |       |
| Religiously affiliated | 98        | 16.6% |
| Secular                | 493       | 83.4% |
| No response            | 56        |       |
| Type - Past            |           |       |
| Research institution   | 210       | 49.4% |
| Community college      | 30        | 4.6%  |
| Master's institution   | 90        | 21.2% |
| Liberal arts college   | 176       | 41.4% |
| Other                  | 52        | 12.2% |
| No response            | 222       |       |
| Funding -Past          |           |       |
| Public                 | 258       | 63.7% |
| Private                | 147       | 36.3% |
| No response            | 242       |       |
| Total                  | 64        |       |

Table 6 presents an overview of the study participants' activity in religious organizations, groups, or communities. Interestingly, 24.6% of study participants indicated no religious participation at all. More than half of participants indicated participating in religious activity sometimes, often, or very often (55.6%).

Table 6

*Religious activity*

| Response    | Responses | %     |
|-------------|-----------|-------|
| Not at all  | 100       | 24.6% |
| Rarely      | 80        | 19.7% |
| Sometimes   | 78        | 19.2% |
| Often       | 74        | 18.2% |
| Very Often  | 74        | 18.2% |
| No response | 241       |       |
| Total       | 647       |       |

Table 7 offers further insight into religion's impact on study participants' daily student conduct practice. About a third (33.1%) of study participants believe that their religious beliefs assist in their decision-making as student conduct administrators. Further, half (50.3%) of study participants consciously avoid considering religious tenets while doing their job. Half (51.3%) believe their personal values are closely related to their religious beliefs, yet slightly less (43.4%) believe that their own beliefs about ethical principles and practices are closely related to their religious beliefs.

Table 7

*Religion and practice*

| Survey Item  | n   | Strongly disagree | Disagree      | Neutral        | Agree          | Strongly Agree |
|--|-----|-------------------|---------------|----------------|----------------|----------------|
| My religious beliefs help me make better decisions as a student conduct administrator.             | 406 | 13.30%<br>(86)    | 14.3%<br>(58) | 31.5%<br>(128) | 20.0%<br>(81)  | 13.10%<br>(53) |
| I avoid considering any religious tenets when doing my job.  | 405 | 10.10%<br>(41)    | 17.3%<br>(70) | 22.2%<br>(90)  | 25.9%<br>(105) | 24.40%<br>(99) |
| My personal values are closely related to my religious beliefs.                                    | 405 | 13.80%<br>(56)    | 11.1%<br>(45) | 23.5%<br>(95)  | 35.1%<br>(142) | 16.50%<br>(67) |
| My own beliefs about ethical principles and practices are closely related to my religious beliefs. | 404 | 16.10%<br>(65)    | 13.1%<br>(53) | 27.5%<br>(111) | 28.5%<br>(115) | 14.90%<br>(60) |

Table 8 addresses the standard of review utilized by the participants' current employing institutions. A vast majority (97.3%) of participants utilize a preponderance standard of evidentiary review. The law mandates that this particular standard of review is utilized for Title IX related incidents. Five participants commented that they utilized a different standard of review for non-Title IX cases.

Table 8

*Standard of Review*

| Variables                         | Responses | %     |
|-----------------------------------|-----------|-------|
| Beyond a reasonable doubt         | 8         | 2.5%  |
| Preponderance of evidence         | 313       | 97.2% |
| Something less than preponderance | 1         | 0.3%  |
| No response                       | 325       |       |
| Total                             | 647       |       |

Table 9 shows the participants' participation in ethics education. Most (82.9%) of the participants reported completing a course that discussed ethics, many (85.5%) of which were required. Of those who completed an ethics education course, most (87.7%) received credit for one or more full courses.

Table 9  
*Ethics Education*

| Variables                | Responses  | %     |
|--------------------------|------------|-------|
| <b>Course completion</b> |            |       |
| Yes                      | 510        | 82.9% |
| No                       | 105        | 17.1% |
| No response              | 32         |       |
| <b>Credits earned</b>    |            |       |
| Partial – 1 course       | 37         | 7.6%  |
| Full – 1 course          | 288        | 59.0% |
| Partial -- >1course      | 23         | 4.7%  |
| Full -- > 1 course       | 140        | 28.7% |
| No response              | 159        |       |
| <b>Focus on ethics</b>   |            |       |
| <25%                     | 179        | 36.5% |
| 25%-50%                  | 134        | 27.3% |
| 51%-75%                  | 65         | 10%   |
| 76%-100%                 | 112        | 22.9% |
| No response              | 157        |       |
| <b>Required</b>          |            |       |
| Yes                      | 418        | 85.5% |
| No                       | 71         | 14.5% |
| No response              | 158        |       |
| <b>Total</b>             | <b>647</b> |       |

Table 10 presents an overview of the ethics training completed by study participants. More than half (68.7%) participated in ethics training, which was most frequently provided through a professional association and not required. Many (84.8%) found the training very or somewhat helpful, while very few (1%) found it harmful.

Table 10

*Ethics Training*

| Variables                | Responses  | %     |
|--------------------------|------------|-------|
| <b>Participated</b>      |            |       |
| Yes                      | 410        | 68.7% |
| No                       | 187        | 31.3% |
| No response              | 50         |       |
| <b>Encountered</b>       |            |       |
| At work                  | 293        | 45.3% |
| Professional association | 218        | 53.7% |
| Other                    | 35         | 8.6%  |
| No response              | 241        |       |
| <b>Quality</b>           |            |       |
| Very helpful             | 105        | 25.8% |
| Somewhat helpful         | 240        | 59.0% |
| Neutral                  | 67         | 16.5% |
| Somewhat harmful         | 2          | .5%   |
| Very harmful             | 2          | .5%   |
| No response              | 240        |       |
| <b>Required</b>          |            |       |
| None of it               | 153        | 37.8% |
| Some of it               | 140        | 34.6% |
| All of it                | 112        | 27.7% |
| No response              | 242        |       |
| <b>Total</b>             | <b>647</b> |       |

This section provided an overview of the demographics and personal attributes represented in this study's sample. Overall, the sample contains more women (56.9%) than men (42.6%). Participants were mostly between the ages of 26 and 45 (66.7%) and have between 3 and 10 years of experience (48.2%). Very few (<8%) participants do not hold at least a master's degree. A vast majority hold a degree in education (73.5%). The sample contains more public employees (62.7) than private (37.3%). More than half participate in religious activities (55.6%). The majority has completed a course (82.9%) or training (68.7%) that focused on ethics. This snap-shot of the ASCA leadership is

interesting information on its own. Further, it provides a foundation for findings relevant to this study's research questions. The next section provides a summary of these results.

**Research Question 1: What are the most frequently cited personal values held by student conduct administrators?**

This study utilized descriptive statistics to explore the most frequently cited ethical values held by student conduct administrators. Table 11 shows the frequency distribution of participants who identified each of the character values, in order of frequency. These results show that the most frequently cited value was honesty (73.8%). Additionally, a majority of respondents also cited the following values as being important: open-mindedness (66.8%), respectfulness (63.2%), fairness (62.7%), responsibility (61.8%), and trustworthiness (54.0%). Conversely, less than 5% of participants cited the following values as important: modest (3.3%), proud (1.9%), obedient (1.7%), patriotic (2.1%), devout (1.4%), daring (1.2%), and chaste (.5%).

Table 11

*Identified Character Values*

| Character Value | Responses | %     |
|-----------------|-----------|-------|
| Honest          | 429       | 73.8% |
| Open-minded     | 388       | 66.8% |
| Respectful      | 367       | 63.2% |
| Fair            | 364       | 62.7% |
| Responsible     | 359       | 61.8% |
| Trustworthy     | 314       | 54.0% |
| Compassionate   | 255       | 43.9% |
| Empathetic      | 247       | 42.5% |
| Caring          | 251       | 43.2% |
| Rational        | 193       | 33.2% |
| Purposeful      | 194       | 33.4% |
| Reflective      | 191       | 32.9% |
| Just            | 187       | 32.2% |
| Patient         | 151       | 26.0% |
| Committed       | 148       | 24.5% |
| Loyal           | 139       | 23.9% |
| Optimistic      | 117       | 20.1% |
| Civic-minded    | 115       | 19.8% |
| Cooperative     | 112       | 19.3% |
| Humble          | 111       | 19.1% |
| Independent     | 106       | 18.2% |
| Tolerant        | 98        | 16.9% |
| Introspective   | 91        | 15.7% |
| Forgiving       | 84        | 14.5% |
| Polite          | 77        | 13.1% |
| Self-controlled | 78        | 13.4% |
| Loving          | 72        | 12.4% |
| Courageous      | 66        | 11.4% |
| Persevering     | 64        | 11.0% |
| Trusting        | 58        | 10.0% |
| Generous        | 57        | 9.8%  |
| Hopeful         | 53        | 8.2%  |
| Imaginative     | 49        | 8.4%  |
| Ambitious       | 74        | 8.1%  |
| Altruistic      | 39        | 6.7%  |
| Faithful        | 39        | 6.7%  |
| Prudent         | 30        | 5.2%  |
| Modest          | 19        | 3.3%  |
| Proud           | 11        | 1.9%  |
| Obedient        | 10        | 1.7%  |
| Patriotic       | 12        | 2.1%  |
| Devout          | 8         | 1.4%  |
| Daring          | 7         | 1.2%  |
| Chaste          | 3         | .5%   |
| No response     | 66        |       |
| Total           | 647       |       |

Table 12 shows the frequency distribution of participants who selected one or more values that were congruent with the corresponding principle, in order of frequency. As a reminder, these congruencies were identified by student affairs experts and were reflected in figure 2. The results obtained through this preliminary analysis show that the most frequently represented principle was ‘being faithful’ (83.0%). The principle of ‘being just’ was represented at a similar frequency (81.0%). The principle of ‘doing no harm’ was represented in the responses of nearly three-quarters of participants (74.7%). Less than half of participants’ responses represented the principles of ‘respecting autonomy’ (41.0%) and ‘benefitting others’ (28.6%).

Table 12

*Identified Kitchener’s Principles*

| Character Value     | Responses | %     |
|---------------------|-----------|-------|
| Being faithful      | 537       | 83.0% |
| Being Just          | 524       | 81.0% |
| Do no harm          | 483       | 74.7% |
| Respecting Autonomy | 265       | 41.0% |
| Benefitting others  | 185       | 28.6% |

This section has reviewed findings relevant to the values held by study participants and the principles represented by those responses. The most popular value held by study participants was honesty and the most frequently represented principle was being faithful. Conversely, the least popular value held by participants was chaste and the least frequently cited principle was benefitting others. This information provides a foundation necessary for results relevant to research question two. In the next section, a description of these findings follows.

**Research Question 2: To what extent do student conduct administrators' personal values fit with those outlined by the foundational element of student conduct administration's professional codes of ethics, Kitchener's (1985) five principles of ethical decision-making?**

This section explains the descriptive statistics that analyzed the level of fit possessed by student conduct administrators. To begin, table 13 provides the most frequently cited list of participants' values. As a reminder, participants were provided a list of 44 character values and were asked to select ten values that were most important for them. For this study, Kitchener's (1985) five principles of ethical decision-making were compared with this list of values and a panel of student affairs experts determined congruency. Table 13 demonstrates the popularity of each individual value within the current study, while drawing attention to the congruencies identified by the student affairs experts. The values that were found to be congruent are marked with an asterisk and the congruent principle is provided in an adjacent column. Seven out the top ten most popular values claimed by student conduct administrators are congruent to Kitchener's (1985) principles. Likewise, 12 of the top 20 most popular values are also congruent with Kitchener.

Table 13

*Identified Character Values*

| Character Value  | Congruent Principle | Responses | %     | Rank |
|------------------|---------------------|-----------|-------|------|
| Honest*          | Being faithful      | 429       | 73.8% | 1    |
| Open-minded      |                     | 388       | 66.8% | 2    |
| Respectful*      | Being just          | 367       | 63.2% | 3    |
| Fair*            | Being just          | 364       | 62.7% | 4    |
| Responsible      |                     | 359       | 61.8% | 5    |
| Trustworthy*     | Being faithful      | 314       | 54.0% | 6    |
| Compassionate*   | Doing no harm       | 255       | 43.9% | 7    |
| Empathetic*      | Doing no harm       | 247       | 42.5% | 8    |
| Caring*          | Doing no harm       | 251       | 43.2% | 9    |
| Purposeful*      | Respecting autonomy | 194       | 33.4% | 10   |
| Rational         |                     | 193       | 33.2% | 11   |
| Reflective       |                     | 191       | 32.9% | 12   |
| Just*            | Being just          | 187       | 32.2% | 13   |
| Patient          |                     | 151       | 26.0% | 14   |
| Committed*       | Being faithful      | 148       | 74.5% | 15   |
| Loyal*           | Being faithful      | 139       | 23.9% | 16   |
| Optimistic       |                     | 117       | 20.1% | 17   |
| Civic-minded*    | Benefitting others  | 115       | 19.8% | 18   |
| Cooperative      |                     | 112       | 19.3% | 19   |
| Humble           |                     | 111       | 19.1% | 20   |
| Independent*     | Respecting autonomy | 106       | 18.2% | 21   |
| Tolerant         |                     | 98        | 16.9% | 22   |
| Introspective    |                     | 91        | 15.7% | 23   |
| Forgiving        |                     | 84        | 14.5% | 24   |
| Polite           |                     | 77        | 13.1% | 25   |
| Self-controlled* | Respecting autonomy | 78        | 13.4% | 26   |
| Loving*          | Doing no harm       | 72        | 12.4% | 27   |
| Courageous       |                     | 66        | 11.4% | 28   |
| Persevering      |                     | 64        | 11.0% | 29   |
| Trusting         |                     | 58        | 10.0% | 30   |
| Generous*        | Benefitting others  | 57        | 9.8%  | 31   |
| Hopeful          |                     | 53        | 8.2%  | 32   |
| Imaginative      |                     | 49        | 8.4%  | 33   |
| Ambitious        |                     | 74        | 8.1%  | 34   |
| Altruistic*      | Benefitting others  | 39        | 6.7%  | 35   |
| Faithful*        | Being faithful      | 39        | 6.7%  | 36   |
| Prudent          |                     | 30        | 5.2%  | 37   |
| Modest           |                     | 19        | 3.3%  | 38   |
| Proud            |                     | 11        | 1.9%  | 39   |

|              |            |      |    |
|--------------|------------|------|----|
| Obedient     | 10         | 1.7% | 40 |
| Patriotic    | 12         | 2.1% | 41 |
| Devout       | 8          | 1.4% | 42 |
| Daring       | 7          | 1.2% | 43 |
| Chaste       | 3          | 0.5% | 44 |
| No response  | 66         |      |    |
| <b>Total</b> | <b>647</b> |      |    |

\*Value is considered congruent with one of Kitchener's five principles

### **Fit: Kitchener & Participants' 10 Values**

Turning now to an exploration of fit, I examine the frequency distribution of fit scores across the sample as presented in table 14. As a reminder, the fit score is determined by how many of the participant's ten values were congruent with Kitchener's (1985) principles. As such, those who selected all ten values that were considered by the expert panel to be congruent with Kitchener's (1985) principles were thought to have the highest fit, which is reflected by a maximum fit score of ten. Those who selected no values congruent with Kitchener's principles were thought to have the lowest fit, which is reflected by a minimum fit score of 0.

Table 14

#### *Fit: Kitchener (1985) & Participants' 10 Values*

| Fit score    | Frequency  | %     |
|--------------|------------|-------|
| 0            | 0          | 0%    |
| 1            | 0          | 0%    |
| 2            | 3          | .5%   |
| 3            | 15         | 2.6%  |
| 4            | 68         | 11.7% |
| 5            | 118        | 20.3% |
| 6            | 200        | 34.4% |
| 7            | 132        | 22.7% |
| 8            | 41         | 7.1%  |
| 9            | 4          | .7%   |
| 10           | 0          | 0%    |
| No response  | 66         |       |
| <b>Total</b> | <b>647</b> |       |

When given the opportunity to select ten personal values, on average, participants selected 5.8 values identified as congruent with Kitchener's principles ( $SD = 1.24$ ). As a reminder, it is possible that the participant could have selected multiple values that were each consistent with one of Kitchener's principles. More than three quarters of participants (77.4%) selected 5, 6, or 7 values considered congruent with Kitchener's (1985) principles. Further, there were not any participants who selected one or fewer congruent values, nor did any participant select all ten congruent values.

### **Condensed fit: Kitchener & Participants' 10 Values**

So far, I have demonstrated fit possessed by participants through the examination of how many of their values were congruent with any one of Kitchener's principles. The following section will delve deeper into the topic of fit, by examining how many unique principles (Kitchener, 1985) were represented by the participants' ten values. Table 15 presents the frequency distribution of condensed fit scores. The condensed fit score reflects the number of Kitchener's principles that participants were assumed to possess by virtue of their selection of congruent values. As such, those who had all five of Kitchener's principles represented in their values selections were thought to have the greatest condensed fit which is reflected by a maximum condensed fit score of 5. Those who selected none of Kitchener's principles in their values selections were thought to have the least depth and variance of fit across Kitchener's principles, which is reflected by a minimum condensed fit score of 0.

Table 15

*Condensed fit: Kitchener (1985) and Participant's 10 Values*

| Condensed fit score | Responses | %     |
|---------------------|-----------|-------|
| 0                   | 0         | 0%    |
| 1                   | 1         | .2%   |
| 2                   | 41        | 7.1%  |
| 3                   | 253       | 43.5% |
| 4                   | 238       | 41.0% |
| 5                   | 48        | 8.3%  |
| No response         | 66        |       |
| Total               | 647       |       |

On average, participants' chosen values satisfied 3.5 of Kitchener's five principles of ethical decision-making ( $SD = .753$ ). More than three quarters (84.5%) of participants had three or four of Kitchener's principles represented in their values selections. Further, there were not any participants who did not have at least one of Kitchener's principles represented in their values selections. A small segment of participants (7.1%) had all five of Kitchener's principles represented in their value selections.

**Perceived Fit**

So far, this chapter has examined fit through an exploration of values congruence. This section will examine participants' subjective perception of their fit with student conduct administration's professional code of ethics. Specifically, survey questions inquired "to what extent are your personal values congruent to the values reflected in student conduct administration's professional codes of ethics" and "to what extent are your personal values congruent to the values held by your employing institution?" Participants were given the opportunity to select their level of fit using a scale that ranged from *Very incongruent* to *Very congruent*. Table 16 represents the participants' perceived level of fit with their employing institution and the student conduct

administration field. A majority (88.3%) of participants felt that their values were Congruent or Very Congruent to the field. A lesser majority of participants (64.6%) felt that their values were Congruent or Very Congruent to their employing institution. Very few participants identified any level of incongruence with the field (<1%). A slightly larger segment (5.8%) reported some incongruence with their employing institution.

Table 16

*Perceived fit with employing institution and student conduct administration field*

| Level of Congruency  | Employing institution responses | Employing institution % | Field responses | Field % |
|----------------------|---------------------------------|-------------------------|-----------------|---------|
| Very Incongruent     | 2                               | .2%                     | 2               | .4%     |
| Incongruent          | 6                               | 1.1%                    | 0               | 0%      |
| Somewhat incongruent | 25                              | 4.5%                    | 4               | .7%     |
| Somewhat congruent   | 165                             | 29.7%                   | 58              | 10.6%   |
| Congruent            | 250                             | 45.0%                   | 313             | 57.0%   |
| Very Congruent       | 109                             | 19.6%                   | 172             | 31.3%   |
| No response          | 91                              |                         | 98              |         |
| Total                | 647                             |                         | 647             |         |

This section described the amount of fit, condensed fit, and perceived fit possessed by the professionals who comprised the field of student conduct administration. This section revealed that more than three quarters of participants (77.4%) selected 5, 6, or 7 values considered congruent with Kitchener's (1985) principles. Further, more than three quarters (84.5%) of participants had three or four of Kitchener's principles represented in their values selections. Finally, a majority (88.3%) of participants felt that their values were Congruent or Very Congruent to the field. A lesser majority of participants (64.6%) felt that their values were Congruent or Very Congruent to their employing institution. This section focused on the sample as a whole. The following section will drill down on differences that exist between groups of participants characterized by various personal and demographic characteristics.

**Research Question 3: Are there differences in levels of fit between student conduct administrators characterized by various demographics and personal attributes (e.g., gender, institutional context, educational degree)**

This section describes the analysis conducted to explore differences in fit that existed between groups. Three series of cross tabs with Chi-Square statistics explored these differences from three perspectives: fit, condensed fit, and perceived fit. The following section provided a detailed account of these statistical results. First, cross tab tables, with actual and expected frequencies, show the significant relationships between personal attributes and fit scores, then Chi-Square tests demonstrate levels of statistical significance. The Chi-Square test analyzes the relationship between two categorical variables by comparing the actual frequencies with the expected frequencies. For this particular statistical analysis, fit scores were simplified by splitting participants into two groups: high (scores 6-10) and low (scores 0-5).

As demonstrated by the frequencies cross tabulated in Table 17, participants with high levels of fit are over-represented at secular institutions and under-represented at religiously affiliated institutions. Further, the Chi-square statistics in Table 18, show that there was a significant relationship between fit and institution religious affiliation  $X^2(1)= 4.032, p<.05$ . Specifically, participants who were employed by secular institutions were 1.6 times more likely to have high levels of fit than those employed by religiously-affiliated institutions. Conversely, the level of fit possessed by study participants did not differ by the remaining variables: years of experience, education level, degree institution, gender, age, ethics course or training participation, standard of review, institution type, institution funding, institution religious-affiliation or religious

participation. For a full listing of cross tabulated actual and expected frequencies, see Appendix F.

Table 17

*Results of Significant Cross Tabulations of Fit: Kitchener & Participants' 10 Values*

| Demographic Variables             |            |          | Fit Score |       |
|-----------------------------------|------------|----------|-----------|-------|
|                                   |            |          | Low       | High  |
| Institution religious affiliation | Affiliated | Count    | 43        | 54    |
|                                   |            | Expected | 33.4      | 62.6  |
|                                   | Secular    | Count    | 159       | 322   |
|                                   |            | Expected | 167.6     | 313.4 |

Table 18

*Results of Chi-Square Fit: Kitchener & Participants' 10 Values*

| Demographic Variables             | N   | Chi-Square | Sig.  |
|-----------------------------------|-----|------------|-------|
| Years of experience               | 581 | 6.406      | 0.602 |
| Education level                   | 581 | 6.419      | 0.378 |
| Degree institution                | 578 | 6.614      | 0.158 |
| Gender                            | 581 | 5.628      | 0.131 |
| Age                               | 579 | 7.803      | 0.648 |
| Ethics course participation       | 578 | 1.877      | 0.171 |
| Ethics training participation     | 577 | 0.784      | 0.376 |
| Standard of review                | 318 | 2.358      | 0.308 |
| Institution Type                  | 579 | 4.063      | 0.398 |
| Institution Funding               | 580 | 0.733      | 0.392 |
| Institution religious affiliation | 577 | 4.032      | .045* |
| Religious participation           | 397 | 3.621      | 0.46  |

Another series of cross tab and Chi-Square tests was conducted to examine the relationship between the participants' condensed fit and various personal attributes. Condensed fit scores were also simplified by splitting participants into two groups: high (scores of 4-5) and low (scores of 0-3).

The condensed fit possessed by study participants did not differ amongst any demographics or personal attributes, including: years of experience, education level, degree institution, gender, age, ethics course or training participation, standard of review, institution type, institution funding, institution religious-affiliation or religious participation. For a full listing of cross tabulated actual and expected frequencies, see Appendix F.

Table 19

*Results of Chi-Square – Condensed fit: Kitchener & participants' 10 values*

| Demographic Variables             | N   | Chi-Square | Sig.  |
|-----------------------------------|-----|------------|-------|
| Years of experience               | 581 | 3.375      | 0.909 |
| Education level                   | 581 | 4.999      | 0.544 |
| Degree institution                | 578 | 2.345      | 0.673 |
| Gender                            | 581 | 4.072      | 0.254 |
| Age                               | 579 | 10.367     | 0.409 |
| Ethics course participation       | 578 | 1.887      | 0.170 |
| Ethics training participation     | 577 | 0.501      | 0.479 |
| Standard of review                | 318 | 1.449      | 0.485 |
| Institution Type                  | 579 | 8.099      | 0.088 |
| Institution Funding               | 580 | 2.386      | 0.122 |
| Institution religious affiliation | 581 | 1.117      | 0.291 |
| Religious participation           | 397 | 2.899      | 0.575 |

A final series of Chi-square tests was conducted to explore the relationship between perceived fit with student conduct professional codes of ethics and various demographic variables. For this statistical analysis, perceived fit scores were simplified by splitting participants into two groups: high (very congruent, congruent, and somewhat congruent) and low (very incongruent, incongruent, and somewhat incongruent). As demonstrated by the frequencies cross tabulated in table 21 participants with high levels

of fit are over-represented amongst those who completed ethics courses and under-represented amongst those who had not completed ethics course. Further, the Chi-square statistics reported in table 22 show that a significant relationship was found between perceived fit and ethics course participation  $X^2(1)= 4.758, p<.05$ . Specifically, participants who had taken ethics course were 5 times more likely to have high levels of perceived fit than those who had never taken an ethics course. The perceived fit possessed by study participants did not differ by the remaining variables years of experience, education level, major, degree institution, gender, age, ethics training participation, standard of review, institution type, institution funding, institution affiliation, or religious participation. For a full listing of cross-tabulated actual and expected frequencies, see Appendix F.

Table 20

*Results of Cross Tabs: Perceived fit with code of ethics*

| Demographic Variables       |     | Fit Score |      |       |
|-----------------------------|-----|-----------|------|-------|
|                             |     | Low       | High |       |
| Ethics Course Participation | Yes | Count     | 3    | 451   |
|                             |     | Expected  | 5.0  | 449.0 |
|                             | No  | Count     | 3    | 89    |
|                             |     | Expected  | 1.0  | 91.0  |

Table 21

*Results of Chi-square – Perceived fit with code of ethics*

| Demographic Variables             | N   | Chi-Square | Sig.  |
|-----------------------------------|-----|------------|-------|
| Years of experience               | 549 | 12.162     | 0.144 |
| Education level                   | 549 | 1.297      | 0.972 |
| Degree institution                | 547 | 5.256      | 0.262 |
| Gender                            | 549 | 0.127      | 0.988 |
| Age                               | 547 | 8.345      | 0.595 |
| Ethics course participation       | 546 | 4.758      | .029* |
| Ethics training participation     | 546 | 0.011      | 0.915 |
| Standard of review                | 301 | 0.111      | 0.946 |
| Institution Type                  | 548 | 3.793      | 0.435 |
| Institution Funding               | 548 | 1.08       | 0.299 |
| Institution religious affiliation | 545 | 1.216      | 0.270 |
| Religious participation           | 376 | 3.806      | 0.433 |

Collectively, many results were not significant, but it is important to consider what this means for each individual factor. No significant differences were found between genders. As such, men, women, and transgendered student conduct administrators report equivalent levels of fit. Results associated with age and years of experience were not significant. This is to say that those who are in their first year of employment as student conduct administrators do not report any better or worse fit than those who have 30 years of employment in the field. Similarly, those who are in their twenties report fit the same as those who are in their sixties. Along a similar vein, fit did not vary by education level, ethics course participation, or ethics training participation.

### Summary

Analysis of the data collected from members of ASCA provided a comprehensive examination of student conduct administrators' fit with their professional code of ethics. Descriptive statistics elucidated the level of congruency between student conduct administrator's values and Kitchener's (1985) five principles of ethical decision-making.

The Chi-square test was used to determine significant differences between demographical groups including years of experience, education level, major, degree institution, gender, age, ethics course participation, ethics training participation, standard of review, institution type, institution funding, institution religious affiliation and religious participation. The final chapter to follow discusses these results, draws conclusions, explores implications, and discusses relevant opportunities for further research.

## CHAPTER FIVE: DISCUSSION

This study examined the fit between values held by student conduct administrators who were members of ASCA and the values prescribed in their professional codes of ethics. Chapter five offers a summary of the research, delves into the findings as they relate to prior research, and identifies implications for practice along with recommendations for further research.

### **Summary of the Study**

Numerous studies have suggested that person-organization fit benefits ethical decision-making (Elango, Paul, Kundu, & Paudel, 2010; Posner, et al., 1985; Posner & Schmidt, 1993; Suar & Khuntia, 2010). Yet, none of these studies have examined student conduct administrators who are challenged by making ethical decisions on a daily basis (Dowd, 2012). In this study, I examined the level of fit existing between student conduct administrators' values and the values recommended in their professional codes of ethics. Data comparisons were made between the participants' selected values and the values an expert panel of student affairs professionals considered congruent to Kitchener's (1985) principles of ethical decision-making. I tested the student conduct administrators' values both for overall congruency and then again, for representation of Kitchener's (1985) five principles. My results show the amount of fit that exists between student conduct administrators and their codes of ethics. Further, they also show a variance in the amount of fit possessed by student conduct administrators employed by religiously affiliated institutions. They also indicate a variance in perceived fit held by those who have not completed a graduate course that focused on ethics.

The findings obtained through this study are useful for the Association of Student Conduct Administration leadership and membership. This study provides a pulse-point on many aspects of their membership including demographics, education, training, religiosity, and personal values. Further, this study has the capacity to inform upcoming reviews and modifications of ASCA's professional code of ethics as well as other student affairs codes. This research could also be of interest to stakeholders such as university administrators as they seek to select and train student conduct administrators. Additionally, these findings could be useful in the planning and implementation of professional development opportunities that pertain to values, ethics, and ethical decision-making.

### **Findings**

This study utilized data collected from 647 members of ASCA in April of 2014. Demographic information is provided along with a statistical analysis of the variables as they relate to one another. Additional findings are reported as they pertain to the three research questions.

#### **Research Question 1: What are the most frequently cited personal values held by student conduct administrators?**

This study provided a snapshot of student conduct administrators' values through an examination of participants' responses on the Character Values Scale. Results show some consistency with Dowd (2012), a study that included an open-ended inquiry that examined the top three core values student conduct administrators utilize in ethical decision-making. Both studies found that 'fairness' and 'honesty' fell within the top five reported values. Tull and Medrano (2008), who surveyed student affairs professionals,

also found that both ‘fairness’ and ‘honesty’ came out amongst the top five values reported.

A value that emerged somewhat surprisingly from this study was ‘open-mindedness.’ Neither Dowd (2012) nor Tull and Medrano (2008) reported any result relative to this particular value. The incidence of this specific value at the number two rank begs the question of how and why open-mindedness emerged amongst student conduct administrators in the current study. This result could be explained by an increased emphasis on hiring professionals who are committed to supporting diverse student populations.

As previously reported, only three of Kitchener’s five principles were reflected by the majority of participants, ‘being faithful’ (83.0%), ‘being just’ (81.0%), and ‘doing no harm’ (74.7%). Further, both Kitchener’s (1985) principles of ‘respecting autonomy’ (41%) and ‘benefitting others’ (28.6%) were under-represented.

It is important to consider a possible explanation for student conduct administrators’ disconnect with ‘respecting autonomy’ and ‘benefitting others.’ Kitchener’s (1985) principle of ‘respecting autonomy’ stresses cognizance of college students’ adult status and right to free choice in life as long as they do not interrupt the welfare of others. The conduct process is one sector of student affairs that functions as a result of a disruption of welfare. It follows that student conduct administrators, in particular, are more likely to function within the caveats of the ‘respecting autonomy’ principle. In other words, their respect for students’ autonomy is rescinded due to a disruption of welfare. Also, Kitchener’s (1985) principle of ‘benefitting others’ urges an emphasis on the provision of added value and enrichment. Again, the conduct process

itself takes on a corrective and remedial tone, which may not necessarily lend itself to feelings of enrichment.

Kitchener (1985) herself notes that these particular principles, ‘benefitting others’ and ‘respecting autonomy,’ balance one another:

Emphasizing help to others at the expense of their autonomy leads to paternalism.

Paternalism presumes that the person in authority knows what is good for an individual and that the authority may undertake to regulate an individual’s behavior against his or her will (p. 23).

Student conduct administration is certainly a paternalistic process. While the current study’s results could be perceived as an absence of these principles, they could instead signal the presence of their balanced existence and the paternalistic nature of the student conduct administrator’s daily responsibilities. More research is needed to provide an enriched level of understanding of this phenomenon.

**Research Question 2: To what extent do student conduct administrators’ personal values fit with those outlined by the foundational element of student conduct administration’s professional codes of ethics, Kitchener’s (1985) five principles of ethical decision-making?**

This study addressed fit between student conduct administrators’ selected values and Kitchener’s (1985) principles of ethical decision-making using multiple conceptualizations of the dependent variable, fit, and various methods of comparison. Other literature related to fit for student conduct administrators does not exist. The following discussion elucidates a new area of inquiry.

This study's examination of student conduct administrators' fit with their professional codes of ethics produced mixed results. When examining how many of each student conduct administrators values were consistent with Kitchener (1985), results indicated that more than three quarters of participants (77.4%) selected 5, 6, or 7 values considered congruent with Kitchener's (1985) principles. When the study drilled down on how many of Kitchener's five principles of ethical decision-making were represented in their 10 selected values, results indicated that more than three quarters (84.5%) of participants had three or four of Kitchener's principles represented in their values selections. These findings suggest that while student conduct administrators' values generally align with Kitchener, there is still room for improved alignment.

As previously discussed in the literature review, disconnects between personal values and professional codes of ethics are associated with feelings of discomfort when making ethical decisions (Sims & Keon, 2000; Liedtka, 1991). Moreover, practitioners whose values do not align with their professional codes are less likely to perceive the codes themselves as a useful resource (Posner & Schmidt, 1993). For this reason, specific areas of disconnect should be further explored in future research.

### **Research Question 3: Differences in Student Conduct Administrator's Fit**

This study addressed potential differences in fit between student conduct administrators characterized by various demographics and personal attributes. Groups were contrasted with regard to three different conceptualizations of fit: fit, condensed fit, and perceived fit. Minimal significant differences between demographics were revealed by this study, with the exception of institutional religious-affiliation and ethics course completion.

### **Non- Significant Results**

Despite the lack of further significant findings, the current study's results still provide compelling evidence worthy of further discussion and consideration. Many groups did not vary in their achievement of fit with student conduct administration's professional codes of ethics. This lack of significant difference is a necessary point of reflection as follows.

There were no significant differences in fit achieved by men, women, or transgendered student conduct administrators. As mentioned in the literature review, other research conducted amongst student conduct administrators suggests that women were more likely than men to consider ethical models and theories (Dowd, 2012). Regardless of how often student conduct administrators think of Kitchener, the current study demonstrated that they possess a similar level of fit with her constructs.

There were no significant results associated with age and years of experience. Not only are these results intuitively surprising, they also represent a variance from the literature. Posner (2010) identified positive correlations between fit and years of experience as well as fit and age. With regard to these findings, it is important to note that very few (<5%) of study participants were under the age of 26. A plausible explanation is that the field of student conduct administration does not attract or accept many brand new professionals, and as such, by the time they enter the field, their values have already adjusted to fit the broader arena of student affairs. Chatman (2001) echoes this explanation, noting that person-organization fit is initially created through selection of individuals who already possess the values prescribed by the field.

Fit did not vary by education level. This represents some divergence from the literature as higher levels of education have been associated with higher ethical standards (Browning & Zabriskie, 1983; Deshpande, 1997) and abilities (Rest 1979; Trevino, 1992). Yet, studies that specifically examined the relationship between education and fit have not found any significant results either (Posner, 1992; Posner, 2010).

Neither ethics course participation nor ethics training participation were associated with higher levels of fit or condensed fit. A majority of student conduct administrators reported having completed ethics courses (82.9%) and trainings (68.9%). It is unknown to what extent professional codes of conduct or Kitchener's five principles were a component of these educational experiences. Regardless, these results are not encouraging with regard to the impact or benefits of ethics education.

### **Significant Results**

Institution religious-affiliation participation produced a significant result. Specifically, participants who were employed by secular institutions were 1.6 times more likely to have high levels of fit than those employed by religiously-affiliated institutions. These results provide an interesting juxtaposition with previous research that suggests ethics and personal values are a greater focal point for campus professionals at religiously affiliated institutions (Dey et al., 2010). When compared to employees at secular private institutions, they are more likely to believe their institution should help students develop their own ethical and moral reasoning. Further, they are also more likely to believe that their particular institution *is* helping students develop their ethical and moral reasoning, including the ability to express and act upon personal values responsibly.

These results beg the question of how and why the presence and absence of religious affiliation impacts fit. In light of the current study's other findings, it's important to recall that only a third of student conduct administrators believe that their religious beliefs helped them make decisions in their role of student conduct administrator. Perhaps student conduct administrators at religious institutions feel that their institution's religious values are prone to assist their decisions and as a result, are less apt to familiarize themselves with the values prescribed in their professional codes of ethics.

Ethics course participation produced a significant result. Specifically, participants who had taken an ethics course were five times more likely to have high levels of perceived fit than those who had never taken an ethics course.

These results are interesting given that ethics course participation did not have any significant effect on fit or condensed fit. Likewise, participation in ethics training did not produce significant results. Nonetheless, the feeling or perception of fit seems to be greatly impacted by the opportunity to formally study ethics through an institution of higher education. More research is needed to further understand this phenomenon.

### **Recommendations for Practice**

This research has multiple implications for the field of student conduct administration. Minimal literature exists that pertains to fit between student conduct administrators and their professional codes of ethics. This lack of knowledge is startling given the importance that values bear each day in the decisions made by student conduct administrators.

This research has value for ASCA's leadership who are responsible for prescribing the field's professional codes of ethics. The current study showed student conduct administrators' personal values are aligned with their professional codes of ethics, which generally bodes well for the versions of the codes that are currently in place. However, this study also provided evidence that some of the field's relevant values are not consistently reflected within their top priorities. The American Psychological Association (2008) suggests that ethics codes should be revised if the current code burdens practitioners in their daily work. Lack of fit with the specific principles has the capacity to burden student conduct administrators' decision-making (Liedtka, 1991). As such, the current study has identified two areas of potential burden that should be a focus in future reviews of professional ethical codes. Specifically, this study revealed underrepresentation of both 'respecting autonomy' and 'benefitting others.'

This study also has value for instructors who develop educational curricula. As evidenced by this study, over 80% of student conduct administrators have completed a course that discusses ethics. The content of these particular courses is unknown. This study provides a snapshot of student conduct administrators' personal values as well as some specific variances from their professional codes of ethics that could inspire curricular development or revision. Specifically, ethics courses have the capacity to give particular attention to the underrepresented principles identified by this study. These courses have the capacity to assist students with adopting these values into a decision-making model. Information from this study could also help inform the selection of

various real-world scenarios that require consideration of some the lesser-prioritized principles to reinforce their importance for daily practice.

This research has importance for university administrators who are responsible for assessing and developing a culture of ethics within their organization. Those who are employed by religiously affiliated institutions may take a special interest in this study given that they reported a lower level of fit than student conduct administrators employed by secular private institutions. This study could justify professional development opportunities pertaining to personal values and ethical decision-making. It could also inspire an examination of their institutional values in relation to the values prescribed in their professional codes of ethics.

This research carries importance for student conduct administrators. Having practiced student conduct administration myself, this study heightened my consciousness of my own personal values and professional codes of ethics. This study forced me to reflect on my own level of fit and it challenged me to consider potential gaps or deficiencies in my own ethical decision-making process. Specifically, this study helped me unpack the cognitive dissonance I sometimes felt as I took on a paternalistic role when hearing a case, making a decision and issuing sanctions. It helped me to make sense of this feeling, which I had not previously examined or understood. Looking ahead, this research positioned me to be conscious of this type of cognitive dissonance not only in my own practice, but also in the practice of others.

Lastly, this research has several implications for students. Students who encounter the conduct process directly are owed ethical treatment in their direct interactions. Further, they deserve that an ethical approach is taken in deciding the

outcomes of the conduct process. Students who are victims of wrong-doing are impacted by the values held by student conduct administrators. Indirectly, all students who comprise a campus community depend on student conduct administrator's ability to create and protect the campus community's ethical standards. Student conduct administrators' diligence in obtaining and sustaining ethical alignment with the professional code of ethics is, above all, a testament to students' safety, and security, and their capacity to learn and live in community. This study elucidates the current status of this ethical alignment reported by those who comprise the field of student conduct administration and also identifies some areas in need of further examination and potential improvement. Specifically, the majority student conduct administrators did not prioritize values that represent 'respecting autonomy' or 'benefitting others.' Also, student conduct administrators employed by private religiously affiliated institutions reported lower levels of fit with their fields' professional codes of ethics.

### **Further Research**

This particular study focused on the role of personal values in ethical decision-making through a lens of person-organization fit theory. This study's results could provide a foundation for future research that explores fit in relation to student conduct administrators' experiences with ethical decision-making. This study could inform research pertaining to student conduct administrators fit with other sources of values including those held by their students, colleagues, supervisors, upper administrators, institutions, cities, or states. This research elucidated the amount of fit possessed by student conduct administrators. Future research could examine the frequency of specific ethical decision-making dilemmas in relation to the amount of fit, condensed fit, and

perceived fit reported by the student conduct administrator. Another relationship of interest could be the relationship between fit and individuals' intent to leave or to remain employed within the field.

This study found that ethics education and training did not have a significant relationship with fit or condensed fit, but that ethics course participation was associated with higher levels of perceived fit. Given that research suggests socialization plays an important role in the creation of fit (Chatman 1991), a qualitative exploration of what types of experiences or socialization tactics impact student conduct administrators' values is a worthy area of future inquiry.

This particular study examined fit with Kitchener's five principles of ethical decision-making as a representation of the fields' professional codes of ethics. Other research may perform a similar exploration using a different instrument or conceptualization of the professional codes to further test the validity of the current study's results. Further, future research might expand to include student conduct administrators who are not members of ASCA. ASCA provides a number of resources including trainings, workshops, and electronic resources, which could also be accounted for in future studies.

Significant results pertaining to institutional religious affiliation were produced by the current study. While a difference emerged, not much is known about how or why it exists. A qualitative exploration of student conduct administrators employed by both religious and secular private institutions could increase our understanding of this particular phenomenon.

## Conclusions and Summary

Although the tenets of person-organization fit suggest that values congruency bolsters ethical-decision making, an empirical measure of the fit between student conduct administrators and their professional codes of ethics did not exist prior to this study. This research endeavored to fill this gap in knowledge by comparing the personal values of student conduct administrators to Kitchener's five principles of ethical decisions-making. The study examined three specific areas including (1) the personal values held by student conduct administrators; (2) the level of fit between these values and Kitchener's five principles of ethical decision-making; and (3) differences in level of fit achieved by student conduct administrator who possess various demographic and personal attributes.

Using the Character Values Scale, this study concluded that the most popular values held by student conduct administrators are honesty, open-mindedness, respectfulness, fairness, responsibility, and trustworthiness. Further, it discovered the amount of fit, condensed fit, and perceived fit possessed by students conduct administrators. It explored differences in fit between demographics, and significant results were identified relative to institutional religious affiliation and ethics course participation. In many other cases, the lack of significant relationships between variables carries great importance. Of particular note, educational degrees, ethics education and training were not associated with significant differences in fit or condensed fit. These results beg the question of what options exist for successfully influencing an individual's personal values to better fit with the field. Perhaps adjusting the fields prescribed values may have higher feasibility.

Dowd (2012) suggested that student conduct administrators use both personal values and professional codes of ethics in their decision-making. Person-organization fit theory posits that congruence between personal values and professional codes of ethics benefits ethical decision-making, a primary task for student conduct administrators. As such, this study set out to reveal (1) the personal values held by student conduct administrators, (2) the amount of fit that exists between student conduct administrators and their professional codes of ethics, and (3) variances in fit amongst groups of student conduct administrators who are characterized by various demographics and personal attributes.

This research benefits the field of student conduct administration, a practice that has challenged university administrators since the dawning of American higher education. Given the field's somewhat recent professionalization, this rigorous comparison of person-organization fit yielded timely information with the capacity to benefit the most afflicting aspect of the job – ethical decision-making.

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## Appendix A

**Request to Study ASCA Membership Application***Dated: April, 2013*

Study Title: FIT BETWEEN STUDENT CONDUCT ADMINISTRATORS' PERSONAL VALUES

Lead Researcher: Katie Jackson

Institutional Affiliation of Lead Researcher: University of Missouri

E-Mail Address of Lead Researcher: jacksonki@mst.edu

Phone Number of Lead Researcher: 701-212-9977

Mailing Address of Lead Researcher: 806 Orchard Drive: Rolla, MO 65401

Additional Researchers &amp; Institutional Affiliation:

**Instructions**

This application and all requested supporting documents should be combined into a single PDF document. The completed application packet in PDF form should be e-mailed to the chair of the ASCA Research Committee, Dr. Gentry McCreary, at [gmccreary@uwf.edu](mailto:gmccreary@uwf.edu). While information about the application process is contained on the ASCA Website, [www.theasca.org](http://www.theasca.org) all questions should be directed to the ASCA Research Committee Chair.

**Application Questions (please check the appropriate box below)**

1. Nature of Study:

Quantitative

Qualitative

Mixed-Methods

2. Basis for study:

Doctoral Dissertation

Master's Thesis

Independent Research

3. How do you plan to initiate the study:

By e-mail invitation

By postal mail invitation

4. What portion of ASCA membership do you plan to study (specific information requested later):

 All ASCA membership Random sample of ASCA membership Selected sample of ASCA membership (i.e., just four year or two year institutions) Random sample of selected ASCA membership (i.e., one member from two year schools) Other

5. Are all researchers members of ASCA?

 No Yes - membership number(s): 1944

6. Do you plan to submit your study requests in manuscript form the ASCA Journal?

 No Yes

7. Do you plan to present a program at the ASCA Annual Conference about this study?

 No Yes

Information to be Included in the Application (responses may be typed into a separate document)

1. Study abstract [350 word limit]
2. Describe the specific portion(s) of the ASCA membership database that you wish to study (i.e., all membership, random sample, just four year institutions, etc.) [150 word limit]
3. Describe the plan and timeline for your study invitations. This narrative should include the nature of contacts with ASCA members as well as the number of contacts and the specific dates that you wish these contacts to occur. Please note that the ASCA Research Committee may need to work with you to set the specific dates for contact if your request is granted. [350 word limit]
4. Describe your study's benefit to the ASCA membership and contribution to literature in the field of conduct administration. [200 word limit]
5. Describe your protocol to insure the confidentiality of ASCA membership during your study as well as to insure that the ethics of ASCA members are not compromised during your study. Please note that all quantitative studies are required to insure that participation is both voluntary and anonymous. [250 word limit]
6. Please attach a copy of the invitation letter(s) you wish distributed to ASCA membership. It is recommended that different language be used in each contact letter, so please include a copy of each individual invitation letter you wish to use. Please note that the ASCA Research Committee may recommend alterations to your invitation letters if deemed appropriate.
7. Please attach a copy of your proposed study instrument (at this stage, the instrument may still be in draft form).
8. Please attach a completed copy of your institution's IRB protocol that you plan to submit for this study. It is noted that you will not have previously submitted this document to the IRB (as permission to study ASCA membership has yet to be granted), but this information is vital to the ASCA Research Committee's decision-making. If you will not be seeking IRB approval, please describe why in detail.
9. Describe any additional information that you wish to share with the ASCA Research Committee.

**1. Study abstract [350 word limit]**

Student conduct administrators experience daily challenges pertaining to ethical decision making. Exploratory research suggests student conduct administrators utilize both personal values and professional ethical codes in decision-making (Dowd, 2012). However, it is not clear if these personal values are congruent to the values prescribed in the field's professional codes of ethics. It is important that professional codes of ethics match the values held by the professionals who utilize them. Person-organization fit theory posits the level of contention or congruence between personal values and environmental values is telling of an individual's decision-making outcomes. The purpose of this quantitative survey study is to explore fit between personal values held by student conduct administrators and values delineated in the fields' professional codes of ethics, represented by Kitchener's (1985) five principles of ethical decision-making. This study will also determine what demographic and personal attributes are associated with higher levels of fit in student conduct administrators. Specific demographics and personal attributes that this study will explore include years of experience, education level, type of degree (law, higher education, degree outside education or law), sex, age, past enrollment in ethics courses, participation in ethics training within the last year, and institution type.

**2. Describe the specific portion(s) of the ASCA membership database that you wish to study (i.e., all membership, random sample, just four year institutions, etc.) [150 word limit]**

Requested study participants are all ASCA members who are employed by institutions of higher education that are located in the United States. Those who are not employed at institutions in the United States will not be included in the population since the scope of this particular study is limited to US contexts. This particular population lends itself well to the study given that members of the association, by nature, have jobs that involve some aspect of adjudicating students for violations of institutional policy. Further, the association's membership is diverse in gender, age, institution-type, etc. Finally, the large but manageable size of this particular organization allows this study to avoid sampling, which, in turn eliminates sampling error (Fink, 2013).

**3. Describe the plan and timeline for your study invitations. This narrative should include the nature of contacts with ASCA members as well as the number of contacts and the specific dates that you wish these contacts to occur. Please note that the ASCA Research Committee may need to work with you to set the specific dates for contact if your request is granted. [350 word limit]**

ASCA's membership will be surveyed electronically through Qualtrics, an electronic survey distribution tool. The survey will be distributed via e-mail to all members mid-April, and two e-mail reminders will be distributed before the survey closes the first week in May. To incentivize participation, participants will be given an opportunity to win a one of three, \$50 gift cards to amazon.com. Participants will be given the option to identify themselves and provide their contact information on separate survey, which they can access once they've completed the survey associated with the study. Keeping participants' identities and contact information

separate from the research survey is necessary to ensure participants' identities will not be associated with their research survey responses.

**4. Describe your study's benefit to the ASCA membership and contribution to literature in the field of conduct administration. [200 word limit]**

This study has the potential to offer numerous practical applications. It will stimulate discussion in the field pertaining to ethical decision-making and values congruence. It also has the capacity to inform future reviews and reform of student conduct administration's professional codes of ethics. These research findings have the potential to determine what specific revisions are needed to increase levels of fit between student conduct administrators and their codes of ethics, which will ultimately benefit ethical decision-making within the field. They also provide insight for potential consideration during curriculum development for both formal and informal professional development opportunities pertaining to ethical decision-making in student conduct administration. Specifically, this study will provide data that demonstrates what types and quantities of ethics training appear to be associated with individual professionals who possess the fields' delineated values. Finally this study will identify cohorts who, as a whole, do not appear to hold the fields' prescribed values. This information has the capacity to assist specific institutions in justifying the provision of professional development opportunities for individuals who may need extra support relating to ethical decision-making.

**5. Describe your protocol to insure the confidentiality of ASCA membership during your study as well as to insure that the ethics of ASCA members are not compromised during your study. Please note that all quantitative studies are required to insure that participation is both voluntary and anonymous. [250 word limit]**

To ensure protection of human subjects, research plans will be submitted and reviewed by the Institutional Review Board (IRB) on the University of Missouri campus. The IRB will assess any potential risk, such as physical, psychological, social, economic, or legal harm (Creswell, 2009). Additionally, the IRB will consider special needs of any vulnerable populations. The researcher does not anticipate any risk for participants or vulnerable populations.

In addition to IRB approval, informed consent procedures will be implemented as a first step within the electronic survey. This procedure ensures that participants are fully informed of the study's purpose, benefits, and risks (Creswell, 2009). Further, the informed consent explains how participants were identified, explains the level and type of involvement requested, ensures confidentiality, and assures that participation is optional and may cease at any point in time. Finally, the informed consent identifies the researcher, the researcher's sponsoring institution, and provides contact information should the participants wish to follow up with any inquiries or concerns. The informed consent will be placed on the first page of the research study's survey. Participants have the option to accept the terms of the informed consent and study participation by selecting: "Yes, I agree to participate." Participants also have the option of closing the browser if they do not want to participate.

In survey research, a common concern is that participants feel coerced into participating. Given that that researcher does not have any personal connections to the participants, nor does she exercise any power over any of them, this should not be an issue. Another common concern is that intimate information may be disclosed during the study. While an individual's personal values are certainly intimate, individual responses will be both anonymous and confidential which reduces any reason for concern.

**6. Please attach a copy of the invitation letter(s) you wish distributed to ASCA membership. It is recommended that different language be used in each contact letter, so please include a copy of each individual invitation letter you wish to use. Please note that the ASCA Research Committee may recommend alterations to your invitation letters if deemed appropriate.**

See attached

**7. Please attach a copy of your proposed study instrument (at this stage, the instrument may still be in draft form).**

See attached

**8. Please attach a completed copy of your institution's IRB protocol that you plan to submit for this study. It is noted that you will not have previously submitted this document to the IRB (as permission to study ASCA membership has yet to be granted), but this information is vital to the ASCA Research Committee's decision-making. If you will not be seeking IRB approval, please describe why in detail.**

**9. Describe any additional information that you wish to share with the ASCA Research Committee.**

My dissertation proposal was reviewed and approved by my committee on March 4, 2014.

## APPENDIX B

***Recruitment E-mail—Sent April 16, 2014***

SUBJECT: Invitation to participate in a research study

Dear ASCA member,

I am an ASCA member and I am seeking to inquire about the personal values held by student conduct administrators. Your participation in this short survey will contribute to the success of this inquiry. The survey will take no more than 10 minutes to complete. Please help address this important area of inquiry by responding to this online survey.

This online survey will close on **April 30, 2014**. You can access the survey [here](#).

All information that you provide is anonymous. No individual responses will be identified. I greatly appreciate your time participating in this important study. Should you have any questions about this process, please feel free to contact me directly at [jacksonkj@mst.edu](mailto:jacksonkj@mst.edu)

Respectfully,

Katie Jackson  
ASCA Member

***First Reminder Notice to Participants – Sent April 23, 2014***

SUBJECT: There are only a few days left – please participate in a research study

Dear ASCA member,

Thank you to everyone who has participated in the online survey about personal values held by student conduct administrators. If you haven't responded yet, please don't forget to submit your [survey](#) by next **Wednesday, April 30th**.

Your participation is greatly valued. I look forward to hearing from you.

Katie Jackson  
ASCA Member  
[jacksonkj@mst.edu](mailto:jacksonkj@mst.edu)

***Second Reminder to Participants – Sent April 30, 2014 at 7 am***

SUBJECT: Today is your last chance: Survey closes at midnight!

Dear ASCA Member,

Thank you everyone who has already taken 10 minutes to complete the online survey about personal values held by study conduct administrators. If you haven't completed the survey yet, please note that the [survey](#) closes **tonight at midnight**. Thank you all for your time and participation!

Katie Jackson

ASCA Member

[jacksonkj@mst.edu](mailto:jacksonkj@mst.edu)

## Appendix C

Qualtrics Survey Software

Page 1 of 11

### Student Conduct Administrators Research Study

#### Informed Consent

You are invited to participate in a study conducted by Katie Jackson in affiliation with the University of Missouri. This study will function to further develop knowledge of factors influencing student conduct administrator's decision-making. As a member of the Association of Student Conduct Administrators, you were selected as a possible participant.

If you choose to participate in this study, an electronic survey will be administered which will take a maximum of ten (10) minutes to complete. If you choose not to participate in the study, your decision will not have any negative impact on your current standing or access to opportunities as a member of the Association of Student Conduct Administrators. The survey will ask questions about you which will contribute to the association's knowledge of factors influencing ethical decision-making. Questions on the survey may appear personal nature. If, for some reason, you are not comfortable with one or more of the survey questions, please feel free to exercise your right to leave the question(s) unanswered. Please note that your answers will be kept confidential and will not be tied to any personally identifiable data. If you choose to participate, only one researcher will have access to your survey responses which will be maintained in a password protected on-line database.

Though you will not receive payment for your participation in this survey, survey participants will have access to the cumulative findings incurred from the study.

Please direct any questions or concerns pertaining to participation in this study, research questions, or your rights as a potential participant to Katie Jackson via e-mail at [jacksonkj@mst.edu](mailto:jacksonkj@mst.edu) or via phone at 573-341-6034 or contact MU Campus IRB via e-mail at [umcresearchcibrb@missouri.edu](mailto:umcresearchcibrb@missouri.edu) or via phone at 573-882-9585.

Yes, I agree to participate.

How many years of experience do you have in student conduct administration?

Less than a year

1-2 years

3-5 years

6-10 years

11-15 years

16-20 years

21-25 years

26-30 years

31 or more years

What is your sex?

Male

Female

Transgendered

What is your age?

21-25

26-30

31-35

36-40

41-45

46-50

51-55

56-60

61-65

66-70

71+

What is the highest degree you've earned?

High school diploma

Bachelor's -- please indicate your major/majors below

Master's -- please indicate your degree field below

Juris Doctorate (J.D.)

Doctorate (Ed.D. or Ph.D) -- please indicate your degree field below

\_\_\_\_\_

Please describe the institution where you earned your undergraduate degree:

Research institution

Community college

Master's institution

Liberal arts college

Have you completed a graduate course that included discussions or readings that focused on ethics?

Yes

No

How many credits did you receive for completing the course?

Partial course credit (.25-2 credits, depending where you went to school)

Full course credit (1-4 credits, depending where you went to school)

What percentage of the course focused on ethics?

Less than 25%

Between 25% and 50%

Between 51% and 75%

Between 76% and 100%

Was the course required to complete your degree?

Yes

No

Have you ever participated in any ethics training?

Yes

No

Please describe how you encountered the training.

The training was provided at work

The training was provided through a professional association

Other, please describe:

How would you describe the quality of the training you've experienced?

Very helpful

Somewhat helpful

Neutral

Somewhat harmful

Very harmful

Was the training required?

No, none of it was required

Some of it was required while the rest was optional

Yes, all of it was required.

Do you actively participate in a religious organization?

Yes

No

Does something religious influence your daily practice as a student conduct administrator?

Yes

No

Please describe the institution where you currently practice student conduct administration:

Research institution

Community college

Master's institution

Liberal arts college

Please further describe the institution where you currently practice student conduct administration:

Public

Private

Please further describe the private institution where you currently practice student conduct administration:

Religiously-affiliated

Secular

Please describe the size of the institution where you currently practice student conduct administration:

4,000 or fewer students

4,001-7,000 students

7,001-15,000 students

15,001 - 20,000 students

20,001 - 30,000 students

30,000 or more students

Please describe any other institution(s) where you have practiced student conduct administration in the past:

Research institution

Community college

Master's institution

Liberal arts college

Please further describe any other institution(s) where you have practiced student conduct administration in the past:

Public

Private

Please further describe the private institution(s) where you previously practiced student conduct administration in the past:

Religiously-affiliated

Secular

Please describe the standard of review employed by the institution where you currently practice student conduct administration:

Beyond a reasonable doubt

Preponderance of evidence (more likely than not)

- Something less than a preponderance of evidence

### Character Values Scale

**Instructions:**

This scale is developed for individuals to explore the character values carried in their values system. From the following list of character values, please choose 10 character values that you believe are the most important character values for you.

|               |               |                 |
|---------------|---------------|-----------------|
| Altruistic    | Generous      | Patriotic       |
| Ambitious     | Honest        | Persevering     |
| Caring        | Hopeful       | Polite          |
| Chaste        | Humble        | Proud           |
| Civic-minded  | Imaginative   | Prudent         |
| Committed     | Independent   | Purposeful      |
| Compassionate | Introspective | Rational        |
| Cooperative   | Just          | Reflective      |
| Courageous    | Loving        | Respectful      |
| Daring        | Loyal         | Responsible     |
| Devout        | Modest        | Self-controlled |
| Empathetic    | Obedient      | Tolerant        |
| Fair          | Open-minded   | Trusting        |
| Faithful      | Optimistic    | Trustworthy     |
| Forgiving     | Patient       |                 |

To what extent are your personal values congruent to the values held by your employing institution?

- Very congruent  
 Congruent  
 Somewhat congruent  
 Somewhat incongruent  
 Incongruent  
 Very Incongruent

Do you have any comments to share pertaining to the level of congruence you indicated on the previous question?

Please indicate how likely your current employing institution is to challenge your personal values while practicing student conduct administrator, based on the following circumstances:

|  | Very unlikely | Unlikely | Somewhat Unlikely | Undecided | Somewhat Likely | Likely | Very Likely |
|--|---------------|----------|-------------------|-----------|-----------------|--------|-------------|
| Pressure by a supervisor to resolve a case in a way you believe is inappropriate for the specific circumstance.  |               |          |                   |           |                 |        |             |
| Pressure by a parent, donor, coach, advocate, advisor, Board of Trustee member or elected official to handle a specific case in a manner that is inconsistent with other cases of a similar nature.                            |               |          |                   |           |                 |        |             |
| Conflict or disagreement with a colleague regarding the resolution of a case, particularly emotionally charged cases.  |               |          |                   |           |                 |        |             |
| Instances where a student's behavior might stem from a psychological disability, absence of family support, poverty or other mitigating personal factors that cause you to question the appropriateness of a typical sanction. |               |          |                   |           |                 |        |             |
| Struggles to resolve a sexual assault case given the case's contradictory evidence, media coverage, and pressure from third parties including advocates and attorneys.   |               |          |                   |           |                 |        |             |
| Instances involving a high-profile athlete who the campus community considers too important to the team to withstand sanctioning.  |               |          |                   |           |                 |        |             |
| Pressure from a faculty member to find a student responsible of cheating despite a lack of compelling evidence.  |               |          |                   |           |                 |        |             |
| Pressure from a residential life staff member to immediately remove a student from housing when such harsh action is   |               |          |                   |           |                 |        |             |

questionably warranted.

Your personal beliefs regarding drugs and alcohol conflict with the universities' policies on underage drinking, marijuana use, and parental notification, which makes the delivery of sanctions a challenge.

How long do you expect to stay with your current employing institution?

- Less than a year
- 1-2 years
- 3-4 years
- 5-7 years
- 8-10 years
- 11 or more years

For what reasons are you currently considering taking a student conduct administrator position at a different institution?

- Better pay
- Shorter commute
- Better hours
- Need to relocate
- Expecting a promotion
- My work responsibilities have changed since I started my position
- I do not get along with my supervisor
- I do not get along with my co-workers
- I am overqualified for my current position
- I received an unsatisfactory performance review
- I don't like the work I'm currently doing
- My employer instituted changes I do not like
- I do not connect with my employer's priorities
- My employer has requested action which is illegal or unethical
- My employer's values do not align with my personal values
- Health reasons

I have no reason

I'm planning to stay home with family

I'm planning to retire

I'm planning to leave the field entirely

None of the above

Other. Please explain:

To what extent are your personal values congruent to the values reflected in student conduct administration's professional codes of ethics?

Very congruent

Congruent

Somewhat congruent

Somewhat incongruent

Incongruent

Very incongruent

Do you have any comments to share pertaining to the level of congruence you indicated on the previous question?

How long do you expect to continue practicing student conduct administration?

Less than a year

1-2 years

3-4 years

5-7 years

8-10 years

11 or more years

For what reasons would you consider leaving the student conduct administration field?

- I could increase my earning power in another field
- I could secure a promotion in another field
- Another career would allow me to maximize my strengths
- I recently developed a new career interest
- I don't enjoy student conduct administration
- Student conduct administration does not align with my personal values
- I'm not comfortable with the responsibilities required of student conduct administrators
- My employer instituted changes I do not like
- I just want to keep my options open
- I'm planning to relocate
- I'm planning to stay home with family
- Health reasons
- I plan to retire
- None of the above
- Other; please explain:

## Appendix D

**CHARACTER VALUES SCALE (CVS)****CHARACTER VALUES LIST**

Pu-Shih Daniel Chen

**Instruction:**

This scale is developed for individuals and organizations to explore the character values carried in their values system. From the following list of character values, please choose 10 character values that you believe are the most important character values for you or your organization.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Altruistic    | <input type="checkbox"/> Generous      | <input type="checkbox"/> Patriotic       |
| <input type="checkbox"/> Ambitious     | <input type="checkbox"/> Honest        | <input type="checkbox"/> Persevering     |
| <input type="checkbox"/> Caring        | <input type="checkbox"/> Hopeful       | <input type="checkbox"/> Polite          |
| <input type="checkbox"/> Chaste        | <input type="checkbox"/> Humble        | <input type="checkbox"/> Proud           |
| <input type="checkbox"/> Civic-minded  | <input type="checkbox"/> Imaginative   | <input type="checkbox"/> Prudent         |
| <input type="checkbox"/> Committed     | <input type="checkbox"/> Independent   | <input type="checkbox"/> Purposeful      |
| <input type="checkbox"/> Compassionate | <input type="checkbox"/> Introspective | <input type="checkbox"/> Rational        |
| <input type="checkbox"/> Cooperative   | <input type="checkbox"/> Just          | <input type="checkbox"/> Reflective      |
| <input type="checkbox"/> Courageous    | <input type="checkbox"/> Loving        | <input type="checkbox"/> Respectful      |
| <input type="checkbox"/> Daring        | <input type="checkbox"/> Loyal         | <input type="checkbox"/> Responsible     |
| <input type="checkbox"/> Devout        | <input type="checkbox"/> Modest        | <input type="checkbox"/> Self-controlled |
| <input type="checkbox"/> Empathetic    | <input type="checkbox"/> Obedient      | <input type="checkbox"/> Tolerant        |
| <input type="checkbox"/> Fair          | <input type="checkbox"/> Open-minded   | <input type="checkbox"/> Trusting        |
| <input type="checkbox"/> Faithful      | <input type="checkbox"/> Optimistic    | <input type="checkbox"/> Trustworthy     |
| <input type="checkbox"/> Forgiving     | <input type="checkbox"/> Patient       |  |

**CHARACTER VALUES SCALE SCORING SHEET**

|     |                 |   |   |   |
|-----|-----------------|---|---|---|
| 1.  | Altruistic      |   | B |   |
| 2.  | Ambitious       |   |   | C |
| 3.  | Caring          | A |   |   |
| 4.  | Chaste          | A |   |   |
| 5.  | Civic-minded    |   | B |   |
| 6.  | Committed       |   |   | C |
| 7.  | Compassionate   | A | B |   |
| 8.  | Cooperative     |   | B |   |
| 9.  | Courageous      | A |   |   |
| 10. | Daring          |   |   | C |
| 11. | Devout          | A |   |   |
| 12. | Empathetic      | A | B |   |
| 13. | Fair            |   | B |   |
| 14. | Faithful        | A |   |   |
| 15. | Forgiving       | A |   |   |
| 16. | Generous        | A | B |   |
| 17. | Honest          |   | B |   |
| 18. | Hopeful         | A |   |   |
| 19. | Humble          | A |   |   |
| 20. | Imaginative     |   |   | C |
| 21. | Independent     |   |   | C |
| 22. | Introspective   |   |   | C |
| 23. | Just            |   | B |   |
| 24. | Loving          | A |   |   |
| 25. | Loyal           | A |   |   |
| 26. | Modest          | A |   |   |
| 27. | Obedient        | A |   |   |
| 28. | Open-minded     |   | B | C |
| 29. | Optimistic      | A |   | C |
| 30. | Patient         | A |   |   |
| 31. | Patriotic       | A |   | C |
| 32. | Persevering     |   |   | C |
| 33. | Polite          | A |   |   |
| 34. | Proud           |   |   | C |
| 35. | Prudent         | A |   | C |
| 36. | Purposeful      |   |   | C |
| 37. | Rational        |   |   | C |
| 38. | Reflective      |   | B | C |
| 39. | Respectful      |   | B |   |
| 40. | Responsible     |   | B |   |
| 41. | Self-controlled | A |   |   |
| 42. | Tolerant        |   | B |   |
| 43. | Trusting        | A |   |   |
| 44. | Trustworthy     |   | B |   |

TOTAL:    \_\_\_    \_\_\_    \_\_\_

A → Affective score = \_\_\_\_\_

B → Behavioral score = \_\_\_\_\_

C → Cognitive score = \_\_\_\_\_

**CHARACTER VALUES SCALE (CVS)**  
**THE THREE ASPECTS OF GOOD CHARACTER**

Pu-Shih Daniel Chen

| <b>Affective</b> | <b>Cognitive</b> | <b>Behavioral</b> |
|------------------|------------------|-------------------|
| Caring           | Ambitious        | Altruistic        |
| Chaste           | Committed        | Civic-minded      |
| Compassionate    | Daring           | Compassionate     |
| Courageous       | Imaginative      | Cooperative       |
| Devout           | Independent      | Empathetic        |
| Empathetic       | Introspective    | Fair              |
| Faithful         | Open-minded      | Generous          |
| Forgiving        | Optimistic       | Honest            |
| Generous         | Patriotic        | Just              |
| Hopeful          | Persevering      | Open-minded       |
| Humble           | Proud            | Reflective        |
| Loving           | Prudent          | Respectful        |
| Loyal            | Purposeful       | Responsible       |
| Modest           | Rational         | Tolerant          |
| Obedient         | Reflective       | Trustworthy       |
| Optimistic       |                  |                   |
| Patient          |                  |                   |
| Patriotic        |                  |                   |
| Polite           |                  |                   |
| Prudent          |                  |                   |
| Self-controlled  |                  |                   |
| Trusting         |                  |                   |

## Appendix E

Qualtrics Survey Software

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### Student Conduct Administrators Reserach Study

#### Informed Consent

You are invited to participate in a study conducted by Katie Jackson in affiliation with the University of Missouri.. This study will function to further develop knowledge of factors influencing student conduct administrator's decision-making. As a member of the Association of Student Conduct Administrators, you were selected as a possible participant.

If you choose to participate in this study, an electronic survey will be administered which will take a maximum of ten (10) minutes to complete. If you choose not to participate in the study, your decision will not have any negative impact on your current standing or access to opportunities as a member of the Association of Student Conduct Administrators. The survey will ask questions about you which will contribute to the association's knowledge of factor's influencing ethical decision-making. Questions on the survey may appear personal nature. If, for some reason, you are not comfortable with one or more of the survey questions, please feel free to exercise your right to leave the question(s) unanswered. Please note that your answers will be kept confidential and will not be tied to any personally identifiable data. If you choose to participate, only one researcher will have access to your survey responses which will be maintained in a password protected on-line database.

Though you will not receive payment for your participation in this survey, survey participants will have access to the cumulative findings incurred from the study.

Please direct any questions or concerns pertaining to participation in this study, research questions, or your rights as a potential participant to Katie Jackson via e-mail at [jacksonkj@mst.edu](mailto:jacksonkj@mst.edu) or via phone at 573-341-6034 or contact MU Campus IRB via e-mail at [umcresearchcibrb@missouri.edu](mailto:umcresearchcibrb@missouri.edu) or via phone at 573-882-9585.

Yes, I agree to participate.

## Appendix F

Table 23

*Results of Cross Tabs Fit: Kitchener & Participants' 10 Values*

| Personal Attribute  |                      |              | Fit Score |       |     |
|---------------------|----------------------|--------------|-----------|-------|-----|
|                     |                      |              | Low       | High  |     |
| Years of experience | <1 year              | Count        | 10        | 24    |     |
|                     |                      | Expected     | 11.9      | 22.1  |     |
|                     | 1-2 years            | Count        | 30        | 47    |     |
|                     |                      | Expected     | 27        | 50    |     |
|                     | 3-5 years            | Count        | 49        | 86    |     |
|                     |                      | Expected     | 47.4      | 87.6  |     |
|                     | 6-10 years           | Count        | 46        | 103   |     |
|                     |                      | Expected     | 52.3      | 96.7  |     |
|                     | 11-15 years          | Count        | 33        | 53    |     |
|                     |                      | Expected     | 30.2      | 55.8  |     |
|                     | 16-20 years          | Count        | 16        | 30    |     |
|                     |                      | Expected     | 16.2      | 29.8  |     |
|                     | 21-25 years          | Count        | 9         | 17    |     |
|                     |                      | Expected     | 9.1       | 16.9  |     |
|                     | 26-30 years          | Count        | 9         | 8     |     |
|                     |                      | Expected     | 6         | 11    |     |
|                     | 31+ years            | Count        | 2         | 9     |     |
|                     |                      | Expected     | 3.9       | 7.1   |     |
|                     | Education level      | H.S. Diploma | Count     | 0     | 2   |
|                     |                      |              | Expected  | 0.7   | 1.3 |
| Associate's         |                      | Count        | 0         | 2     |     |
|                     |                      | Expected     | 0.7       | 1.3   |     |
| Bachelor's          |                      | Count        | 10        | 32    |     |
|                     |                      | Expected     | 14.7      | 27.3  |     |
| Master's            |                      | Count        | 142       | 253   |     |
|                     |                      | Expected     | 138.7     | 256.3 |     |
| J.D.                |                      | Count        | 6         | 17    |     |
|                     |                      | Expected     | 8.1       | 14.9  |     |
| Ed.D or Ph.D        |                      | Count        | 45        | 69    |     |
|                     |                      | Expected     | 40        | 74    |     |
| Other               |                      | Count        | 1         | 2     |     |
|                     |                      | Expected     | 1.1       | 1.9   |     |
| Degree Institution  | Research institution | Count        | 123       | 203   |     |
|                     |                      | Expected     | 114.5     | 211.5 |     |
|                     | Community            | Count        | 5         | 11    |     |
|                     |                      | Expected     |           |       |     |

|                             |                      |          |       |       |
|-----------------------------|----------------------|----------|-------|-------|
|                             | college              | Expected | 5.6   | 10.4  |
|                             | Master's institution | Count    | 30    | 79    |
|                             |                      | Expected | 38.3  | 70.7  |
|                             | Liberal arts college | Count    | 40    | 63    |
|                             |                      | Expected | 36.2  | 66.8  |
|                             | Other                | Count    | 5     | 19    |
|                             |                      | Expected | 8.4   | 15.6  |
| Gender                      | Man                  | Count    | 93    | 154   |
|                             |                      | Expected | 86.7  | 160.3 |
|                             | Woman                | Count    | 109   | 222   |
|                             |                      | Expected | 116.2 | 214.8 |
|                             | Transgendered        | Count    | 2     | 0     |
|                             |                      | Expected | 0.7   | 1.3   |
|                             | Other                | Count    | 0     | 1     |
|                             |                      | Expected | 0.4   | 0.6   |
| Age                         | 21-25                | Count    | 10    | 16    |
|                             |                      | Expected | 9.1   | 16.9  |
|                             | 26-30                | Count    | 36    | 72    |
|                             |                      | Expected | 37.9  | 70.1  |
|                             | 31-35                | Count    | 35    | 73    |
|                             |                      | Expected | 37.9  | 70.1  |
|                             | 36-40                | Count    | 39    | 53    |
|                             |                      | Expected | 32.3  | 59.7  |
|                             | 41-45                | Count    | 27    | 51    |
|                             |                      | Expected | 27.3  | 50.7  |
|                             | 46-50                | Count    | 19    | 40    |
|                             |                      | Expected | 20.7  | 38.3  |
|                             | 51-55                | Count    | 20    | 29    |
|                             |                      | Expected | 17.2  | 31.8  |
|                             | 56-60                | Count    | 10    | 30    |
|                             |                      | Expected | 14    | 26    |
|                             | 61-65                | Count    | 4     | 6     |
|                             |                      | Expected | 3.5   | 6.5   |
|                             | 66-70                | Count    | 1     | 5     |
|                             |                      | Expected | 2.1   | 3.9   |
|                             | 71+                  | Count    | 2     | 1     |
|                             |                      | Expected | 1.1   | 1.9   |
| Ethics Course Participation | Yes                  | Count    | 174   | 302   |
|                             |                      | Expected | 168   | 308   |
|                             | No                   | Count    | 30    | 72    |
|                             |                      | Expected | 36    | 66    |

|                                   |                      |          |       |       |
|-----------------------------------|----------------------|----------|-------|-------|
| Ethics Training Participation     | Yes                  | Count    | 143   | 252   |
|                                   |                      | Expected | 138.3 | 256.7 |
|                                   | No                   | Count    | 59    | 123   |
|                                   |                      | Expected | 63.7  | 118.3 |
| Standard of Review                | B.A.R.D.             | Count    | 4     | 4     |
|                                   |                      | Expected | 2.9   | 5.1   |
|                                   | Preponderance        | Count    | 112   | 197   |
|                                   |                      | Expected | 113.7 | 195.3 |
| <Preponderance                    | Count                | 1        | 0     |       |
|                                   | Expected             | 0.4      | 0.6   |       |
| Institution Type                  | Research institution | Count    | 73    | 129   |
|                                   |                      | Expected | 70.8  | 131.2 |
|                                   | Community college    | Count    | 21    | 58    |
|                                   |                      | Expected | 27.7  | 51.3  |
|                                   | Master's institution | Count    | 37    | 67    |
|                                   |                      | Expected | 36.5  | 67.5  |
|                                   | Liberal arts college | Count    | 61    | 96    |
|                                   |                      | Expected | 55    | 102   |
|                                   | Other                | Count    | 11    | 26    |
|                                   |                      | Expected | 13    | 24    |
| Institution Funding               | Public               | Count    | 123   | 242   |
|                                   |                      | Expected | 127.8 | 237.3 |
|                                   | Private              | Count    | 80    | 135   |
|                                   |                      | Expected | 75.3  | 139.8 |
| Institution religious affiliation | Affiliated           | Count    | 42    | 54    |
|                                   |                      | Expected | 33.4  | 62.6  |
|                                   | Secular              | Count    | 159   | 322   |
|                                   |                      | Expected | 167.6 | 313.4 |
| Religious participation           | Not at all           | Count    | 40    | 56    |
|                                   |                      | Expected | 34.8  | 61.2  |
|                                   | Rarely               | Count    | 27    | 51    |
|                                   |                      | Expected | 28.3  | 49.7  |
|                                   | Sometimes            | Count    | 24    | 53    |
|                                   |                      | Expected | 27.9  | 49.1  |
|                                   | Often                | Count    | 23    | 50    |
|                                   |                      | Expected | 26.5  | 46.5  |
|                                   | Very often           | Count    | 30    | 43    |
|                                   |                      | Expected | 26.5  | 46.5  |

Table 24

*Results of Cross Tabs – Condensed Fit: Kitchener & participants' 10 values*

| Personal Attribute  |                   |                      | Fit Score |       |       |
|---------------------|-------------------|----------------------|-----------|-------|-------|
|                     |                   |                      | Low       | High  |       |
| Years of experience | <1 year           | Count                | 20        | 14    |       |
|                     |                   | Expected             | 17.3      | 16.7  |       |
|                     | 1-2 years         | Count                | 38        | 39    |       |
|                     |                   | Expected             | 39.1      | 37.9  |       |
|                     | 3-5 years         | Count                | 66        | 69    |       |
|                     |                   | Expected             | 68.5      | 66.5  |       |
|                     | 6-10 years        | Count                | 73        | 76    |       |
|                     |                   | Expected             | 75.7      | 73.3  |       |
|                     | 11-15 years       | Count                | 42        | 44    |       |
|                     |                   | Expected             | 43.7      | 42.3  |       |
|                     | 16-20 years       | Count                | 27        | 19    |       |
|                     |                   | Expected             | 23.4      | 22.6  |       |
|                     | 21-25 years       | Count                | 13        | 13    |       |
|                     |                   | Expected             | 13.2      | 12.8  |       |
|                     | 26-30 years       | Count                | 9         | 8     |       |
|                     |                   | Expected             | 8.6       | 8.4   |       |
|                     | 31+ years         | Count                | 7         | 4     |       |
|                     |                   | Expected             | 5.6       | 5.4   |       |
|                     | Education level   | H.S. Diploma         | Count     | 2     | 0     |
|                     |                   |                      | Expected  | 1     | 1     |
| Associate's         |                   | Count                | 2         | 0     |       |
|                     |                   | Expected             | 1         | 1     |       |
| Bachelor's          |                   | Count                | 23        | 19    |       |
|                     |                   | Expected             | 21.3      | 20.7  |       |
| Master's            |                   | Count                | 195       | 200   |       |
|                     |                   | Expected             | 200.6     | 194.4 |       |
| J.D.                |                   | Count                | 11        | 12    |       |
|                     |                   | Expected             | 11.7      | 11.3  |       |
| Ed.D or Ph.D        |                   | Count                | 60        | 54    |       |
|                     |                   | Expected             | 57.9      | 56.1  |       |
| Other               |                   | Count                | 2         | 1     |       |
|                     |                   | Expected             | 1.5       | 1.5   |       |
| Degree Institution  |                   | Research institution | Count     | 158   | 168   |
|                     |                   |                      | Expected  | 164.7 | 161.3 |
|                     | Community college | Count                | 9         | 7     |       |
|                     |                   | Expected             |           |       |       |

|                               |                             |          |          |       |     |
|-------------------------------|-----------------------------|----------|----------|-------|-----|
|                               |                             | Expected | 8.1      | 7.9   |     |
|                               | Master's institution        | Count    | 54       | 55    |     |
|                               |                             | Expected | 55.1     | 53.9  |     |
|                               | Liberal arts college        | Count    | 57       | 46    |     |
|                               |                             | Expected | 52       | 51    |     |
|                               | Other                       | Count    | 14       | 10    |     |
|                               |                             | Expected | 12.1     | 11.9  |     |
| Gender                        | Man                         | Count    | 136      | 111   |     |
|                               |                             | Expected | 125.4    | 121.6 |     |
|                               | Woman                       | Count    | 158      | 173   |     |
|                               |                             | Expected | 168.1    | 162.9 |     |
|                               | Transgendered               | Count    | 1        | 1     |     |
|                               |                             | Expected | 1        | 1     |     |
| Other                         | Count                       | 0        | 1        |       |     |
|                               | Expected                    | .5       | .5       |       |     |
| Age                           | 21-25                       | Count    | 13       | 13    |     |
|                               |                             | Expected | 13.2     | 12.8  |     |
|                               | 26-30                       | Count    | 59       | 49    |     |
|                               |                             | Expected | 54.7     | 53.3  |     |
|                               | 31-35                       | Count    | 48       | 60    |     |
|                               |                             | Expected | 54.7     | 53.3  |     |
|                               | 36-40                       | Count    | 41       | 51    |     |
|                               |                             | Expected | 46.6     | 45.4  |     |
|                               | 41-45                       | Count    | 43       | 35    |     |
|                               |                             | Expected | 39.5     | 38.5  |     |
|                               | 46-50                       | Count    | 26       | 33    |     |
|                               |                             | Expected | 29.9     | 29.1  |     |
|                               | 51-55                       | Count    | 29       | 20    |     |
|                               |                             | Expected |          |       |     |
|                               | 56-60                       | Count    | 24.8     | 24.2  |     |
|                               |                             | Expected | 22       | 18    |     |
|                               | 61-65                       | Count    | 20.2     | 19.8  |     |
|                               |                             | Expected | 6        | 4     |     |
|                               | 66-70                       | Count    | 5.1      | 4.9   |     |
|                               |                             | Expected | 5        | 1     |     |
|                               | 71+                         | Count    | 3        | 3     |     |
|                               |                             | Expected | 1        | 2     |     |
|                               | Ethics Course Participation | Yes      | Count    | 1.5   | 1.5 |
|                               |                             |          | Expected | 235   | 241 |
| No                            |                             | Count    | 241.3    | 234.7 |     |
|                               |                             | Expected | 58       | 54    |     |
| Ethics Training Participation | Yes                         | Count    | 51.7     | 50.3  |     |
|                               |                             | Expected | 198      | 197   |     |

|                                   |                      |          |       |       |
|-----------------------------------|----------------------|----------|-------|-------|
|                                   |                      | Expected | 201.9 | 193.1 |
|                                   | No                   | Count    | 97    | 85    |
|                                   |                      | Expected | 93.1  | 88.9  |
| Standard of Review                | B.A.R.D.             | Count    | 5     | 3     |
|                                   |                      | Expected | 4.1   | 3.9   |
|                                   | Preponderance        | Count    | 159   | 150   |
|                                   |                      | Expected | 159.4 | 149.6 |
|                                   | <Preponderance       | Count    | 0     | 1     |
|                                   |                      | Expected | .5    | .5    |
| Institution Type                  | Research institution | Count    | 101   | 101   |
|                                   |                      | Expected | 102.2 | 98.8  |
|                                   | Community college    | Count    | 44    | 35    |
|                                   |                      | Expected | 40    | 39    |
|                                   | Master's institution | Count    | 52    | 52    |
|                                   |                      | Expected | 52.6  | 51.4  |
|                                   | Liberal arts college | Count    | 85    | 72    |
|                                   |                      | Expected | 79.4  | 77.6  |
|                                   | Other                | Count    | 11    | 26    |
|                                   |                      | Expected | 18.7  | 18.3  |
| Institution Funding               | Public               | Count    | 194   | 171   |
|                                   |                      | Expected | 185   | 180   |
|                                   | Private              | Count    | 100   | 115   |
|                                   |                      | Expected | 109   | 106   |
| Institution religious affiliation | Affiliated           | Count    | 53    | 43    |
|                                   |                      | Expected | 48.7  | 47.3  |
|                                   | Secular              | Count    | 240   | 241   |
|                                   |                      | Expected | 244.3 | 236.7 |
| Religious participation           | Not at all           | Count    | 42    | 54    |
|                                   |                      | Expected | 47.9  | 48.1  |
|                                   | Rarely               | Count    | 40    | 38    |
|                                   |                      | Expected | 38.9  | 39.1  |
|                                   | Sometimes            | Count    | 37    | 40    |
|                                   |                      | Expected | 38.4  | 38.6  |
|                                   | Often                | Count    | 41    | 32    |
|                                   |                      | Expected | 36.4  | 36.6  |
|                                   | Very often           | Count    | 38    | 35    |
|                                   |                      | Expected | 36.4  | 36.6  |

Table 25

*Results of Cross Tabs: Perceived fit with code of ethics*

|                              |                 |                      | Fit Score      |       |       |
|------------------------------|-----------------|----------------------|----------------|-------|-------|
|                              |                 |                      | Low            | High  |       |
| <b>Demographic Variables</b> |                 |                      |                |       |       |
| Years of experience          | <1 year         | Count                | 0              | 28    |       |
|                              |                 | Expected Count       | 0.3            | 27.7  |       |
|                              | 1-2 years       | Count                | 1              | 69    |       |
|                              |                 | Expected Count       | 0.8            | 69.2  |       |
|                              | 3-5 years       | Count                | 1              | 128   |       |
|                              |                 | Expected Count       | 1.4            | 127.6 |       |
|                              | 6-10 years      | Count                | 0              | 147   |       |
|                              |                 | Expected Count       | 1.6            | 145.4 |       |
|                              | 11-15 years     | Count                | 3              | 77    |       |
|                              |                 | Expected Count       | 0.9            | 79.1  |       |
|                              | 16-20 years     | Count                | 0              | 44    |       |
|                              |                 | Expected Count       | 0.5            | 43.5  |       |
|                              | 21-25 years     | Count                | 0              | 25    |       |
|                              |                 | Expected Count       | 0.3            | 24.7  |       |
|                              | 26-30 years     | Count                | 1              | 15    |       |
|                              |                 | Expected Count       | 0.2            | 15.8  |       |
|                              | 31+ years       | Count                | 0              | 10    |       |
|                              |                 | Expected Count       | .1             | 9.9   |       |
|                              | Education level | H.S. Diploma         | Count          | 0     | 2     |
|                              |                 |                      | Expected       | 0     | 2.0   |
| Associate's                  |                 | Count                | 0              | 2     |       |
|                              |                 | Expected             | 0              | 2.0   |       |
| Bachelor's                   |                 | Count                | 0              | 38    |       |
|                              |                 | Expected             | 0.4            | 37.6  |       |
| Master's                     |                 | Count                | 4              | 372   |       |
|                              |                 | Expected Count       | 4.1            | 371.9 |       |
| J.D.                         |                 | Count                | 0              | 20    |       |
|                              |                 | Expected Count       | 0.2            | 19.8  |       |
| Ed.D or Ph.D                 |                 | Count                | 2              | 106   |       |
|                              |                 | Expected Count       | 1.2            | 106.8 |       |
| Other                        |                 | Count                | 0              | 3     |       |
|                              |                 | Expected Count       | 0              | 3.0   |       |
| Degree Institution           |                 | Research institution | Count          | 5     | 303   |
|                              |                 |                      | Expected       | 3.4   | 304.6 |
|                              |                 | Community college    | Count          | 0     | 15    |
|                              |                 |                      | Expected       | 0.2   | 14.8  |
|                              |                 | Master's institution | Count          | 0     | 104   |
|                              |                 |                      | Expected Count | 1.1   | 102.9 |

|                               |                             |                |          |       |       |
|-------------------------------|-----------------------------|----------------|----------|-------|-------|
|                               | Liberal arts college        | Count          | 0        | 96    |       |
|                               |                             | Expected Count | 1.1      | 94.9  |       |
|                               | Other                       | Count          | 1        | 23    |       |
|                               |                             | Expected       | 0.3      | 23.7  |       |
| Gender                        | Man                         | Count          | 3        | 235   |       |
|                               |                             | Expected Count | 2.6      | 235.4 |       |
|                               | Woman                       | Count          | 3        | 306   |       |
|                               |                             | Expected       | 3.4      | 305.6 |       |
|                               | Transgendered               | Count          | 0        | 1     |       |
|                               |                             | Expected       | 0        | 1.0   |       |
| Other                         | Count                       | 0              | 1        |       |       |
|                               | Expected Count              | 0              | 1.0      |       |       |
| Age                           | 21-25                       | Count          | 0        | 23    |       |
|                               |                             | Expected Count | 0.3      | 22.7  |       |
|                               | 26-30                       | Count          | 1        | 100   |       |
|                               |                             | Expected       | 1.1      | 99.9  |       |
|                               | 31-35                       | Count          | 0        | 101   |       |
|                               |                             | Expected       | 1.1      | 99.9  |       |
|                               | 36-40                       | Count          | 2        | 85    |       |
|                               |                             | Expected Count | 1.0      | 86.0  |       |
|                               | 41-45                       | Count          | 0        | 76    |       |
|                               |                             | Expected       | .8       | 75.2  |       |
|                               | 46-50                       | Count          | 2        | 51    |       |
|                               |                             | Expected       | .6       | 52.4  |       |
|                               | 51-55                       | Count          | 0        | 47    |       |
|                               |                             | Expected Count | .5       | 46.5  |       |
|                               | 56-60                       | Count          | 1        | 39    |       |
|                               |                             | Expected Count | .4       | 39.6  |       |
|                               | 61-65                       | Count          | 0        | 10    |       |
|                               |                             | Expected       | 0.1      | 9.9   |       |
|                               | 66-70                       | Count          | 0        | 6     |       |
|                               |                             | Expected       | 0.1      | 5.9   |       |
|                               | 71+                         | Count          | 0        | 3     |       |
|                               |                             | Expected Count | 0        | 3.0   |       |
|                               | Ethics Course Participation | Yes            | Count    | 3     | 451   |
|                               |                             |                | Expected | 5.0   | 449.0 |
|                               | No                          | Count          | 3        | 89    |       |
|                               |                             | Expected       | 1.0      | 91.0  |       |
| Ethics Training Participation | Yes                         | Count          | 4        | 371   |       |
|                               |                             | Expected Count | 4.1      | 370.9 |       |
|                               | No                          | Count          | 2        | 169   |       |
|                               |                             | Expected Count | 1.9      | 169.1 |       |
| Standard of Review            | B.A.R.D.                    | Count          | 0        | 7     |       |
|                               |                             | Expected       | 0.1      | 6.9   |       |
|                               | Preponderance               | Count          | 4        | 289   |       |
|                               |                             | Expected Count | 3.9      | 289.1 |       |

|                                   |                      |                |     |       |
|-----------------------------------|----------------------|----------------|-----|-------|
|                                   | <Preponderance       | Count          | 0   | 1     |
|                                   |                      | Expected       | 0   | 1.0   |
| Institution Type                  | Research institution | Count          | 4   | 188   |
|                                   |                      | Expected       | 2.1 | 189.9 |
|                                   | Community college    | Count          | 1   | 74    |
|                                   |                      | Expected Count | 0.8 | 74.2  |
|                                   | Master's institution | Count          | 1   | 98    |
|                                   |                      | Expected       | 1.1 | 97.9  |
|                                   | Liberal arts college | Count          | 0   | 146   |
|                                   |                      | Expected       | 1.6 | 144.4 |
|                                   | Other                | Count          | 0   | 36    |
|                                   |                      | Expected       | .4  | 35.6  |
| Institution Funding               | Public               | Count          | 5   | 340   |
|                                   |                      | Expected Count | 3.8 | 341.2 |
|                                   | Private              | Count          | 1   | 202   |
|                                   |                      | Expected Count | 2.2 | 200.8 |
| Institution religious affiliation | Affiliated           | Count          | 0   | 91    |
|                                   |                      | Expected       | 1.0 | 90    |
|                                   | Secular              | Count          | 6   | 448   |
|                                   |                      | Expected       | 5.0 | 449.0 |
| Religious participation           | Not at all           | Count          | 1   | 92    |
|                                   |                      | Expected Count | 1.0 | 92.0  |
|                                   | Rarely               | Count          | 0   | 73    |
|                                   |                      | Expected       | .8  | 72.2  |
|                                   | Sometimes            | Count          | 1   | 71    |
|                                   |                      | Expected       | .8  | 71.2  |
|                                   | Often                | Count          | 2   | 67    |
|                                   |                      | Expected       | .7  | 68.3  |
|                                   | Very often           | Count          | 0   | 69    |
|                                   |                      | Expected       | .7  | 68.3  |

## VITA

Katie Jackson was born in Sunburg, Minnesota, a small town of 94 people. Strike that, 93 people, since she no longer resides there. She earned two Bachelor's degrees in Religion and Psychology at Concordia College in Moorhead, Minnesota. After college, with a deep breath and a leap, she moved to the deep south where completed her Master's in College Student Personnel at the University of Southern Mississippi in Hattiesburg. While earning her degree, she was employed as a Hall Director.

After graduate school, she returned to Minnesota, where she was employed by College of St. Benedict, a private, Catholic women's college, as a Resident Director. After two years, she got married and joined her husband in working at Missouri University of Science and Technology. Over her five year tenure at S&T, she has held roles including Resident Director, Student Program Administrator for the Office of the Vice Chancellor of Student Affairs, and Assistant Director of Alumni and Constituent Relations. In 2014, she completed a doctoral degree in Educational Leadership from University of Missouri-Columbia. Katie serves on the Chancellor's Student Success Committee and the Chancellor's Equity Resolution Panel. She also volunteers as faculty advisor to Zeta Tau Alpha fraternity.

Katie's career in higher education is propelled by her belief that people who know better, do better. As a leader in higher education, she strives to harness the motivation of individuals to act as a team. Her thoughts on leadership are best summed up in the words of John Quincy Adams: "If your actions inspire others to dream more, do more, learn more, and become more, you are a leader."