A QUANTITATIVE STUDY OF THE MORAL ORIENTATION OF STUDENT CONDUCT PROFESSIONALS

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ABSTRACT

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Student conduct professionals find themselves balancing legal mandates, the needs of the community, and the needs of the student in decision-making. Theories such as the ethic of justice and the ethic of care can bring clarity to the decision-making process. This study examined several variables to predict the moral orientation of student conduct professionals including years of experience, current position, institution type, educational background, gender, and age.

Moral orientation was measured using the Moral Orientation Scale (MOS) developed by Yacker and Weinberg (1990). This study collected demographic information to predict the moral orientation of student conduct professionals. The population for this study was drawn from the membership of the Association for Student Conduct Administrators (ASCA).

Very little research exists on the decision making of student conduct professionals and the results of this study provides more insight into the profession. The findings of this study indicated the gender of student conduct professionals was a statistically significant predictor of the moral orientation of student conduct professionals. In addition this study found there to be significant differences in the age and years of experience among men and women within the profession of student conduct. These findings will assist student conduct professionals in providing rationale to their decision-making, will inform hiring practices and will guide the importance of training and professional development on topics of justice and care. In addition, this study provides insight into gender differences in the profession, which offers opportunities for future research.

This dissertation is dedicated to my wife, Kristie Filipchuk, and my children, Harper and Hudson Filipchuk. My wife has supported me the past four-years through this journey. She has listened about my classes, my assignments, my brainstorming of topics, quizzed me on prelim questions, supported me through the dissertation process, and I'm sure one of the only people (minus my committee) who actually know what my dissertation topic was, and I'm sure could even clearly explain the findings. Her love and support helped me push through and finish. My children have been my driving force in this process; to show them that anything can be done that they set their mind to. I have always envisioned them being present at my graduation; sitting in the crowd watching and remembering when their mom earned her doctorate. I began this process when I was nine-months pregnant with Harper and in fact, was in labor during my first class and then added to our family again with Hudson during the dissertation phase. While no timing is ideal to start the doctoral journey, having them in the back of my mind and pushing me through kept me motivated to keep going. Thank you and I love you all.

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CHAPTER I. INTRODUCTION

According to King and White (n.d.), student conduct in higher education institutions focuses on "assessing the impacts of an individual's behavior on the learning environment of others and facilitating student growth, learning, and development" (p. 1). Student conduct has had a rich history since the founding days of higher education institutions and this history has led to the philosophies that guide today's operational practice which includes a focus on student development while balancing legal mandates (Waller, 2013). Jefferson (1822) wrote a letter prior to the admission of the first students at his founding institution, the University of Virginia, stating that student discipline in higher education is a difficult task as students have newfound independence, a history of insubordination, and parental repression. Jefferson expressed skepticism that institutions could withstand the difficult task of disciplining students.

Up until the 1960s, higher education institutions were free of legal requirements and mandates related to student conduct and student conduct was addressed by the president or faculty committees and practiced *in loco parentis* (in place of the parent) (Waller, 2013). Waller stated that in 1961, the "landscape of student discipline changed significantly…when a federal court rendered a decision in *St. John Dixon et al. v. Alabama State University* (herein *Dixon*) that required public institutions of higher education to grant students due process rights" (Waller, 2013, p. 1). Waller explained this ruling specified that higher education institutions must provide students due process in discipline proceedings and to enable students to have a voice in the process. Prior to this, the student conduct professionals were not required, outside of voluntarily enacted policy, to provide students any rights, notification, or a chance to share their side of the story.

Today, the legal mandates and the need for holistic student development continue, which furthers the need for student conduct professionals to strike a balance between justice, legal mandates, and student development (Waller, 2013). Waller furthered, "the intersection of student development and the legal requirements mandated by the government situate student conduct administrators in a difficult position where they must make decisions that balance the needs of the community and institution with the education and development of the student" (p. 3). Additionally, according to Dowd (2012), "the most common ethical dilemma reported was caring versus consistency…student conduct administrators described the difficulty of trying to treat all students the same while allowing for mitigating circumstances" (p. 104).

These complicated decisions may leave student conduct professionals feeling conflicted in their decisions resulting in an ethical dilemma. To assist in resolving ethical dilemmas, Dowd (2012) stated that when a theoretical lens is used to analyze decisions, these lenses can provide context to decision-making. Additionally, Starratt (1991) stated that theories "help frame moral situations encountered in practice so that their moral content becomes more intelligible and more available to the practical intuitive sense of the practitioner" (p. 186).

One theoretical lens that Waller (2013) examined as a part of the student conduct professional decision-making process was the ethic of justice and ethic of care. In short, the ethic of justice focuses on fairness across a population and the ethic of care focuses on what is best for an individual (Kitchener, 1985). Waller found that student conduct professionals utilize both the ethic of justice and the ethic of care in their decision-making processes showing the need to strike a balance between care and justice. Waller found that student conduct professionals more often utilized an ethic of justice prescriptive during the information gathering phases of a conduct process and utilized the ethic of care concepts in determining an outcome to

ensure holistic development of the student. While student conduct professionals often utilize both ethic of justice and ethic of care concepts in the decision-making processes, what determines where on the ethic of justice and ethic of care continuum that a student conduct professional falls?

Several factors may determine a person's moral orientation and how decision-making is approached. One explanation may be person's career progression. As a person gains years of experience and perspective through various positions, a person may evolve in their decision-making practices. The new perspective from experiences can have an effect on how professionals think about the decisions that are made (Krager & Brown, 1992; Vaccaro, McCoy, Champagne, & Siegle, 2013). For example, a newer professional may see student conduct situations through a different ethical lens than a more seasoned professional.

Other explanations of person's moral orientation may also include the student conduct professional's age, gender, highest degree earned, and institution type. For example, a person's age may determine how decisions are approached and resolved. As such, Glover (2001) found that one's moral orientation was associated with age. Another explanation of a person's moral orientation may be gender. Both Gilligan (1982) and Janosik, Creamer and Humphry (2004) found that gender was a determinant in types of concerns and resolution of decisions. In addition, where a person works may have an impact on moral orientation. The values, mission, culture, and size of a workplace may affect the way decisions responded to. For instance, Vaccaro et al. (2013) stated that the institution in which a professional works should inform the decision of the administrator. Lastly, the educational background of a person may affect a person's moral orientation as with education there may be more exposure to ethical decision-

making tools. For instance, Reybold, Halx and Jimenez (2008) stated that there is a need for education on ethical decision-making.

Student conduct professionals in higher education are faced with ethical decisions that are multifaceted, ambiguous, impact people's lives, and often questioned and scrutinized. These decisions not only impact the institution but also impact the student and the development of the student. Today, in addition to the various influences that affect decision-making, many competing demands may also have an effect on the decision making of student conduct professionals. These demands may include the institutional mission, the needs of the student, legal requirements, supervisors, professional values, the student conduct administrator's background, the external community, parents, and much more (Association for Student Conduct Administration, 1993; Waller, 2013; Wilson, 2010).

Waller (2013) stated that decisions that student conduct professionals make involve "human judgment," which often places student conduct professionals under scrutiny by stakeholders at the institution (p. 6). The scrutiny, competing demands, and the variables in the decision-making process can lead to ethical dilemmas for student conduct professionals. Dowd (2012) provided an example of an ethical dilemma student conduct professionals face:

> Student conduct administrators [professionals] are often placed in the unenviable position of disciplining a son or daughter of a major donor, trustee, faculty member, attorney, or elected official. Tensions can run high when a star athlete on a winning team is facing possible dismissal from the institution for behavioral misconduct. For example, student athletes, along with parents and coaches, may assume leniency will be granted if the institution emphasizes winning sports teams. (p. 4)

While student conduct professionals face several competing demands in their decisions and several influences may affect decision-making, it is important that student conduct professionals are balanced in their decision-making, utilizing both the ethic of justice and ethic of care. Caruso (as cited in Waller, 2013) advised student conduct professionals "to find a balance between the required legal mandates and the development of students" (p. 2). Having a balance in perspective in decision-making for student conduct professionals can ensure there is equilibrium between the needs of the community or institution and the education of the student (Waller, 2013).

Purpose of the Study

The purpose of this study was to explore the moral orientation of student conduct professionals in higher education. The primary focus of the study was to examine the prediction between the moral orientation and career progression (years of experience and current position level) of student conduct professionals in higher education. Also, this study examined the relationship of age, gender, highest degree earned, and institution type to determine if these variables help predict moral orientation of student conduct professionals.

Research Questions

1. Does career progression statistically significantly predict moral orientation?
2. Does age statistically significantly predict moral orientation?
3. Does gender statistically significantly predict moral orientation?
4. Does highest degree earned statistically significantly predict moral orientation?
5. Does institution type statistically significantly predict moral orientation?

Researcher's Relationship to the Problem

As a student conduct professional, I have held several student conduct roles over the years. My interest in student conduct dates back to my undergraduate years when I had the opportunity to serve as an undergraduate member of a student conduct board. Then through graduate school as a graduate residence hall director, then as a residence hall director and now as a full-time student conduct professional. In my early student conduct days in residence life, I had been trained to hear violations of residence hall policies. During this time as a new professional, I viewed the conduct cases as black and white and had prescribed sanctions that certain violations would receive. Several years later as I progressed into student conduct being my primary role and at a different type of institution, moving from a 4-year public institution to a 2-year institution, I saw my conduct philosophy and decision-making approaches evolve, from a justice-oriented approach to incorporating more care elements into my approach. In this time I had become more comfortable and confident as a professional, knew where I had flexibility in incorporating care and justice into the student conduct process, and had developed a trusting relationship with my institution and supervisor. In addition, the conduct situations I was presented with a 2-year institution were very different than those "typical" alcohol and noise violations that I had at my previous institution. These situations gave me more flexibility to educate and customize outcomes based upon situations, all while understanding the importance of consistency, providing rationale to my decisions, and legal ramifications. This professional evolution that I have seen in myself, inspired this present study.

Theoretical Perspective

Student conduct professionals often find themselves resolving ethical dilemmas when faced with difficult decisions in their positions. An ethical dilemma is defined as making a

decision between two choices, both of which can be defensible and are reasonable (Angeles, 1992; Robbins & Trabichet, 2009). According to Fried (1997), when resolving an ethical dilemma, the person must determine which of the two choices takes priority in resolving the decision. In order to resolve an ethical dilemma, it is important for a person to rely on theories or guides to make defensible decisions. These ethical theories or guides can assist a person in navigating the best resolution in an ethical dilemma by looking at the same situation through multiple angles (Dowd, 2012; Fried, 1997). According to Kitchener (1985) and Fried (2003), ethical guides can provide both rationale and reasoning to difficult decisions. According to Dowd (2012), "doing the right thing for the right reason can be highly subjective" (p. 13); thus, student conduct professionals must utilize ethical principles and theories to make "ethically defensible judgments" (p. 17).

For the purpose of this study, moral orientation was studied as a way in which student conduct professionals can resolve ethical dilemmas they face in their roles. Moral orientation refers to a continuum of the theories of ethic of justice and ethic of care. Where a person falls on the moral orientation continuum determines how a person responds to ethical dilemmas (Levitt & Algio, 2013). Levitt and Aligo (2013) stated that the concepts of ethic of justice and ethic of care are ways in which a person "might manage or respond to personal or professional challenges" (p. 197).

The concept of the ethic of justice is grounded in the work of Kohlberg's model of moral reasoning where a person navigates relationships between self and society (Evans, 1987; Kholberg, 1984). The ethic of justice encompasses many concepts that can be utilized in resolving ethical dilemmas, which involves fair treatment, impartiality, reciprocity, autonomy, and objectivity (Botes, 2000; Glover, 2001; Kitchener, 1985; Kohlberg 1984; Levitt & Aligo,

2013). In addition, a justice-oriented decision-making approach values uniformity in decision making where rules and regulations take precedent in decision-making (Robbins & Trabichet, 2009; Waller, 2013). While all of the concepts are important parts of the ethic of justice, the underlying value of the ethic of justice is fairness (Botes, 2000; Dowd, 2012; Glover. 2001; Robbins & Trabichet, 2009; Waller, 2013).

The ethic of care, on the other hand, was founded by the work of Gilligan. Gilligan (1987) found that the ethic of justice was not the only means to resolving an ethical dilemma. The concepts of the ethic of care include relationships, circumstance, compassion, and empathy (Levitt & Algio, 2013; Starratt, 1991; Waller, 2013). Additionally, the ethic of care is achieved through considering perspectives from all person's point of view that is involved in a situation (Glover, 2001). According to Botes (as cited in Levitt & Aligo, 2013), decision-making for the ethic of care involves a "needs-centered approach" to ensure the holistic response and development (p. 197). As such, according to Botes, decisions that are made utilizing the ethic of care are treated empathetically and separately from other situations. While there are many important concepts that are utilized when examining an ethical dilemmas using the ethic of care, one of the more important concepts revolves around the relationship. Gilligan stated that a human connection (relationship) is vital to the ethic of care.

While the ethic of justice and the ethic of care can be standalone theories, these theories are integrated with one another and complement one another (Botes, 2000; Gilligan, 1987). Robbins and Trabichet (2009) indicated that professionals must delicately balance the ethical sense of justice and the ethical sense of care to ensure that multiple perspectives are being considered in the decision making process. According to Waller (2013), student conduct

professionals often utilize both the ethic of justice and the ethic of care concepts in the decision-making processes.

However, determining where and why student conduct professionals fall on the continuum in the decision making-process is central to this inquiry. According to Vaccaro et al. (2013), professionals with more years of experience gain different perspectives affecting how they approach the decision-making processes. For instance, Janosik, Creamer and Humphry (2004) found that professionals with greater years of experience reported more issues with the ethic of justice and speculated that those with more years of experience may "allow one to see more and create more opportunity to experience or know about situations involving fairness and equity" (p. 368).

In addition, Janosik, Creamer and Humphry (2004) stated that administrators reported different types of concerns based on gender, years of experience, and position related to decision making. For example, those with lower positions in the organizational structure faced fewer justice related problems (Janosik, Creamer & Humphry, 2004) and women are less likely to be comfortable with decisions that may be affected by legal knowledge (Richmond, 1989). Additionally, institution size affects how a person approaches decision making and moral orientation (Janosik, Creamer, & Humphry, 2004; Reybold, Halx & Jimenez, 2008). Also, moral orientation may be dependent upon age and Glover (2001) found that younger individuals were more likely to be justice-oriented.

Research Design

The research design selected for this study was a correlational design since the study examined the relationship between several variables. Career progression (years of experience and current position level), age, gender, highest degree earned, and institution type were used to

predict the dependent variable, moral orientation, and to examine what relationships may exist. The dependent variable, moral orientation, was defined as a point on the continuum ethic of justice and the ethic of care (Yacker & Weinberg, 1990) while the independent variables of career progression (years of experience and current position level), age, gender, highest degree earned, and institution type were continuously and categorically defined.

Since there are several variables that were measured, multiple regression will be utilized to establish correlation between the independent and dependent variables. Each independent variable was measured separately and as a group of variables. This measurement created a picture of how each variable affects moral orientation and how all of the variables affect moral orientation to provide a prediction of why student conduct professionals are at a certain point on the moral orientation continuum.

The sample for this study was drawn from the national and international membership of the Association for Student Conduct Administrators (ASCA). Members in ASCA have some degree of involvement in the student conduct process and decision-making on a college campus. Membership in ASCA ranges from graduate students to upper-level administrators. Members of ASCA may have any level of educational degree, may have varying level of years of experience, may be from any type and size of a higher education institution, and may have a wide range of responsibility to student conduct on a college campus. This study was administered through the ASCA Research Committee to the current ASCA membership and thus will utilize convenience sampling. When a study is administered through the Research Committee, the Committee emails the membership on behalf of the researcher and sends up to three emails for the researcher.

Significance of the Study

At this time, few studies focus on how student conduct professionals make decisions (Janosik, 1995; Janosik, Creamer & Humphrey, 2004; Waller, 2013). Waller was the first to examine the concepts of the ethic of justice and the ethic of care in relation to the complicated decision-making process of student conduct professionals. However, there have not been any studies that examine the relationship of moral orientation and career progression (years of experience and current position level), age, gender, highest degree earned and institution type of student conduct professionals. According to Taylor (as cited in Kitchener, 1985), professionals in higher education make decisions that "involve human judgment of value about people and their lives" (p. 17). The decisions that student conduct professionals make have a significant impact on people and their lives, so a greater understanding of how decisions are reached is vital. As such, student conduct professionals in higher education institutions will benefit greatly by having an increased understanding of ethical decision-making (Reybold, Halx, & Jimnez, 2008).

In addition, having an increased understanding of the influences of moral orientation can provide several benefits to the decision-maker, the institution, and the profession. For the decision-maker, this study provides student conduct professionals a better understanding of how they arrive at decisions but will provides them greater ability to make ethically defensible decisions and provide rationale to their decisions by utilizing the concepts of the ethic of justice and ethic of care. This study provides student conduct professionals an understanding of how influences such as career progression (years of experience and current position level), age, gender, and institution type impact where they fall on the ethic of justice and ethic of care continuum. This will assist student conduct professionals in understanding how decision-making rationale may change as they progress in their career, move to a different type of institution, and

so forth. Having this understanding can provide rationale for decisions and perhaps why a certain decision was made at one point and a different decision is being made now. For instance, for a student conduct professional who has been at the same institution for several years, the professional may have gained new perspective from experience and this may have influenced how the student conduct professional approached the decision-making process. Also, a student conduct professional may have furthered their education by pursuing advanced degrees, which may have an impact on how the decisions are approached differently than they were before.

For higher education institutions, this study also provides benefits. This study may assist in various practices at a higher education institution such as within hiring practices. The findings of this study may be able to provide rationale for hiring candidates with diverse backgrounds including different years of experience, different genders, and experience at different types of institutions to ensure that the staffing team has various perspective on the ethic of justice and ethic of care continuum. For example, as research suggests, males and females make decisions differently and if student conduct office currently has a majority of males, which is shown to be more justice oriented, this study could show the importance of hiring a female to provide a balance to the current staffing team to provide an ethic of care balance.

This study can also provide higher education institutions insights on how to train their student conduct offices. For instance, if this study finds that education may predict the moral orientation of a student conduct professional, the institution may encourage or provide more training on ethical decision-making or encourage continuation of degrees of its student conduct professionals. This continuation of training or education may assist the student conduct professional in understanding more about moral orientation and the importance of utilizing both the ethic of justice and the ethic of care in their decision-making.

This study also has an impact on the profession of student conduct. Since very little research exists for the field of student conduct regarding ethical decision making, specifically in the ethic of justice and ethic of care context, this research provides more working knowledge of the decision making process and opens the door for other research opportunities.

Delimitations

The study included only student conduct professionals that match the selection criteria established for the study. The criteria for selection included individuals who work full-time in student conduct on his or her campus and who have at least a bachelor's degree.

Definition of Terms

Career Progression

Career progression is defined in two ways: the years of experience within the field of student conduct, and the current position level of the student conduct professional (entry level, mid-level, and senior administrator). For instance, Scott (as cited in Waller, 2013) found that mid-level managers generally have five to eight years of experience.

Ethic of Care

According to Mayeroff (1995), the concept of care involves personal growth that is achieved through relationships, patience, honesty, trust, humility, hope, and courage. Additionally, the ethic of care is based upon loyalty, compassion, empathy, and a "needs-centered" approach to decision making (Botes, 2000; Levitt & Aligo, 2013; Starratt, 1991; Waller, 2013).

Ethic of Justice

The ethic of justice is defined as making decisions based upon the uniformity in rules, regulations, impartiality, reciprocity, autonomy, objectivity, and fair and equitable treatment of

all people (Botes, 2000; Glover, 2001; Kitchener, 1985; Kohlberg, 1984, Levitt & Aligo, 2013; Starratt, 1991; Waller, 2013).

Ethical Dilemma

An ethical dilemma is defined as "a situation where one has to choose between two options but does not know which side to take because both seem legitimate" (Robbins & Trabiceht, 2009, p. 52).

Moral Orientation

Levitt and Aligo (2013) define moral orientation as "the perspective from which one approaches decision making" (p. 195). For the purpose of this study moral orientation is defined as the ethic of justice and ethic of care orientations. Moral orientation is defined as a point on the ethic of care and ethic of justice continuum, as measured by the Moral Orientation Scale by Yacker and Weinberg (1990).

Student Conduct Professional

Higher education institutions and administration are typically divided into two divisions; academics and student affairs. Student conduct professionals are typically housed in the student affairs division at the higher education institution (Waller, 2013). Dowd (2012) defined a student conduct professionals as "a professional whose job involves administering an aspect of student discipline at an institution of higher education" (p. 10). Dowd furthers this by explaining that student conduct professionals often work with alleged students in determining educational sanctions that will work will allow the student to self-reflect and correct behavior that is socially acceptable. The sample of student conduct professionals for this study came from the domestic and international membership from the Association of Student Conduct Administration (ASCA).

Organization of the Study

This dissertation study is divided into five chapters. Chapter I of the study outlined the dilemmas faced by student conduct professionals and provided an overview of the ethic of care and the ethic of justice. This chapter also provided a statement on the problem, purpose of the study, significance of the study, research questions, research design, delimitations, and definition of terms that will be used throughout the study. Chapter II provides an extensive review of literature relating to the history of the student conduct profession, the ethic of care and the ethic of justice, decision-making influences including career progression, gender, age, institution type, and highest degree earned and finally a review of prior studies that have used the Moral Orientation Scale designed by Yacker and Weinberg (1990). Chapter III outlines the methodology for this study, research design, population and sample. This chapter also provides an overview of the Moral Orientation Scale survey instrument including data collection and data analysis. Chapter IV describes the research results of the study. The results include demographic data of the population and data results of the research questions. Chapter V provides a summary, conclusions, and recommendations for future studies and research.

CHAPTER II. LITERATURE REVIEW

This chapter lays the groundwork for higher education, student affairs, and the profession of student conduct, which includes history of the profession, decision-making challenges, a theory to assist in decision-making, and influences on the decision-making process of student conduct professionals. The format for this chapter is as follows: (a) a brief history of higher education in the United States, student affairs and student conduct which has impacted the evolution of student conduct professionals, (b) an overview of the ethical decision-making among student conduct professionals which includes an exploration of the ethic of care and the ethic of justice, (c) an examination of decision-making influences which includes career progression (years of experience and current position level), gender, age, institution type, and highest degree earned, and (d) a review of the Moral Orientation Scale (MOS) and the studies that have utilized the MOS.

Evolution of Student Conduct Professionals

Since the founding of the first higher education institution in the United States in 1636, higher education, student affairs, and student conduct have undergone several transformations (Rudolph, 1991). In nearly four centuries, while the fundamental purpose of teaching and learning has largely remained the same, there have been several influences that have changed the way institutions teach and students learn.

Higher Education

During the colonial period, higher education institutions in the United States were founded on English values, were religiously affiliated, and the student population consisted of young adults who attended college to prepare themselves for leadership and service, all of which set the tone for higher education today (Rudolph, 1991; Thelin, 2003). In these early periods,

enrollment consisted of White, wealthy males (Thelin, 2003) and higher education was a "necessity for society" but not for nonpolitical leaders (Rudolph, 1991, p. 22). During the revolutionary period, American higher education shifted dramatically by incorporating science into the curriculum (Rudolph. 1991; Thelin, 2003). According to Thelin, the student population shifted to older students, students who needed scholarship and financial aid to attend, students who worked through College, and were first generation students from farming families.

From the late 1800s to early 1900s, there were two significant events that shaped higher education, which included the Morrill Land Grant Act of 1862 and the founding of John Hopkins University (Waller, 2013). According to Thelin (2003) and Rudolph (1991) the Morrill Land Grant Act of 1862 encouraged states to sell land for the purposes of higher education, creating land grant institutions that focused on agriculture and engineering. Additionally, as Waller (2013) stated, the first research-based institution was founded, John Hopkins University. Waller continued that with this shift, faculty were focused on research which left less time to devote to students and their activities which ultimately led to the creation of administrative positions. According to Thelin (2003), this research focus included the creation of several professional degrees that included "medicine, law, business, theology, pharmacy, and engineering" (p. 11). Thelin also stated that this time period brought the formation of scholarships, university resources, and several extra-curricular activities.

In the early 1900s, higher education became organized institutions with "committees, departments, hierarchies, codes, [and] standards" (Rudolph, 1991, p. 440). As a result of the Great Depression, enrollment began to increase as unemployment rates rose. This rise created both admissions processes that had not previously existed and technical colleges (now known as community colleges) (Theilin, 2003). During the 1920s, extracurricular activities, such as Greek

organizations, expanded and played a significant role in complimenting “collegiate” values and provided students experiences outside of the classroom (Rudolph, 1991, p. 464). In addition, due to a rise in enrollment and a more diverse student population, higher education institutions faced new challenges with gender inequality and racial discrimination (Thelin, 2003).

During the “Golden Age” from 1945 to 1970, institutions faced an influx of students from the Servicemen’s Readjustment Act of 1944 (G.I. Bill) and a push for equal access to college. This influx triggered the emergence of two-year community colleges, transfer students from two-year community colleges to four-year colleges and universities, and multi-campus university systems such as the State University of New York that has several campuses (Thelin, 2003). Although the “Golden Age” marked a time of growth, this time period was also marked with its fair share of challenges which included unhappy students and student activism. Thelin stated that students were unhappy by the impersonalized experience of large class sizes, crowded housing, and disconnect between faculty and students. In addition, Thelin stated that student behavior also shifted during this period due to world events such as the Vietnam War, the draft, and the Civil Rights Movement; which all resulted in student activism.

Since the 1970s, the student demographics shifted again and women became the majority students in higher education (Thelin, 2003). Also during this period, tuition and costs for student services that included “career planning, campus security, residence hall wiring to accommodate computers and equipment, health and wellness programs, and a myriad of new expanded programs for students” rose (Thelin, 2003, p. 18). Today, higher education continues to evolve and face challenges as funding changes, technology evolves, lawsuits are brought forth, the student population changes, and much more.

Student Affairs

Just as higher education has a long and rich history, so does the field of student affairs. Student affairs informally dates back to the colonial era of higher education where faculty served as both academic instructors and student development specialists and practiced "in loco parentis." In loco parentis refers to enforcement of "rules and regulations as if they were the parents" (Long, 2012; Nuss, 2003, p. 66).

According to Long (2012), student affairs professionals are employed as staff at "every college, university, and community college in the nation" and serve in a variety of student development roles in higher education (p. 1). Long stated that these positions may include academic advising, residence hall staff, admissions, career counselors, and various other positions that help students develop many skills outside of the classroom such as ethics, leadership, wellness, identity development, and career development. These professionals enhance the out-of-classroom experience in higher education and are employed within student affairs.

During the mid-1800s, students began to develop an interest in extracurricular activities such as "literary societies, fraternal organizations, campus publications, sports teams, and debate and student clubs," and faculty became more consumed with research, and had less time for "discipline and mentorship" (Long, 2012, p. 3). According to Long, faculty involvement in student discipline [and student development] dissipated during the twentieth century leading to the need for student affairs administrations.

By 1920, the first student affairs administrators were hired at colleges and universities. During this time, staff were hired to assist students with career development, student records, and student health (Long, 2012). Towards the end of World War I, the student affairs profession

gained momentum and national professional organizations and conferences began, such the Conference for Deans and Advisors for Men, now known as the organization NASPA (NASPA, n.d.; Long, 2012).

By 1937, a "landmark report" was issued by the *Student Personnel Point of View* that "emphasized the education of the whole student-intellect, spirit, and personality-insisted that attention must be paid to the individual needs of each student" (Long, 2012, p. 4). Later in 1949 this report was revised an included thirty-three functional areas of student affairs that currently exist and have shaped the profession today (Long 2012; Nuss, 2003). Then, in 1949, the *Student Personnel Point of View* issued another report and "outlined conditions and goals for student growth, the fundamental elements for a student personnel program [educational degrees], and the administrative organization and governance (Nuss, 2003, p. 72). These reports continue to lay the expectations and philosophies of the student affairs today.

During the 1960s and 1970s, student affairs professionals served several purposes in higher education institutions including disciplinarian, advocate, mentor, educator, mediator, initiator and change agent (Gaston-Gayles, Wolf-Wendel, Tuttle, Twombly & Ward, 2005). In addition, Gaston-Gayles et al. reported that student affairs professionals started to gain momentum and respect on campuses due to their role in addressing student crisis and thus, began reporting to the president of the institution.

Additionally, "the relationship between students and colleges and universities changed significantly" due to the federal Court of Appeals ruling of *Dixon vs. State Board of Alabama* in 1961 (Long, 2012, p. 4). This significant ruling stated the relationship between a higher education institution and a student was a contractual relationship since students pay tuition for their education and thus are entitled to due process. The evolution of due process ensured that

student affairs and student discipline were an educational process. While this change was happening in the profession, student activism also came to life and students began to play a more active role in institutional governance by serving on governing boards and had representation on committees (Long 2012; Nuss, 2003). In addition, during this time period, student affairs professional roles expanded to include conflict resolution to assist in dealing with "student deaths, injuries, and property damage" (Long, 2012, p. 4).

During the 1990s and 2000s, the market of higher education institutions became competitive which began a focus more on student retention (Nuss, 2003). This focus led to changes in higher education, which charged student affairs professional with creating means to better assist students in achieving academic goals (Nuss, 2003). Nuss cited many examples of these changes, which included services such as experiential learning, renovation and construction of student facilities, and counseling services. In addition, the latest era has brought forth more student diversity, growing behavioral concerns with students, and public policy development, which has furthered the growth of student affairs (Nuss, 2003). Moving forward, Long (2012) stated that while the foundation of student development in the field of student affairs will most likely remain the same, student affairs professionals will be challenged to think about new strategies to educate students as technology evolves and the student population continues to diversify.

Student Conduct

Similar to the history of higher education and student affairs, student conduct also has an expansive history that has shaped the profession today. This history has shaped the practice of student conduct administrators today. Most often, student conduct is a functional area within student affairs and focuses on the policies, rules, and regulations that focus on student behavior.

From the founding days of higher education, student conduct was a part of learning in higher education (Lancaster, 2012). Waller (2013) stated, "the history of student conduct in the United States can be divided into two major eras: *in loco parentis* era and the due process era" (p. 18).

During the first era of student conduct, college faculty practiced *in loco parentis* (or "in place of the parent") in which they monitored the well-being and behavior of students from a parental perspective which was often punitive (Lancaster, 2012; Waller, 2013, p. 18). This era began during the Colonial Period and lasted until the early 1960s. During this time, before there were student affairs or student conduct administrators, faculty engaged in disciplining students. According to Dannells (1997), the common method for discipline up until 1718 was expulsion, fatherly counseling, degradation, fines, loss of privileges, extra assignments and flogging. Dannells (1997) furthers that as flogging ceased, the common method of discipline was "boxing" in which the student kneeled and was smacked on the ear (p. 4). Additionally as Waller stated, there were two court cases in the early twentieth century (*Gott v. Berea College* in 1913 and *Stetson University v. Hunt* in 1925) that shaped the early student conduct practices by allowing higher education institutions to manage student behavior as institutions saw appropriate. During the early 1900s, when the student affairs profession emerged, Deans of Men (now known as Deans of Students) were employed within student affairs and where charged in the enforcement and adjudication of student conduct (Dannells, 1997; Long, 2012).

During the second era of student conduct, due process was born. This era emerged as a result of the case of *Dixon vs. State Board of Alabama* (1961). This case changed the work of student conduct administrators and provided one of the first glimpses of the recognition of student rights in higher education by providing students due process which includes the right to receive notification and the right to share their side of the story prior to a disciplinary decision

being reached (Lancaster, 2012; Waller, 2013). This ruling shifted the role of student conduct from a punitive process to "educating the students on making appropriate choices and decisions" (Long, 2012, p. 4). This ruling ended *in loco parentis* as the means for dealing with behavioral issues and this marked the formation of a structured student conduct processes (Lancaster). What this meant for students was that higher education institutions could no longer discipline students without due process which including providing student's notification before a disciplinary process or removal from the institution (Waller, 2013).

During the 1960s, student affairs professionals were called upon for "maintaining order on campus and meting out discipline" and this in fact was the least favorite role of student affairs professionals (Gaston-Gayles et al., 2005). Student affairs professionals who were responsible for student conduct often reported directly to the president of the institution and with these reporting lines, it was expected that staff within student affairs to "keep things under control so that students did not embarrass the university or college and did not offend the trustees" (Gaston-Gayles et al., 2005, p. 269). Many student affairs professionals were "bothered" by this edict of the senior level administration (Gaston-Gayles et al., 2005, p. 269).

During the late 1960s, case law continued to impact the work of student conduct professionals, including higher education institutions providing students their constitutional rights in disciplinary proceedings (Waller, 2013). For example, in 1969, a decision was reached in *Esteban v. Central Missouri College* after two students were suspended after participating in a demonstration (Waller, 2013). The court ruled that while students are must be afforded constitutional rights, college and universities also had the right to impose standards of conduct that were applicable to the institution (Waller, 2013). This has left student conduct professionals

needing to be versed in how to impose rules and regulations in accordance with constitutional rights (Waller, 2013).

In addition to case law, according to Lowery (as cited in Waller, 2013), there are over one hundred and eighty federal laws that affect the student conduct profession. Lowery furthers that student conduct professionals, thus, must have a solid working knowledge of these laws which includes "the Family Educational Rights and Privacy Act (FERPA), the Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act, Title IX of the Educational Amendment of 1972, and the Drug-Free Schools Act" (p. 26). For example, while Title IX had been known for equality in collegiate athletics, it has evolved to currently enforcing sexual harassment and discrimination requirements on college campuses (Waller, 2013). The United States Department of Higher Education, Office for Civil Rights has provided guidance on how to handle incidents involving sexual misconduct. In addition, FERPA impacts student conduct professionals in their jobs and decision making. According to Waller (2013), "FERPA governs the privacy of student records", which included the disciplinary records that a student conduct professional must maintain for alleged students (p. 26). Student conduct administrators must have an understanding of what should and should not be in their record, who has access to this record, and who the student conduct administrator can discuss any record information with (Waller, 2013). All of these court cases and federal regulations have shaped today's student conduct practice, policies, and response.

According to Lancaster (2012), the first professional organization for student conduct administrators, The Association for Student Judicial Affairs (ASJA) was founded in 1986 and in 1989 the first professional conference for ASJA was held with 160 people in attendance (Waller,

2013). In 2008, ASJA changed the organizational name to the Association of Student Conduct Administrators (ASCA) and now has over 2,200 members (Waller, 2013).

The history of American higher education, the field of student affairs and the evolution of student conduct has had a profound impact on the jobs of student conduct professionals today. According to Waller (2013), "today's student conduct administrator is faced with complex issues that require an understanding of the legal requirements of due process while supporting the education mission of the institution" (p. ii). This rich history has shaped today's philosophies, approaches, and practices that impact how and why student conduct professionals make and arrive at decisions daily. These decisions, when combined with the history and influences today, can lead to student conduct professionals facing ethical dilemmas in their decision-making. For instance, how does a professional balance the need to positively affect student development while accounting for students' legal rights along with navigating the higher education institution's culture?

Ethical Decision Making Among Student Affairs and Conduct Professionals

Student conduct professionals often find themselves in a difficult situation in attempting to resolve ethical dilemmas that arise in decision-making. According to Robbins and Trabichet (2009), an ethical dilemma is a situation in which a person has difficulty in making a decision between two reasonable choices. In addition, Angeles and Beauchamp and Childress state that either choice in an ethical dilemma may be both "personally and professionally defensible" (as cited in Nash, 1997, p. 4). Blimming (1998) furthers this by stating that decision-making involving ethical dilemmas often involves making compromises between the series of choices.

For student affairs professionals [and student conduct professionals], making choices between competing interests is routine practice (Humphry, Janosik, & Creamer, 2004). These

competing interests result in an "intersection of many value systems in one location" which includes the embedded cultural and community values of an institution (Fried, 1997, p. 14). For example, Humphry, Janosik, & Creamer (2004) illustrate a dilemma faced by student affairs professionals, where they must decide "between two undesirable alternatives, such as keeping a student's confidence about cheating on a test or reporting the misconduct to the proper authority" (p. 676). In this instance, the professional must weigh each of the choice to make the "best choice" for everyone involved. In summary, "sound ethical thinking involves applying relevant principles to a particular problem and deciding which principle takes precedence as a guide to action in that particular place" (Fried, 1997, p. 102).

Navigating ethical dilemmas is something that all people experience both personally and professionally. While sometimes, the "correct" ethical choice may be made; there are other times the least desirable choice is selected which may lead to scrutiny. For student conduct professionals specifically, Waller (2013) stated that the decisions that student conduct professionals make are complex and involve "human judgment" which "involves assessing various situations, understanding both the legal and developmental implications, and drawing conclusions that may affect both the student and the community adversely" (p. 6). Further, Dowd (2012) explained "tensions can run high when a star athlete on a winning team is facing possible dismissal from the institution for behavior misconduct" and that "politics, institutional reputation, fear of litigation, and financial ramifications of pending disciplinary actions can further undermine ethicality" (pp. 4-5). Additionally,

> The lack of ethics and ethical conduct has received a great deal of attention by the media. Corporate executives are shown being arrested and led away in handcuffs. College coaches hold press conferences to apologize for their wrongdoing. The business world

> reels from reports of a federal investigation of a prominent leading institution and flagrant examples of fraud. (Humphrey, Janosik, and Creamer, 2004, p. 675)

As such, making ethical decisions are at the "core of administrative decisions" (Blimming, 1998, p. 66). In the instances with the cooperate executives and college coaches, these individuals were faced with two choices and took the least desirable choice, which resulted in media attention and professional scrutiny.

To assist individuals in making decisions between two difficult choices, guides in decision-making are necessary. According to Fried (1997) [ethical] guides may assist individuals in selecting the most desirable of options when faced with an ethical dilemma and thus, "ethical beliefs and belief systems are intended to serve as guides to action in confusing and difficult circumstances" (p. 6). Student conduct professionals are also faced with confusing and difficult circumstances as they navigate the outcomes and decisions of student conduct incidents. As Humphrey, Janosik and Creamer (2004) stated, student affairs [conduct] professionals face similar dilemmas as cooperate executives when they often find themselves being pulled in different directions when making decisions. "The ethical dilemmas of student conduct administrators [professionals] include emotionally charged situations and differing opinions as to what constitutes a just disposition of contested allegations. Competing interests and value conflicts add to the quagmire of uncertainty" (Dowd, 2012, pp. 33-34). While student conduct professionals must navigate making the "correct" decision, student conduct professionals also balance multiple opinions, interests, and values in their decision-making, which makes ethical dilemmas even more difficult to resolve.

When resolving ethical dilemmas, student conduct professionals should carefully examine all choices and select the "correct" decision and this decision-making process is often

complicated by several factors. Krager and Brown (1992) stated that "the ideal administrator carefully examines all available information and weighs all alternatives before making a clearly objective and rational decision. But this ideal is often far removed from reality for many student affairs administrators who must act under time constraints, consider political pressures, and sort out their role expectations" (p. 121). In addition to these conflicts that a student conduct professional may face in his or her decision-making, student conduct professionals are also often scrutinized by upper-level administrators, parents, lawyers, government officials, faculty, boards of trustees, the external community and students; thus, student conduct professionals must be equipped to make difficult decisions and resolve dilemmas (Waller, 2013; Wilson, 2010). As such, student conduct professionals often have to communicate their decisions to upper level administrators, which furthers the need to be able to make difficult decisions and provide rationale to their decisions (Waller, 2013).

When professionals make poor choices, it can have a detrimental and long lasting effect on the professional. As Linda Reisser stated (as cited in Thomas, 2002),

> It is difficult to regain full confidence and respect after a leader's actions that are perceived as arbitrary, unfair, or unethical. Members of a college community tune in quickly to the leader's core values, and if they come to feel that he or she is fair, honest, competent, and genuinely caring about the interests of the whole organization, they offer respect and allegiance…if they see the leaders as partial to some people or programs over others, or prone to cave in the political pressure, or more adept in rhetoric than listening to the real needs of the students or staff, the undercurrents of resentment and distrust create organizational toxins. (pp. 61-62)

As such, it proves to be important to utilize various decision-making tools such as lenses, theories, and models to assist with complicated decisions that involve multiple perspectives and influences to the decision" (Dowd, 2012, p. 13).

Dowd (2012) stated that in order to resolve ethical dilemmas, student conduct professionals must "analyze situations from multiple perspectives, particularly in an increasingly diverse campus environment where cultural values may clash" (p. 13). Utilizing ethical lenses can assist in analyzing situations from multiple perspectives or in resolving dilemmas. According to Dowd, theoretical lenses can help student conduct professionals resolve ethical dilemmas. For instance, Dowd furthered that "the theoretical lens of a student conduct administrator [professional] shapes decision making… a student conduct administrator [professional] using a lens of justice would likely decide a case based on principles of fairness and justice even if the accused student had threated to appeal and sue. A lens of caring would focus on how the situation could be turned into a learning experience" (p. 34). Theories such as the ethic of justice and the ethic of care "provide the rationale for making decisions when two or more ethical principles come into conflict" (Fried, 2003, p. 108). When facing difficult decisions and ethical dilemmas, theories, provide the highest level of ethical reasoning in making difficult decisions (Kitchener, 1985).

Moral Orientation: Care and Justice

One set of theories to assist in resolving ethical dilemmas and the decision-making processes is the ethic of justice and the ethic of care. Where a person falls on the ethic of care and ethic of justice continuum determines how he or she generally responds to ethical dilemmas. According to Levitt and Algio (2013), the ethic of justice and the ethic of care "delineate the manner in which one might manage or respond to personal or professional challenges" (p. 197).

Additionally, Gilligan and Attanucci stated (as cited in Levitt & Algio) “the manner in which moral problems are perceived and resolved determines ones [moral] orientation” (pp. 196-197). For example, if a person were to make a decision solely based upon the rules they would lean towards the ethic of justice moral orientation and if a person were to make a decision when accounting for mitigating circumstances, he or she would lean towards the ethic of care moral orientation.

While the ethic of justice and the ethic of care are individual theories, according to Gilligan (1987), the concepts of justice and care are integrated with one another. Gilligan stated that people can see situations from more than one perspective and thus justice and care are “integrated or fused” and that when a person shifts from one orientation to the other, the person has restructured their moral perspective (p. 30). Robbins and Trabichet (2009) furthered this by stating, “an ethical sense of justice must be balanced with an ethical sense of care” (p. 54). In the field of student conduct, student conduct professionals do not necessarily just use the ethic of justice or the ethic of care, but balance both concepts within the same decision and same decision-making process. Further, Botes (2000) stated that the ethic of justice and the ethic of care must be “coupled” to complement one another and to not make decisions just based upon rules or just based upon emotions. Botes furthered that both Kohlberg and Gilligan acknowledge that the ethic of justice and the ethic of care need to be supplemented by one another.

Waller (2013) found that student conduct professionals utilize both the ethic of justice and the ethic of care in their decision-making process. In her study, Waller (2013) found that student conduct professionals rely on the two different theories at different parts of the conduct process; “justice was seen primarily through the findings phase of the student conduct process, when a student conduct administrator [professional] must determine whether the student code of

conduct has been violated. Care was seen primarily through the sanctioning phases, when a student conduct administrator [professional] must decide what outcome should occur if the student has violated the code of conduct" (p. ii).

In the field of student conduct, student conduct professionals must balance legal requirements and mandates but also must balance the needs of the community and the development of individual students (Waller, 2013). For example, Dowd (2012) found that student conduct professionals were challenged in a category she called "special treatment" (p. 103). Dowd (2012) stated that this category is where student conduct professionals are often approached by "parents, donors, coaches, advocates, advisors, Board of Trustees members, and elected officials" who request or demand special treatment of particular students (p. 103).

Thus, Waller (2013) stated that it is important for student conduct professionals to find a balance between requirements and student development. The participants in Waller's study "demonstrated a need to balance the concept of care and the concept of justice as they work their way through the student conduct process" (pp. 105-106). Waller furthered that, while the balancing act is not an easy task, it is required to achieve the goals of the student conduct process. For instance, Dowd (2012), stated that the most commonly reported dilemmas for student conduct professionals is "caring versus consistency" where student conduct professionals must balance accounting for justifying circumstances with individuals students while treating all students the same (p. 104).

Ethic of Justice

"Kohlberg's model of moral reasoning reflects a justice orientation and is characterized by a focus on adjudicating between the individual interests or rights in solving moral dilemmas" (Waller, 2013, p. 8). Additionally, Evans (1987) stated that "Kohlberg perceived morality as

centering around concepts of justice" (p. 191). Within Kohlberg's (1984) theory, he presented a six-stage model made up of three levels and two stages within each level. The three levels include the preconventional level, the conventional level, and the postconventional level. Kohlberg explains that "one way of understanding the three levels is to think of them as three different types of relationships between the self and society's rules and expectations" (p. 173).

The first level of preconventional is typically children under the age of nine years old, some adolescents and adult criminal offenders (Kohlberg, 1984). A person in the pre-conventional level does not "understand and uphold conventional or societal rules and expectations" (Kohlberg, 1984, p. 173). In this level, people move from not considering the "interests of others" to an awareness of "shared feelings, agreements, and expectations" and can related to others points of view (Kohlberg, 1984, p. 75) The second level of conventional, is reached by most adolescents and adults (Kohlberg, 1984). A person in the conventional level conforms to and upholds the rules and expectations "just because they are societies rules, expectations, or conventions" (Kohlberg, 1984, p. 172). According to Waller (2013), "at this level, an individual has incorporated societal expectations into his/her own identity" (p. 35). Additionally, according to Kohlberg, individuals in this level may find it difficult to integrate both moral and legal points of view and have a perceptive as being a member-of-society. Finally, the third level of postconventional is achieved by a minority of adults and only after the age of twenty (Kohlberg, 1984). A person in the post-conventional level accepts the principles that go a long with the rules and makes judgments accordingly with self-chosen principles (Kohlberg, 1984). Kohlberg suggests that justice is essential to morality as the "core of justice is the distribution of rights and duties regulated by concepts of equality and reciprocity" (p. 184).

The ethic of justice encompasses many principles that may be relied upon during the decision making process. According to Botes, 2000; Gilligan, 1982; and Kohlberg, 1984, "the defining attributes of the justice orientation are fairness and equality; verifiable and reliable decision making based on universal rules and principles, autonomy, objectivity, and impartiality; and positive rationality (as cited in Levitt & Algio, 2013, p. 197). Additionally, Botes (2000) further defined the ethic of justice "…in terms of which ethical decisions are made in the basis of universal principles and rules, and in an impartial and verifiable manner with a view to ensuring fair and equitable treatment of all people" (p. 1071).

While the ethic of justice has several principles, the underlying and consistent concept of the ethic of justice is fair treatment (Botes, 2000; Dowd, 2012; Glover 2001; Kitchener, 1985; Kohlberg, 1984; Robbins & Trabichet 2009; Waller, 2013). According to Benn (as cited in Kitchener, 1985) "justice in its broadest sense means fairness" (p. 24). For student conduct professionals, fair treatment is vital to the work done with students and the conduct processes to both maintain consistency for the involved parties, no matter who the involved parties are, but also to be perceived as fair to the campus community. For example, one of the participants in the Waller (2013) defined fairness as "being reasonable and consistent with the institutions process" (p. 90). In addition, the decisions that student conduct administrators make are often subjective in nature. According to Dowd (2012), decisions that student conduct professionals make involve "doing the right thing for the right reason" and are based upon the student conduct professional's perception. (p. 13). Since the decisions made in the student conduct process are, by necessity, subjective and case-by-case, it is important that decisions are viewed as consistent, objective and fair to prevent distrust (Thomas, 2002).

According to the research Dowd (2012) conducted, student conduct professionals reported that their most challenging ethical dilemmas revolved around "patronage." Patronage was defined as "being pressured by high level administrators to handle a situation in a manner that was dismissive of the respondents' [student conduct professionals] philosophy, point of view or knowledge of best practice" (p. 103). Student conduct professionals who utilize the ethic of justice would make decisions based upon the fairness to the student and the fairness to the student(s) involved and what the rules and regulations state as opposed to the pressures from high-level administrators.

Fair treatment is often facilitated by rules and regulations. According to Robbins and Trabichet, (2009), rules and regulations can serve as a guide in decision-making. Additionally, Kitchener (1985) states that rules and regulations serve as the first line of "ethical defense" (p. 18). Included within rules and regulations is the law. In higher education, "law has become an indispensable component of decision-making," including in student conduct (Richmond, 1989, p. 219). Many of the decisions that are made require student conduct professionals to understand legal mandates, incorporate these mandates into their work, but also requires student conduct professionals to be able to balance these legal mandates into their work with students (Waller, 2013). Dowd (2012) also found that in the decision making process of student conduct professionals, they reported being heavily influenced by legal ramifications. Furthermore, Richmond (1989) found that the law has had a significant impact on the decision-making process and has created an "acute awareness" for professionals that their decisions may be "second-guessed or reviewed by the courts" (p. 220).

For student conduct professionals specifically, Waller (2013) found that all student conduct professionals utilize the ethic of justice in their decision-making process, at specific

times in the conduct process. Waller identified several phases of the decision making process of student conduct professionals and during the groundwork, procedures and verification phase, the ethic of justice was relied upon. In the groundwork phase, the student conduct professional reviews information pertinent to the incident including the report, evidence, and reviewing the student's prior disciplinary history (Waller, 2013). The procedures phase includes compliance with "policy, process, standards, and fairness" (Waller, 2013, p. 88). In the last identified phase of justice, verification, included a further review of information, talking with the student, and ensuring all the information needed for the case has been gathered (Waller, 2013). In Waller's findings, the ethic of justice was vital in ensuring that policies and procedures were followed, consistency occurred, fairness in the process was ensured for each student, and that the student conduct professional was objective.

Ethic of Care

The ethic of care was founded by the research of Gilligan in her studies of moral development as an alternate way of resolving ethical dilemmas than the ethic of justice (Gilligan, 1987). As opposed to the early work of Kohlberg which examined the ethic of justice using a male only sample, Gilligan found that women have a "different voice" that "guides the moral judgments and actions of women" (Gilligan, 1987, p. 21). Gilligan (1982) argued that the ethic of care is rooted from childhood where girls develop empathy which develops from childhood games, role-playing and show early signs that exceptions can be made to rules. Gilligan (1987) grounded the ethic of care with self, others, and the relationship between self and others with the relationship taking center stage. In addition, Gilligan (1987) changed the way a relationship was defined from equality to attachment and thus changed the way that "human connection" is imagined (p. 22). Within the attachment a person responds to "perceptions, interpreting events,

and governed by the organizing tendencies of human interaction and human language" (Gilligan, 1987, p. 24).

According to Gilligan (1982), the ethic of care is the "tie between relationship and responsibility" (p. 74). Just as the ethic of justice, the ethic of care also involves many principles that may be used in the decision-making process. The ethic of care encompasses relationships, respect, compassion, empathy, needs-centered approach, and devotion (Botes, 2000; Gilligan; Levitt & Algio, 2013; Mayeroff, 1995; Starratt 1985; Waller, 2013). Waller (2013) further defined the ethic of care as "having compassion or empathy" (p. 93). In support, Botes (as cited in Levitt & Aligo, 2013) stated that an individual who utilizes the ethic of care orientation is "empathetic toward every person involved" and also "looks at each ethic situation as a separate entity" (p. 197).

As opposed to the ethic justice where rules are applied uniformly, through the ethic of care each dilemma is treated and examined separately. As Starratt (1991) stated, "what is just for one person might not be considered just by another person" (p. 195). As such, each situation needs to be examined as its own situation to determine the best outcome for those who are involved. According to Botes (as cited in Levitt & Algio, 2012), "an individual who operates from a care orientation looks at each ethical situation as a separate entity and is empathetic toward every person involved (p. 197). In support, Piaget (as cited in Gilligan, 1982) stated that in childhood development, "children learn to take the role of the other and come to see themselves through another's eyes. In games, they learn respect for rules and come to understand the ways rules can be made or changed" (p. 9).

Gilligan (1982) and Mayeroff (1995) stated that the primary principle of care is relationships and through the development of relationships, care can be achieved. One

participant in the Waller (2013) study stated that in his work with students in the student conduct process, care comes through the relationships he builds with the student in conversation and through active listening. Starratt (1991) stated that the ethic of care "focuses on the demands of relationships" which involves fidelity, acknowledging and encountering each person as who they are, and dignity of each person (p. 195). In addition, Mayeroff (1998) stated that through relationships "trust, honesty, and humility" are formed (p. 339). According to Fried (2003), the "foundation of the student affairs profession, as all other helping professions, is creating bonds of trust between people" (p. 111). In addition, Botes and Gilligan stated that care is achieved through the maintenance of harmonious relations through ethical situations (as cited in Levitt & Aligo, 2012).

Another significant concept of the ethic of care is a needs-centered approach. According to Levitt and Aligo (2012), "the goal and ideal relationship in the ethical situation is based upon the fulfillment of the needs of the individuals involved" (p. 197). For instance, one of the participants in the Waller (2013) study stated that "like really understanding the person's scenario, situiton, whatever the case may be, from their world view" (p. 98). In addition, Botes (2000) stated that through the ethic of care, the needs of others play an important role in the decision-making process. Through the development of a relationship, the student conduct professional is able to understand the student's perspective and put themselves in the student's shoes. Mayeroff (1995) stated that "to care for another person, I must be able to understand him and his world as if I were inside it" (p. 352). Through conversation, active listening, and relationship formation, this becomes possible. Levitt and Aligo stated that in an ethical dilemma, fulling the needs of the individual involved is achieved by looking at the situation through the other's perspective. Additionally, Glover (2001) furthered that one must understand the other's

point of view in order to care. Once the point of view is clearly understood, then a response can be formed. Mayeroff stated that once you understand the other's needs, in order to care, you must form the appropriate response.

According to Long (2012), the underlying value in student affairs is care which includes caring about the well-being of the students they serve in their positions. In Waller's (2013) study, it was found that for student conduct professionals, care emerged for all student conduct professionals in the conduct process. Waller found that care emerged in three ways; through response, consequences, and student needs. In the first category, response, Waller found that student conduct administrators tailor their response for each student to be holistic, appropriate and individualistic for the given incident and student. In the second category, consequences, Waller found that in the decision-making process regarding the outcome of an incident the student conduct professional focused on learning, impact and reflection, which was also tailored to each individual student. The last category of the ethic of care, student needs, which emerged in Waller's study found that the student conduct professional focused on understanding the individual student's needs and situation and assisting them aid in their success. For example, Waller stated the overall goal is to help students learn, grow and develop as individuals so a student-need approach may include connecting students to campus resources. Overall, Waller found that once the formal process of gathering information and procedures were followed, student conduct professionals ultimately made their decisions based upon the ethic of care.

Decision Making Influences

While it is important for student conduct professionals to be able to balance the ethic of justice and the ethic of care in their work with students, there are several influences that may affect where a student conduct professional falls on the moral orientation continue. For example,

Janosik, Creamer, and Humphry (2004) found "that administrators reported different types of concerns based on gender, years of experience, and organizational position" (p. 367).

Career Progression (Years of Experience & Current Position)

According to Janosik, Creamer and Humphry (2004), years of experience and current position within an organization influences the ethical problems that administrators face. For instance, they found that participants who held higher positions within the organization and with more years of experience faced more ethical problems regarding justice (Janosik, Creamer & Humphry, 2004). Conversely, Janosik, Creamer and Humphry found professionals with less experiences and lower positions within the organizational structure faced fewer justice-related problems than seasoned professionals did. Janosik, Creamer and Humphry (2004) presumed that "position in the organization and years of experience are related" and that an increase in these two factors may "allow one to "see more" and create "more opportunity" to experience or know about situations involving fairness and equity" (p. 368).

In addition, not only do years of experience and current organizational position create differences with how dilemmas are addressed, a person's position within the organization also exposes them to different stakeholders which may in turn affect decision-making. For instance, Krager and Brown (1992) state,

> Chief student affairs officers usually have more contact with powerful external constituents such as alumni or governing boards. They may often be caught between allowing more participatory decision-making within their own staffs, which can be a slow process, and the pressure from external sources to be quick and decisive. Middle level managers usually have less contact with external constituents and more direct

> involvement with students. Their decisions may be less public and create less conflict when involving staff members. (p. 122)

Thomas (2002) furthered this by explaining that the higher a position within the organizational structure (such as chief student affairs officers) are also often asked for special treatment from stakeholders to make decisions to benefit certain groups or individuals.

Entry level and middle-level managers, however, are not exempt from pressures that may be placed upon them when handling student conduct incidents and in their decision-making. For instance, "an emerging professional may feel pressured by political influences on campus to make a decision that he or she deems less optimal" (Vaccaro et al., 2013, p. 7). Vaccaro et al. (2013) further state that for example, a younger and less experienced professional may make decisions based upon relationships within the campus community or political influences as opposed to what is best for the student or the campus as a whole. According to Mayeroff (1995), those who are concerned with perception are less able to be present. For instance, novice professionals may be more influenced by political pressures because they are care about how they are perceived as a professional from these sources. This concern over perception may lead to decisions that are not ethical, balanced between justice and care, or in response to needs. For novice professionals, they may not have the confidence or courage to stand up to political pressures. According to Mayeroff, this confidence and courage is an outcome of learning from mistakes and experiences.

As student conduct professionals make decisions that often involve legal issues, the level of comfort in making decisions that involve the law and implications increase with professional experience. According to Richmond (1989), the "level of comfort with own knowledge of legal issues was correlated with total experience…" (p. 224). As student conduct professionals gain

more confidence in navigating the legal aspects of student conduct as they gain professional experience. According to Waller (2013), student conduct professionals must be able to understand the legal requirements of the decisions they make while being able to balance supporting the institution, community, and the student. As Vaccaro et al. (2013) stated, as professionals develop and gain experiences, they will find themselves responding to similar situations differently than they did before. As newer professionals may be more uncomfortable in making decisions that involve legal implications, they make decisions that only consider these implications and as more seasoned professionals become more versed in the legal implications, they are able to better balance the legal implications and other aspects of decision-making; switching from strictly justice oriented to a balance between justice and care.

In support of this notion, Lowery (as cited in Botes, 2000) stated that "care is a product or exponent of personal experiences" (p. 1073). Mayeroff (1995) also supported that the ethic of care is a result of past experiences; "I see what my actions have amounted to, whether I have helped or not, and in the light of the results, maintain or modify my behavior so that I can better help the other" (p. 341). Furthermore, Gilligan (1981) also found that people use past experiences, to make sense of current situations in navigating ethical dilemmas. For instance, Gilligan (1987) references two different people looking at an ambiguous figure; one person is a bird-watcher and the other is a rabbit-keeper. According to Gilligan (1987), the "bird-watcher and rabbit-keeper are likely to see the duck-rabbit figure in different ways" based upon their experiences (p. 20).

Gender

In addition to career progression, Janosik, Creamer and Humphry (2004) found that male and female administrators reported different types of concerns based upon their gender.

According to Gilligan (1982), these gender differences date back to childhood development between boys and girls. Gilligan stated that girls took on the ethic of caring approach by being "more tolerant in their attitudes towards rules" and "more willing to make exceptions" than did boys (p. 10). In addition, Chodorow (1974) found that in childhood development, girls expressed more empathy and "experience another's needs or feelings as one's own" in which boys did not exhibit (as citied in Gilligan, 1982, p. 8). From an early age, girls display more ethic of caring predispositions while boys show more ethic of justice predispositions.

According to Hornak (2009), the work of Gilligan proposed that men and women make decisions differently. The difference in decisions may be intertwined with how men and women approach relationships. According to Gilligan (1982), relationships are the "focus of attention and concern" for women (p. 167). As such, Gilligan proposed that women make decisions regarding conflicts in human relationships with the ethic of care to guide their decision. In addition, Gilligan found that a woman's "sense of integrity appears to be intertwined with an ethic of care" (p. 171).

For student conduct professionals, men and women may have a different comfort level with making law-related decisions. For instance, Janosik, Creamer and Humphry (2009) found in their study that there were gender differences in resolving ethical dilemmas. This study found that women "reported fewer than expected ethical problems concerning justice when compared to men" (Janosik, Creamer & Humphry, 2009, p. 368). The researchers suppose this is due to the different moral orientations that men and women gravitate towards, where men are more likely to make decisions based upon the ethic of justice and women are more likely to make decisions that are based upon the ethic of care (Janosik, Creamer & Humphry, 2009). In addition, Richmond (1989) stated that women were less comfortable making law-related decisions than

men. Richmond found that while men relied on their own judgment to make such decisions, women relied on both legal advice from an institutional attorney in combination with their own judgment.

Age

Glover (2001) found that moral orientation is associated with age. As a person ages, develops and gain new experiences, this then has an impact on moral orientation. Glover found that the justice orientation was associated with a younger age (decreasing age). Conversely, Glover also found that the care orientation was associated with increased age.

According to Kohlberg's (1984) moral development stages, a person moves through each stage at certain age or point in their life. For instance, Kohlberg states that at the age of seven years old, a child enters the concrete logical thought stage. Then during adolescence, the teenager will enter a new developmental stage, formal operations (Kohlberg, 1984). Kohlberg's model, illustrates that age is closely connected with moral orientation and as a person ages, their moral development [orientation] changes.

In addition, as a person ages, a person gains new perspectives including resolving ethical dilemmas. According to Dowd (2012), student conduct professionals often resolve ethical dilemmas through reliance on life experiences. These life experiences are more diverse as a person grows older and as person gains life experiences, may resolve dilemmas in a different manner than previously. According to Vaccaro et al. (2013), "as we grow and develop our perspective changes" (p. 92). The change in perspective may enable someone to look at situations or dilemma through a different ethical lens, restructuring a person's moral orientation. For instance, in the decisions making model that Vaccaro et al., created, they state that as you

develop, your responses to the model will be different than they are today due to a person's ongoing development and experiences, reflecting a shift in moral orientation.

Institution Type

According to Vaccarro et al. (2013), when making decisions, the "institution type, size, culture, and climate should inform your decision making process" (p. 44). For instance, "your solutions to a racial incident on a campus that has a number of race riots might be very different from your decisions at an institution where intergroup race relations among students, staff, and faculty are frequent and overwhelmingly positive" (Vaccarro, et al., 2013, p. 47). All institutions have their own "deeply embedded patterns of organizational behavior, shared values, assumptions and beliefs, or ideologies" that may have an impact on the work and the decision-making within the organization (Tierney as cited in Vacarro, et al., 2013, p. 46).

The mission of the institution is an important factor in navigating ethical dilemmas (Dowd, 2012; Hornak, 2009). According to Dowd (2012), the "institutional mission is a major factor in how student conduct administrators [professionals] approach an ethical dilemma" and that student conduct professionals assist in conveying the values of the organization through their processes within student conduct and in their resolution of ethical dilemmas (p. 42).

In addition, institutional size has a significant impact on the decision-making process and how professionals characterized ethical dilemmas (Reybold, Halx, & Jimenez, 2008). For instance, Janosik, Creamer, and Humphry (2004) found that those "working at institutions with more than 7,500 students reported greater than expected numbers of ethical issues concerning justice" (p. 368). In this study, the researchers stated that "smaller institutions may be able to create a greater sense of community, be able to reinforce a commitment to a particular set of standards, or may be able to hire staff members who are more homogeneous in their views of

professional behavior and thus, may experience few incidents of this type [justice]" (Janosik, Creamer & Humphry, 2004, p. 368). Conversely, they speculate that people who work at larger institutions feel less connected to standards and ideals and have less accountability which can lead to greater issues surrounding justice (Janosik, Creamer & Humphry, 2004).

Highest Degree Earned

According to Starratt (as cited in Hornak, 2009), the education that student affairs leaders receive should incorporate components of leadership which includes on how to be an ethical leader. In addition, Reybold, Halx and Jimenez (2008) supported the need for education on ethical decision making by stating that student affairs [conduct] staff must be provided with tools and training on how to make ethical decisions. Dowd (2012) also found that "introduction to ethic theories and models can have a lasting effect" and that education on theory can "shape a professionals dispositions throughout a students career" (p. 103). While student affairs education should incorporate education on ethics, Dowd (2012) found that participants "revealed limited exposure to ethical instruction in graduate school" (p. 108).

In addition, Waller (2013) found that while the "concept of care was explored, it became apparent that SCAs [student conduct professionals] must have a foundational understanding of student development theory and be able to apply those theories with students who they see in the conduct office" and these theories are most often learned through graduate courses (p. 125).

According to Gilligan (1981), a college education provides "a powerful stimulus to development" which also includes moral development (p. 156). Thus, the education and degrees that the student conduct professional has earned has an impact on the moral development of the student conduct administrator. With Gilligan's thoughts regarding education and moral development, the more education a person has, the higher the moral development would be.

Moral Orientation Scale (MOS)

The Moral Orientation Scale (MOS), developed by Yacker and Weinberg in 1990, is "a quantitative measure of adult moral orientation based upon the theoretical frameworks of Kohlberg and Gilligan, was developed to measure preference for justice- or care-orientated moral thinking" and specifically relied upon Gilligan's (1990) definition of care and justice and her approaches to moral orientation (p. 18). Specifically, Yacker and Weinberg (1990) stated that Gilligan's definition of justice was defined by preservation of "individual rights" and maintenance of "predicable rules for resolving instances of competing rights" while the ethic of care was defined as the "need to maintain relationships and see that no one is left stranded" (p. 19).

Several studies have used the Moral Orientation Scale (MOS) to analyze the moral orientation across several different types of adult populations. In these studies, the MOS has either used as a stand-alone measurement or in conjunction with other methods such as additional instruments, interviews, and supplemental questions. Yacker and Weinberg (1990) were the first to test their instrument and they examined the moral orientation across gender and experience. Their study included both male and female graduate social work and law students (Yacker & Weinberg, 1990). The findings of their preliminary study indicated that male students were more likely to be justice oriented while female students were more likely to be care oriented (Yacker & Weinberg, 1990). In addition, Yacker and Weinberg found that experience (such as graduate program) had an impact on moral orientation, especially when accounting for gender. For example, this study found that when combined with gender, male law students were more likely to be justice oriented while female social work students were more likely to be care orientated (Yacker & Weinberg, 1990).

Glover (2001) also conducted a study utilized the MOS in conjunction with the Bem (1981) Sex-Role Inventory (BSRI) and the Myers-Briggs Type Indicator (MBTI) to "examine the relationships between moral orientation, gender role, and Jung's (1971) personality traits" (p. 3). Glover's study also examined education and age as determinants in moral orientation. Glover predicted that the justice orientation would be associated with males, higher levels of education, and Jung's thinking function while the care orientation would be associated with females and Jung's feeling function. Glover (2001) utilized undergraduate students who were enrolled at "a metropolitan university in north central Texas, attending introductory course in either human development or psychology" (p. 3). The findings of the study suggest that personality has a significant impact on moral orientation, while education had a moderate impact and gender had very little impact on moral orientation (Glover, 2001). Specifically, Glover found that the justice orientation was associated with judging and intuition personality traits while the care orientation was associated with perceiving and sensing personality traits.

In addition, Knox, Fagley, and Miller (2004) utilized the MOS to measure the moral orientation of African American college students at a historically Black university. With limited research in race differences in moral orientation, the purpose of the study was to examine both race and gender differences among the participants (Knox, Fagley & Miller, 2004). This study found there to be no significant differences in moral orientation across gender but did find that African American students exhibit more or a justice orientation when compared to the male law students examined by Yacker and Weinberg (as cited in Knox, Fagley & Miller, 2004).

Hanna (2002) also utilized the MOS to examine attachment and moral orientation in adult women survivors of childhood maltreatment. Part of the study utilized the MOS to examine the differences. The Hanna study aimed to "compare adult attachment patterns in three groups of

women: (1) survivors of interfamilial child abuse (CSA group, (2) survivors of interfamilial child physical abuse (CPA group), and (3) women who were neither physically nor sexually abused as children (nonabused or NA group)" (2002, p. 62). The study examined the relationship between moral orientation in the three groups using the MOS (Hanna, 2002). It was hypothesized that women with Secure or Preoccupied attachment styles would choose "care-oriented responses with greater frequency than would women with Dismissing or Fearful attachment styles on the Moral Orientation Scale for Childhood Dilemmas (MOS)" (Hanna, 2002, p. 64). The findings of the MOS results suggest "that participants were no more likely to choose care-oriented than justice-oriented responses" (Hanna, 2002, p. 110). According to Hanna (2002), while the MOS did not show significant results among the women, the researchers suspected this may be due to the characteristics of the instrument as research suggests that dilemma content can affect the choice of type of moral reasoning.

In the McGarry (2015) study, the MOS scale, too, was used in conjunction with additional hypothetical scenario questions to examine the ethical decision making of public elementary school teachers. McGarry (2015) found that "public elementary school teachers were generally oriented toward an ethic of justice" on the MOS scale while the hypothetical responses "indicated that teachers were more likely to implement care solutions when faced with a disciplinary dilemma" (p. 106). In the findings, McGarry did determine a positive correlation with a participant's general orientation and the likelihood of selecting a care or justice solution" meaning that if the participant was more care oriented on the MOS, the participant was more likely to choose a care-based solution in the scenarios or vice versa (p. 107).

Since the MOS has been utilized several times with adult populations to examine not only moral orientation but to compare moral orientation to other variables (gender, experience,

personality traits, attachment styles, and race), this instrument was a nice fit to examine several variables, some of which have been examined before and some new variables. This current study examined some of the same variables including gender and experience (career progression) but also examined additional variables including highest degree earned and institution type with student conduct professionals.

Chapter Summary

This chapter reviewed the relevant literature to student conduct professionals and moral orientation. The chapter started by reviewing the history of student conduct professionals which included the history of higher education, student affairs and finally of student conduct. In early higher education, faculty handled student discipline utilizing in loco parentis but as the type of student changed and the student population grew in higher education, the need for administrative positions to handle student's activities outside of the classroom grew, which included administrative positions. These administrative positions were within the student affairs realm of higher education and included the professionals who handled student conduct. These administrative positions also evolved over time to meet the demands of the society and the students.

The profession of student conduct was significantly impacted by society and the students. Specifically the due process era had a significant impact on the profession and was the first legal glimpse and accountability for student conduct professionals. Today, in addition to navigating the complex issues of higher education, student conduct professionals must be able to navigate laws and regulations all while working to develop and educate involved students. This history provided a framework of the profession and where many of today's ethical dilemmas originate.

Next, the ethical dilemmas of student affairs and student conduct professionals were identified. The literature examined exposed the types of dilemmas that these professionals face and outlined the importance of making sound ethical decisions which includes the use of theory in the decision-making practice.

Then, moral orientation including the ethic of justice and the ethic of care was explored thoroughly. This included the importance of making balanced decisions that includes both the ethic of justice and the ethic of care perspectives in the decision-making process. Care and justice were defined and examined from both Kohlberg and Gilligan but also included current researchers both generalists and connected to student conduct.

Following, possible influences to moral orientation were examined which included career progression (years of experience and current position), gender, age, institution type, and highest degree earned. The literature suggests that all of these influences have an impact on a person's moral orientation with the most significant impact being career progression.

Finally, the five of the previous studies that have used the Moral Orientation Scale (MOS) by Yacker and Weinberg (1990) were examined to establish relevance and applicability to the current study. Some of the studies used the MOS as a standalone instrument while studies utilized the MOS in conjunction with another research instrument or measure. While the MOS responses focus on dilemmas that eight- to ten-year old children may face, all of these studies involved adult participants.

The literature review revealed that while there is much research available moral orientation and influences to moral orientation, there are limited studies that examine the moral orientation of student conduct professionals. Waller (2013) and Dowd (2012) have provided the most significant contribution to this research gap. However, there are no research studies that

examine the impact of career progression, gender, age, institution type or highest degree earned on moral orientation in one study or specific to student conduct professionals. This study aimed to fill this research and literature gap.

CHAPTER III. METHODOLOGY

The purpose of this study was to explore the moral orientation of student conduct professionals in higher education. The primary focus of the study was to examine the relationship between the moral orientation and career progression of student conduct professionals in higher education. This study examined the underlying relationship of age, gender, highest degree earned, and institution type to determine if these variables significantly predict moral orientation of student conduct professionals.

Research Design

A correlational design was selected for this research study. According to Creswell (2014), correlational research is a non-experimental research design where "investigators use the correlational statistic to describe and measure the degree or association (or relationship) between two or more variables or sets of scores" (p. 12). The primary relationship that was examined was the relation between career progression and moral orientation. In addition, age, gender, highest degree earned, and institutional type were explored as predictors of moral orientation. This study was non-experimental since the participants did not undergo any type of treatment and random assignment to a group was not employed. Instead, the study examined the relationships as they already occurred; thus, this study was done ex post facto. This ex post facto study was exploratory and allowed for better understanding of the decisions that student conduct professionals make, how moral orientation relates to the decision making of student conduct professionals, and the need to balance both the ethic of justice and the ethic of care in the decision making process.

Population and Sample

The sample for this study was drawn from the domestic and international membership of the Association for Student Conduct Administrators (ASCA). According to Dowd (2012), ASCA is the only professional organization exclusively for student conduct administrators and has a membership of 1,600 from over 700 higher education institutions in the United States, Canada, and abroad. In 2013, Waller stated that the membership at that time consisted of 2,200 members.

Drawn from the ASCA membership, the sample included a variety of types of institutions and professionals who have a range of experience working with student conduct; the population is representative of the overall student conduct professional population. This allowed for the results of the study to be generalizable to any student conduct professional regardless of institution type, location, or years of experience with student conduct.

This study was administered through the ASCA Research Committee to the entire current ASCA membership and thus utilized convenience sampling. While the study was administered to the entire ASCA membership, only participants who met the selection criteria are included in the findings. The eligible population was individuals who work full-time with at least a Bachelor's degree and have a current role with student conduct on their campus. For this study to be administered by the Research Committee, I submitted a detailed application, which included information about the study and the anticipated contribution to ASCA.

Instrumentation

Moral Orientation Scale (MOS)

The Moral Orientation Scale (Appendix A), developed by Yacker and Weinberg (1990), was selected for this study. This scale was selected because it a) provides a quantitative measure

of both the ethic of justice and the ethic of care on a continuous scale and presents scenarios and b) responses that are short and easy to understand. Permission to use the MOS instrument for this study was obtained from one of the authors of the instrument, Weinberg, on November 10, 2016 (Appendix B).

According to Yacker and Weinberg (1990), the development of the scale was based upon the work of Kohlberg and Gilligan as a way to measure justice and care moral orientations. "The Moral Orientation Scale Using Childhood Dilemmas (MOS), a short, objective measure, presents adults with a series of dilemmas frequently faced by children, each followed by two care-oriented and two justice-oriented responses to the dilemma" (Yacker & Weinberg, 1990, p. 19). Specifically, the MOS consists of twelve dilemmas that could be faced by 8- to 10-year old children. Participants are instructed to imagine they have an 8- to 10-year old child when thinking about the dilemma and responses and they are helping their child decide what to do in each situation (Yacker & Weinberg, 1990). Childhood dilemmas were selected as they are more simple and universal than complicated dilemmas than adults may face.

These dilemmas were created by referencing "child rearing texts," and interviews with parents to determine the kinds of dilemmas that are common (Yacker & Weinberg, 1990, p. 21). After the first draft, there were twenty-one dilemmas selected and after parent review, the final twelve were retained (Yacker & Weinberg, 1990). After the dilemmas were selected, parents were then invited to assist in creating the responses by reading the dilemma and writing their response (Yaceker & Weinberg, 1990). These responses were then coded for justice or care responses for each dilemma (Yacker & Weinberg, 1990). Yacker and Weinberg's (1990) study was created to efficiently measure moral orientation through a short objective test where the

participants freely respond to standardized questions and these are scored as opposed to structured interviews and coding schemes.

A sample MOS question is as follows:

Your child is having a birthday party and wants to invite most of the children in the class. One classmate, who lives down the street, is not popular with your child or the other children in the class. Your child does not want to invite the neighbor child.

__ Since the other child lives on the block, I would explore how my child would feel when she/he saw the child in the future if the child were not invited to the party and how the other child would feel after being left out.

__ I would explain to my child that if most of the class is invited, the unpopular child must be as well. It is not fair to leave out one or two.

__ I would remind my child that there are times when neighbors help each other. Especially because the child is unpopular, it would be best to be friendly with the neighbor child and invite him/her to the part.

__ I would want my child to consider the reasons why the child is not popular. If the child is just shy, she/he should be invited. If the child is out of control or abusive, it would be unfair to the other children to include the child.

In Yacker and Weinberg's (1990) study, the population consisted of 99 law and social work college students. Their study found gender and experience, both together and separately. are indicators of moral orientation. Specially, Yacker and Weinberg (1990) found that males were more justice oriented than females and that the difference in moral orientation between female social work students and male law students was even more distinct. Additionally, Knox, Fagley, and Miller (2004) conducted a study that measured the moral orientation of 192 African

American college students utilizing the MOS developed by Yacker and Weinberg to determine if African American students exhibited more care versus justice and if there were differences in gender. Although it was hypothesized that the participants would be care oriented, the researchers found that the students were more justice oriented and that there was no evidence of gender differences (Knox, Fagley, & Miller, 2004). Additionally, Glover (2001) used the MOS in conjunction with the Myers-Briggs Type Indicator (MBTI) in a study with 101 undergraduate students. Glover's study found that while gender did not have much predictive power for moral orientation, personality did predict moral orientation. For instance, Glover found that those with judging-perceiving personality traits were more likely to be justice oriented while those with sensing-intuition personality traits were more likely to be care oriented.

Discriminant validity has been established for the MOS by comparing group means, ranges, and standard deviations. To ensure reliability, test-retest reliability on conducted between two samples. The MOS was administered to the first sample which consisted of 99 participants. The MOS was then administered to a second sample which consisted of 25 participants and the second population was similar to the previous sample in age and socioeconomic status (Yacker & Weinberg, 1990, p. 25). The two administrations of the MOS generated a test-retest reliability coefficient of .71, $p < .001$ (Yacker & Weinberg, 1990).

Survey Design

For the first section of the survey, demographic data were collected, which included the participant's age, gender, highest degree earned, years of experience in student affairs and student conduct, current position, current role with student conduct, and institutional information (Appendix A). The demographic data were collected as categorical variables. According to the ASCA By-Laws (2015), there are several membership categories within ASCA: professional

membership, student membership, campus colleague membership, honorary membership, retiree membership, business partner membership, organizational affiliate membership, and institutional membership. Since this study examined the decision making of professionals who had a current role with student conduct at the time of the survey, and there are categories of people who may not have a current and active role in the student conduct decision making process, participants were asked to describe their role within student conduct by selecting the scenario they identified with most, which included the following: I serve as a student conduct officer; I manage/direct the student conduct process; I supervise the person who manages/directs the student conduct process; I am currently retired but had a role with the student conduct process; I currently do not have a role with student conduct, but did in a prior position; and I never have had any responsibility for student conduct. Those who indicated by their response that they have a current decision-making role were utilized in the study (i.e., serve as a student conduct officer, manage/direct the student conduct process, and supervise the person who manages/directs the student conduct process). In addition, student conduct professionals who did not work full-time in their position were not utilized for this study. Participants were asked if they worked more than 35 hours per week (yes/no). Those who indicated that they did not work full-time (at least 35 hours a week) were not be utilized for this study.

Gender was asked as an open-ended question for participants to fill in their appropriate gender. Ethnic background was categorized as African American, Asian, Caucasian, Hispanic or Latino, Native American, prefer not to respond, or other and the participants were able to select as many as applied. For both age and years of experience in student affairs and student conduct, participants were able to enter a whole number. Highest degree earned was categorized as High School, Associate's, Bachelor's, Master's, Specialist, Juris Doctorate, Doctorate, and other.

Current position was categorized as entry-level position (investigator, residence hall director, investigator, etc.), mid-level (manager, director, etc.), senior administrator (dean, vice president, etc.), or other. Institution type was categorized as private 2-year, public 2-year, private 4-year, and public 4-year. Participants were then asked to describe their institution through descriptors such as faith-based, for profit, minority serving, and urban serving. Participants were able to select all of the descriptors that applied to their institution. Institutional enrollment was categorized as under 5,000, 5,000-9,999, 10,000-19,999, and above 20,000. Lastly, since the sample involves both domestic and international population, location of current institution was categorized as domestic (United States) or international.

After the demographic data, the second section of the survey was the MOS scale which consisted of twelve scenarios with four responses per scenario.

Data Collection

Permission was then granted from the ASCA Research Committee to utilize the membership for the study on March 21, 2018 (Appendix C). On March 26, 2018, the researcher submitted materials to the BGSU Institutional Review Board (IRB) and permission from the BGSU IRB was granted on April 10, 2018 to begin research activities (Appendix D).

ASCA administered the survey on behalf of the researcher and sent out all necessary information regarding the survey, including the following: a request for participation, information about the study, participation consent, and the survey instrument through a Qualtrics link. An initial email invitation with a link to the survey was sent by ASCA on behalf of the researcher to the entire membership on May 11, 2018. Two reminder emails were sent by ASCA on behalf of the researcher that also contained the link to the survey. The first reminder was sent

on May 29, 2018 and the second and final email reminder was sent on June 11, 2018 (Appendix E). The survey closed one week after the final email reminder on June 18, 2018.

Data Analysis

Prior to data analysis in IBM SPSS, the data were exported to Excel and cleaned and coded. For demographic questions, responses were coded for each question and the researcher had a key for the codes. For instance, for highest degree earned, bachelors was assigned a 1, masters a 2, doctorate a 3, and juris doctorate a 4. As a note, there were no participants that selected the Specialist option. Age and years of experience in student affairs and student conduct were left as whole numbers since they were open ended responses. The data collected were analyzed using version 24 of IBM Statistical Package for Social Sciences (SPSS). Analyses included descriptive statistics, multiple regression, ANOVA and t-test.

For all MOS responses, each participant was scored based upon their response to each of the twelve dilemmas. Each dilemma had two resolutions that are justice oriented and two resolutions that are care oriented (in random order). "Without being identified as such, two considerations are framed within the justice mode of moral reasoning and two are framed within the care mode" (Yacker & Weinberg, 1990, p. 21). Participants were asked to rank order the four responses with their first-, second-, third, and fourth-choice preferences for resolution of the dilemma (Glover, 2001).

While the MOS required participants to rank all four resolutions, the MOS score was computed by totaling the number of justice-oriented responses ranked with a number "1" for each participant. Yacker & Weinberg (1990) required participants to rank all four responses to make a "finer distinctions among the 4 cogent alternatives" (p. 23) as opposed to focusing on just

picking one response. Participant's scores range from zero, a strong care orientation, to twelve, a strong justice orientation.

Utilizing the MOS scoring key, if a participant answered their first choice response with a justice oriented response, the response was coded with a 1 and if the participants answered the question with a care oriented response, the response was coded with a 0. This coding was conducted for all participants for all twelve questions. This then gave each participant a MOS score ranging from 0-12.

While assigning a MOS score to each participant, it was noticed that four participants had made an error in ranking one or more of the MOS questions in the survey and this was evident as their MOS score was out of range. Participants were given directions in each question to rank each response from one to four in order of preference and that ranking of 1 to that issue which comes closest to their own thinking on the matter, a ranking of 2 to that issue they would next consider, the ranking of 4 would be assigned to the issue they would least likely consider. In the responses where an obvious error was made, the researcher corrected the error. The participants in these four cases were eliminated from the study.

In addition, while the data were cleaned it was noticed that several (N=40) participants did not complete the MOS portion of the survey by not responding to some or all of the MOS questions. All 40 of the participants who did not complete all of the MOS were excluded from the data results.

Multiple regression was used to examine the relationship between the independent/predictor variables and the dependent variable/outcome of interest. Specifically, several predictor variables were examined as possible predictors of the outcome of interest, moral orientation. According to George and Mallery (2010), multiple regression is used to

measure “the amount of influence one variable (the independent variable or predictable variable) had on the second variable (the dependent or criterion variable)” (p. 192). In addition, according to Creswell (2014) and Pallant (2016), multiple regression is based upon correlation of variables and measures the degree or relationship of the variables examined. In this study, multiple regression allowed for a picture of how all the variables together influence moral orientation as well as how each individual variable influences moral orientation. Specifically, multiple regression provides information about all variables as a whole and will also provide a correlation about each individual variable (Pallant, 2016). The results of this study provided a prediction of why student conduct professionals are at a given point on the moral orientation continuum.

Multiple regression also calls for a large sample size in order to generalize findings (Pallant, 2016). Pallant stated that at least fifteen participants are needed per independent variable for generalizability. In the case of this study, since there are six independent variables (years of experience, current position level, age, gender, highest degree earned, and institution type) at least ninety participants were needed. This study had 360 participants, so the results are expected to be generalizable to the student conduct professional population.

Specifically, hierarchical multiple regression was utilized for this study. According to Pallant (2016), hierarchical multiple regression allows the researcher to examine the influence of several independent variables/predictor variables in a certain order. In the case of this study, the career progression variables (years of experience and current position) were examined first, followed by gender, institution type, age, and highest degree earned.

This study was designed to answer the following five research questions:

1. Does career progression statistically significantly predict moral orientation?
2. Does age statistically significantly predict moral orientation?

3. Does gender statistically significantly predict moral orientation?
4. Does highest degree earned statistically significantly predict moral orientation?
5. Does institution type statistically significantly predict moral orientation?

Chapter Summary

This chapter outlined the research design and method that was selected to conduct the data collection to examine influences on moral orientation of student conduct professionals. In addition, this chapter explored the population for this study which utilized the membership of the ASCA and utilized the ASCA Research Committee (after approval was granted through the Research Committee) to administer the survey for the researcher. This chapter also discussed the MOS that was utilized to determine the moral orientation of student conduct professionals which included background on the instrument and how scoring was conducted. Lastly, this chapter discussed the data collection and analysis processes for this study.

CHAPTER IV. FINDINGS

This chapter describes the results of a quantitative study of the moral orientation of student conduct professionals. Chapters I and II provided the foundation for the study with current literature about the predictions that career progression (years of experience and current position), age, gender, highest degree earned, and institution type influence a person's moral orientation. As discussed in Chapter III, an online questionnaire was utilized to collect demographics and to administer the Moral Orientation Scale (MOS) that was developed by Yacker and Weinberg (1990) to answer the research questions. This chapter will explore the findings of the study including the response rate, demographics, and the data analyses for the research questions in this study.

Predictions of the moral orientation of student conduct professionals were based upon research indicating that several variables may have an impact on moral orientation. Research indicated that as a person gains more years of experience, new perspective is gained and the person's decision-making process changes (Gilligan, 1987; Janosik, Creamer & Humphry, 2004; Krager & Brown, 1992; Lowery, 1996; Mayeroff, 1995; Vaccaro, et al., 2013). It was also found that the position a person holds within the organization also has an influence on decision-making approaches (Janosik, Creamer & Humphry, 2004; Krager & Brown, 1992; Thomas, 2002; Vaccaro et al., 2013; Waller, 2013). In addition, research pointed towards age being a predictor of a person's moral orientation (Dowd, 2012; Glover, 2001; Kohlberg, 1984; Vaccaro et al. (2013). Gender was another explanation for a person's moral orientation. Gilligan (1982), Janosik, Creamer and Humphry (2004), Chodorow (1974) and Hornak (2009) found in their research that gender was a predictor of moral orientation. Other predictors of moral orientation were institution type (Dowd, 2012; Hornak, 2009; Janosik, Creamer, & Humphry, 2004;

Reybold, Halx, & Jimenez, 2008; Vaccaro et al., 2013) and a person's educational background (Dowd, 2012; Hornak, 2009; Gilligan, 1981; Reybold, Halx and Jimenez, 2008; Waller, 2013). The present study looked at the relationships of these influences to examine the predictive value the effect they had on the moral orientation of student conduct professionals.

The survey instrument was circulated to 3,306 members of the Association for Student Conduct Administration (ASCA) in May and June 2018. Once the survey closed, data were exported into a Microsoft Excel Spreadsheet for cleaning and coding and then was uploaded into IMB SPSS Statistics 24 for descriptive and regression analysis.

Response Rate

On behalf of the researcher, the ASCA Research Committee sent emails inviting the entire ASCA membership to participate in ASCA approved research. An initial email and two reminder emails were sent in May and June 2018 and the survey was open for a total of five weeks. Of the emails sent, 305 emails bounced back, meaning the email invitations were not delivered to the email address listed and were thus unable to complete the survey. As a result, the sample size was adjusted to 3,001 possible participants in the study. Of the adjusted sample size (3,001), a total of 427 (14.23%) responded to all or some of the twenty-six survey questions, including demographics and the MOS.

While 427 completed some or all of the survey, a total of 360 responses were considered complete. A total of 40 participants were eliminated from the study for not completing all of the MOS questions, four participants were eliminated due to scoring errors that were evident by individual and overall MOS scores, eight participants were eliminated as they did not currently work full-time (at least 35 hours per week), and 15 participants were eliminated for not having a current role in student conduct. The final response rate for the participants that were included in

this survey was 11.99% (N=360). This sample size is adequate given the six independent variables that were examined in the analysis.

Demographic Descriptives

The participants were asked a total of twelve demographic questions to gain a clear picture of the participants in the study. Basic demographics including age, gender, and ethnic background were collected.

Participants were asked to identify their age and of the 353 responses to this item, participants' age ranged from 24 years of age to 70 years of age. The average age of the participants was 40.27 years old. Participants were asked to identify their gender and a response was provided by 355 individuals, who responded with male, female, or other. Over half of the participants were female (N=214, 60.3%). There were also 138 male participants (38.9%), and 3 participants who marked other (.8%). The results are shown in Table 1.

Table 1. *Gender of Participants.*

	N	Percentage
Male	138	38.9
Female	214	60.3
Other	3	.8
Total	355	100.0

Participants were asked to identify their ethnic background. Of the 352 participants who responded, the majority of participants identified themselves as Caucasian (N = 290, 82.4%), followed by African American (N = 38, 10.8%), Hispanic or Latino (N=10, 2.8%), Asian (N = 3, .9%), other (N = 6, 1.7%), and 6 (1.4%) participants selected Prefer to Not Respond.

To determine the educational level of the participants, participants were asked to identify their highest degree earned. As shown in Table 2, of the 360 responses to this question, the majority (N = 279, 77.5%) of participants had a Master's degree, followed by a doctorate (N = 53, 14.7%), then a Bachelor's degree (N = 17, 4.7%), and lastly a Juris Doctorate (N = 11, 3.1%). No participants selected that their highest degree earned as a Specialist.

To gain information regarding the professional experiences of the participants, participants were asked to identify their current position level, their role in student conduct, the years of full-time experience in student conduct and their years of full-time experience in student affairs. Participants were asked to select the position level that best fit their current position. Entry-level positions were defined in the survey as positions such as investigators, residence hall directors, etc. Mid-level positions were defined as positions such as a manager, director, etc. Senior Administrators were defined as deans, vice presidents, etc. Of the 359 responses, 238 participants (66.1%) were in a mid-level position, followed by 73 participants (20.3%) in a senior-level position, 49 participants (13.6%) in an entry level position. The results are shown in Table 3.

Participants were asked to identify their role in the student conduct process at their institution. Of the 359 responses, over half of the participants managed or directed the student conduct process (N = 208, 57.9%), followed by those who served as conduct officers (N=127, 35.4%), then those who supervised the person who managed or directed the conduct process (N = 24, 6.7%).

Table 2. *Educational Level of Participants.*

	N	Percentage
Bachelor's	17	4.7
Master's	279	77.5
Doctorate	53	14.7
Juris Doctorate	11	3.1
Specialist	0	0.0
Total	360	100.0

Table 3. *Current Position Level of Participants.*

	N	Percentage
Entry Level	49	13.6
Mid-Level	238	66.1
Senior Administrator	73	20.3
Total	359	100.0

In addition, participants were asked to identify the number of years of full-time experience they had in student conduct and in student affairs. From the 356 responses, participants had anywhere from zero years of experience to 40 years of experience in student conduct, with the average 7.36 years of full-time experience in student conduct. Lastly, participants were asked to identify how many years they have been working full-time in the field of student affairs. From the 353 responses, participants have been in the field of student affairs from one year to forty years, with the average being 12.99 years.

To gather information on the types of institutions the participants worked at, information was gathered about their institution including institution size, institution type, and if their institution was located domestically or internationally. Participants were asked to identify the size of their current institution based upon total enrolment. As shown in Table 4, from the 360 responses, 26.4% (N = 95) worked at an institution with less than 5,000 students, 19.2% (N = 70) worked at an institution with 5,000-9,999, 23.9% (N = 86) worked at an institution with 10,000-19,999 students were, and 30.3% (N = 109) worked at an institution with more than 20,000 students.

Participants were also asked to identify the type of institution in which they worked, including public 4-year, private 4-year, and public 2-year. Of the 360 responses, over half of the participants (N = 186, 51.7%) worked at a public 4-year institution, followed by 33.1% (N = 119) participants who worked at a private 4-year institution, and 1555% (N = 55) of participants who worked at a public-2 year institution. No participants selected that they work at a private 2-year institution. The results are shown in Table 5.

To identify the location of the participant's institution, since the sample was an international sample, participants identified their campus location as domestic or international. Of the 360 responses, 98.1% (N = 353) were domestic and 1.9% (N = 7) were international. Lastly, to learn more about the institutions in which the participants worked, the participants were asked to select all descriptors of their institution, which included majority traditional, open access, urban-serving, faith-based, ivy league/elite, for profit, minority serving, non-traditional, or other. Of the 242 responses, over half (N=130, 53.7%) worked at a majority traditional institution. This was followed by 16.5% (N=40), who worked at an open access institution and 10.3% (N=25) worked at a faith-based institution. Other types of institutions that the

participants worked at included ivy league/elite (N=12, 5.0%), urban-serving (N=10, 4.1%), an "other" institution (N=10, 4.1%), minority serving (N=8, 2.1%), non-traditional (N=5, 2.1%), and for profit (N=2, .80%). Several open ended responses for the "other" institution category included predominately white, liberal arts, and online institutions.

Table 4. *Enrollment at Current Institution of Where Participants Worked. (N = 360)*

	N	Percentage
Under 5,000	95	26.4
5,000-9,999	70	19.4
10,000-19,999	86	23.9
More than 20,000	109	30.3
Total	360	100.0

Table 5. *Type of Institution of Where Participations Worked. (N = 360)*

	N	Percentage
Public 4-year	186	51.7
Private 4-year	119	33.0
Public 2-year	55	15.3
Private 2-year	0	0.0
Total	360	100.0

Moral Orientation Analysis

Every participant that completed the survey was given a moral orientation score ranging from 0 to 12, depending on how they responded to MOS questions in the survey. The score

represented the participant's moral orientation. For instance, a score of 0 indicated the participant being totally care oriented, a score of 12 indicated the participant being totally justice oriented, and a score of 6 indicated the participant is balanced in both care and justice orientations. For each response, if a participant responded with their first choice being a justice oriented response, they were given the score of a 1 for the question, and if they responded with their first choice being a care oriented response, they were given the score a 0 for the question. Overall, of the 360 participants who completed the MOS, student conduct professionals leaned towards being more justice oriented (M = 7.09, SD = 1.89) than care oriented.

Regression Diagnostics

In order to test the research questions regarding prediction of several variables, including career progression (years of experience and current position), age, gender, highest degree earned and institution type in relation to the moral orientation of student conduct professionals, hierarchical multiple regression analyses were conducted. Before they were conducted, assumptions with linear regression models were tested. These tests included data examination for multicollinearity, normality, linearity and homoscedasticity for the predictor variables. The collinearity statistics (Tolerance and VIF) revealed no concerns regarding multicollinearity and were within acceptable limits. According to Pallant (2016), a value that a VIF value greater than 10 and a value less than .10 for tolerance indicates multicollinearity. The multicollinearity diagnostics produced variance inflation factors (VIF) ranging from 1.02 to 1.52 and tolerance ranged from .66 to .98.

To assess for the assumptions of normality, linearity and homoscedasticity, the residual and scatterplots were evaluated. According to Pallant (2016), in the residual plot, it is ideal if the points are in a straight diagonal line from the bottom left to the top right. Also according to

Pallant, in a scatterplot, most of the residuals should be rectangularly distributed, with most scores in the center and that outliers more than 3.3 or less than -3.3 should be evaluated for action. In analysis of the residual and scatterplots, the assumptions of normality, linearity, and homoscedasticity were all met. Lastly, an examination of the Mahalanobis distance scores indicated no multivariate outliers.

The research questions addressed the relationship and prediction between moral orientation and career progression (years of experience and current position level), age, gender, highest degree earned, and institution type. A two-stage hierarchical regression analysis was conducted with moral orientation as the dependent variable. Age, gender, highest degree earned, and institution type were entered at step one and career progression (years of experience and position level) was entered at step two. The variables were entered in this order based upon research of each of the variables.

Regression results are displayed in Table 6. Significant effects were observed for gender and no significant effects were observed for career progression (years of experience and current position level), age, highest degree earned or institution type. The hierarchical multiple regression revealed at step one, age, highest degree earned, institution type, and gender accounted for 1.9% of the variation in moral orientation. Introducing years of experience and current position level variables increased the percentage explained to 2.3% of variation in moral orientation, F (6, 342) = 1.34, $p < .05$. The two measures explained an additional increase of less than 1% of the variance of moral orientation when adding career progression, after controlling for age, gender, highest degree earned and institution type, R-squared changed by .004, F change (2, 342) = .72, p, <.05. In the final model, only one of the control measures, gender, was statistically significant, with a beta value ($\beta = -.13$, $p<.05$).

Table 6. *Summary of Hierarchical Regression for Variables Predicating Moral Orientation.*

Variable	β	*t*	R	R^2	ΔR^2
Step 1			.14	.02	.01
Age	.04	.78			
Highest Degree Earned	.03	.47			
Institution Type	.01	.25			
Gender	-.12	-2.14*			
Step 2			.15	.02	.01
Age	.09	1.31			
Highest Degree Earned	.03	.56			
Institution Type	.02	.29			
Gender	-.13	-2.28*			
Years of Experience	-.07	-1.00			
Current Position Level	-.03	-.42			

*Note: N=360; *p<.05*

Research Question 1: Does Career Progression Statistically Significantly Predict Moral Orientation?

For research question 1, a hierarchical multiple regression analysis was conducted to explore the prediction of career progression (years of experience in student conduct and current position level) and moral orientation. The regression indicated no statistically significant correlations between years of experience in student conduct and current position.

In addition, descriptive analyses split by gender were evaluated for statistical significance of years of experience in student conduct and current position level. Current position was not a statistically significant predictor. However, for years of experience in student conduct, there were statistically significant findings when exploring gender differences across years of experience within the population. To determine the difference in years of experience based on gender, an independent samples t-test was conducted to examine the differences. An independent samples t-test was conducted to evaluate the impact of gender on years of experience in student conduct. As indicated in Table 7, there was a statistically significant difference between males (M = 8.94, SD = 7.26) and females (M = 6.47, SD = 5.97), t (252.89) = 3.32, $p < .001$ (two-tailed). The mean difference in years of experience in student conduct was 2.47 years with 95% confidence interval ranging from 1.01 and 3.93. The eta squared statistic (.03) indicated a small effect size.

As a note, once gender was found to be a significant predictor of moral orientation, since only three participants had selected the "other" category for gender and there were five missing responses from gender, those eight participants were eliminated from the population for the gender analyses.

Table 7. *Descriptive Statistics for Years of Experience in Student Conduct by Gender. (N= 348)*

Gender	N	Minimum	Maximum	Mean*	Standard Deviation
Male	138	0.00	40.00	8.94	7.26
Female	210	0.50	33.00	6.47	5.97

*$p < 0.001$

To further look at the difference between males and females based upon years of experience, an inquiry was run on years of experience when combined with gender to see the effect on MOS scores. Table 8 presents the mean results for participants MOS scores based upon years of experience and gender combined. For the purposes for reporting the mean MOS scores based upon gender and years of experience, the continuous years of experience variable was coded to a categorical variable to 0-5 years of experience, 6-10 years of experience, 11-20 years of experience, 21-30 years of experience, and 31-40 years of experience. The data in Table 8 shows that, descriptively, the MOS scores are generally higher for men than for women for all experience levels. The exception is for student conduct professionals with 0-5 years of experience, where the MOS scores are the same for both men and women.

Table 8. *Descriptive Statistics for Mean MOS Scores for Years of Experience and Gender.*

	N	Mean	Standard Deviation	Range
Male				
0-5 years	56	7.04	2.00	9
6-10 years	41	7.68	2.18	9
11-20 years	31	7.71	1.62	7
21-30 years	8	7.00	2.39	7
31-40 years	2	8.00	1.41	2
Total	138	7.39	2.00	10
Female				
0-5 years	123	7.04	1.98	9
6-10 years	49	6.92	1.34	6
11-20 years	31	6.81	1.49	7
21-30 years	5	5.60	1.67	4
31-40 years	2	5.50	0.71	1
Total	210	6.93	1.78	9

Research Question 2: Does Age Statistically Significantly Predict Moral Orientation?

For research question 2, a hierarchical multiple regression analysis was conducted to explore the prediction of age and moral orientation. The regression indicated no statistically significant correlations.

In addition, descriptive analyses were evaluated separately for males and females to investigate the statistical significance of age. There were statistically significant findings when age was split by gender within the population. An independent samples t-test was conducted to evaluate the impact of gender on age. As indicated in Table 9, there was a statistically significant difference between males (M = 42.24, SD = 9.81) and females (M = 39.23, SD = 10.34), t (344) = 2.70, $p < .001$ (two-tailed). The mean difference in age in student conduct was 3.01 years with 95% confidence interval ranging from 0.82 and 5.20. The eta squared statistic (.03) indicated a small effect size.

Table 9. *Descriptive Statistics for Age by Gender. (N= 346)*

Gender	N	Minimum	Maximum	Mean*	Standard Deviation
Male	136	24	65	42.24	9.81
Female	210	24	70	39.23	10.34

*$p < 0.001$

To further look at the difference between males and females based upon age, an inquiry was run on age when combined with gender to see the effect on MOS scores. Table 10 presents the mean results for participants MOS scores based upon age and gender combined. For the purposes for reporting the mean MOS scores based upon age and years of experience, the continuous age variable was coded to a categorical variable to 20-30 years old, 31-40 years old, 41-50 years old, 51-60 years old and 61-70 years old. The data in Table 10 show that,

descriptively, the MOS scores are generally higher for men than for women at all ages. Men at all ages are justice oriented, while women at all ages are slightly more balanced between justice and care, but still justice leaning.

Table 10. *Descriptive Statistics for Mean MOS Scores for Age and Gender. (N= 346)*

	N	Mean	Standard Deviation	Range
Male				
20-30 years	13	7.46	1.81	7
31-40 years	54	7.31	1.83	8
41-50 years	37	7.22	2.34	9
51-60 years	27	7.52	2.03	8
61-70 years	5	8.80	1.92	5
Total	136	7.40	2.01	10
Female				
20-30 years	43	6.74	2.25	8
31-40 years	90	6.91	1.79	9
41-50 years	39	6.95	1.56	7
51-60 years	32	6.97	1.71	7
61-70 years	6	7.17	1.17	3
Total	210	6.90	1.82	10

Research Question 3: Does Gender Statistically Significantly Predict Moral Orientation?

For research question 3, there was statistical significance that gender predicts the moral orientation of student conduct professionals. A hierarchical multiple regression analysis was conducted to explore the prediction of gender and moral orientation. After the significant finding, a simple linear regression was run on the predictor variable, gender. As a note, once gender was found to be a significant predictor of moral orientation, it was decided since only three participants had selected the "other" category for gender and there were five missing responses from gender, that those eight participants be eliminated from the population for the gender analyses.

Multiple linear regression was calculated to predict the moral orientation based on gender. The results of the regression indicated that the model explained 1.6% of the variance $F(1, 350) = 5.54$, $p < .05$) and that the model was a significant predictor of moral orientation, ($\beta = -.13$, $p < .05$). Table 11 displays these results.

Table 11. *Summary of Linear Regression Analysis for Gender.*

Variable	β	*t*	R	R^2	ΔR^2
			.13	.02	.01
Gender	-.13	-2.35			

Note: n=348, p<.05

As shown in Table 12, the mean MOS for males was 7.39 (*SD* = 2.00) and females 6.91 (*SD* = 1.81). This means that on the 0 (care oriented) to 12 (justice oriented) scale for moral orientation, with 6 being balanced in care and justice, in this study males were more justice oriented than females were.

Table 12. *Descriptive Statistics for Mean MOS Scores by Gender.*

Gender	N	Mean*	Standard Deviation	Range
Male	138	7.39	2.00	10
Female	214	6.91	1.81	10
Total	352	7.10	1.90	11

*$p < 0.05$

Research Question 4: Does Highest Degree Earned Statistically Significantly Predict Moral Orientation?

For research question 4, a hierarchical multiple regression analysis was conducted to explore the prediction of highest degree earned and moral orientation. The regression indicated age was not a statistically significant predictor of moral orientation of student conduct professionals.

Research Question 5: Does Institution Type Statistically Significantly Predict Moral Orientation?

For research question 5, a hierarchical multiple regression analysis was conducted to explore the prediction of institution type and moral orientation. The regression indicated institution type was not a statistically significant predictor of moral orientation of student conduct professionals.

CHAPTER V. DISCUSSION

Thus far in previous chapters, the study has been explained and research questions explored. This final chapter restates the problem, reviews the methodology, and summarizes the results. Also in this chapter is an interpretation of the results, connection to previous research, implications and recommendations for future studies.

Statement of the Problem

The decisions that student conduct professionals make can have a profound impact on students' lives, and thus, having an understanding of the decision making process for student conduct professionals is vital. While there has previously been one study, conducted by Waller (2013) that explored the moral orientation of student conduct professionals, there has been no study, despite significant existing research on moral orientation, on what influences the moral orientation of student conduct professionals. Moral orientation is defined as the way in which a person approaches ethical dilemmas (Levitt & Algio, 2012). The primary focus of this study was to examine the prediction between moral orientation and career progression (years of experience and current position level) while also examining the relationship of age, gender, highest degree earned, and institution type to determine if these influences predicted the moral orientation of student conduct professionals.

According to Waller (2013), the use of moral orientation, justice and care, was evident in the decision making of student conduct professionals. The participants in Waller's study had indicated that, while it was not easy, it was important to balance justice and care. As such, Dowd (2012), had stated that "ethical lenses, theories, and models provide a framework for making meaning of complex circumstances and competing interests" (p. 13). In addition, Dowd had stated that utilizing theoretical lenses can assist in shaping decisions made by student conduct

professionals. Moral orientation, the ethic of care and the ethic of justice, was the decision-making ethical lens that was examined in this study.

This study aimed to answer the following research questions:

1. Does career progression statistically significantly predict moral orientation?
2. Does age predict statistically significantly moral orientation?
3. Does gender statistically significantly predict moral orientation?
4. Does highest degree earned statistically significantly predict moral orientation?
5. Does institution type statistically significantly predict moral orientation?

Review of Study

This quantitative study utilized the Moral Orientation Scale (MOS) and demographic questions. The MOS had previously been developed by Yacker and Weinberg (1990). Extensive research into potential influences of moral orientation was utilized to support the development of meaningful demographic questions that would be used to not only describe the sample population but to also predict the moral orientation of student conduct professionals. Research indicated that years of experience (Gilligan, 1987; Janosik, Creamer & Humphry, 2004; Krager & Brown, 1992; Lowery, 1996; Mayeroff, 1995; Vaccaro, et al., 2013) current position level within an organization (Janosik, Creamer & Humphry, 2004; Krager & Brown, 1992; Thomas, 2002; Vaccaro et al., 2013; Waller, 2013), age (Dowd, 2012; Glover, 2001; Kohlberg, 1984; Vaccaro et al. (2013), gender (Chodorow, 1974; Gilligan, 1982; Hornak, 2009; Janosik, Creamer, & Humphry, 2004), institution type (Dowd, 2012; Hornak, 2009; Janosik, Creamer, & Humphry, 2004; Reybold, Halx, & Jimenez, 2008; Vaccaro et al., 2013) and a person's educational background (Dowd, 2012; Hornak, 2009; Gilligan, 1981; Reybold, Halx and Jimenez, 2008; Waller, 2013) were all influences on a person's moral orientation.

The MOS is a short, objective, quantitative measure of the ethic of justice and the ethic of care and the scale was developed based upon the work of Kohlberg and Gilligan as a way to measure moral orientation. The MOS had been previously been utilized in multiple other studies with various adult populations (Glover, 2001; Hanna, 2002; Knox, Fagley, & Miller, 2004; McGarry, 2015). The MOS consists of twelve scenario-based questions of dilemmas that could be faced by 8- to 10-year old children. The participants were asked to imagine they had an 8- to 10-year old child when they thought about the dilemma and how they would help their child decide what to do in each scenario. The participants were provided four responses to each scenario (two justice based responses and two care based responses). They were asked to rank order their responses based upon their preference with one being their most favored response and four being their least favored response. In addition, participants were asked twelve demographic questions to develop a better picture of the participants and to utilize the demographic data to predict the moral orientation of student conduct professionals.

After permission was granted by the ASCA Research Committee and the BGSU IRB to conduct the study, ASCA administered the survey for the researcher. Over the course of five weeks, ASCA sent three emails on behalf of researcher to the entire ASCA population, which consisted of 3,306 members, inviting and reminding the membership to participate in the survey. The email invitation and reminders contained a link to the Qualtrics survey. When the survey closed, data were exported into a Microsoft Excel Spreadsheet and was cleaned and coded. They were then uploaded into IBM SPSS Statistics 24 for descriptive and regression analysis. Of the 3,306 members of ASCA who received the email, 343 (11.42%) participants completed all of the survey, worked at least 35 hours per week, and had a current role in student conduct.

Summary of Findings

This study explored five research questions to support the purpose of the study. Hierarchical regression data analysis was completed for the research questions. For the hierarchical regression, age, highest degree earned and institution type were entered the first step. In the second step, years of experience and current position level in student conduct were entered. The order in which the variables were entered into the model was based upon supporting research. The regression found that the predictor variable, gender, was a statistically significant predictor of the moral orientation of student conduct professionals, with males being more justice oriented and females being more balanced between justice and care oriented.

In addition, this study collected several demographic variables for each participant. These demographic variables were to assist in the predictions of each of the five research questions. Demographic variables included age, gender, ethnic background, years of experience in student conduct, highest degree earned, years of experience in student affairs, current position level, role in student conduct, institution type, institution size, institution descriptors, and institution location. Descriptive statistics were run and presented for each demographic variable to determine the frequency, percentage, mean, and standard deviation for each variable.

Research Questions

For research question 1, a hierarchical multiple regression analysis was conducted to explore the prediction of career progression (years of experience and current position level) and moral orientation. The regression indicated no statistically significant correlations between career progression and moral orientation of student conduct professionals. In addition, since gender was found to be a statistically significant predictor of moral orientation, descriptive analyses split by gender were evaluated for statistical significance for years of experience in

student conduct and current position level. Current position was not a statistically significant predictor.

However, there was a statistically significant correlation with years of experience in student conduct when combined with gender for the population. Through ANOVA and descriptive analysis split by gender, it was discovered that there was a statistically significant correlation between gender and years of experience in the population. Specifically, on average men in this population had 2.47 more years of experience than women.

For research question 2, a hierarchical multiple regression analysis was conducted to explore the prediction of age and moral orientation. The regression indicated that age was not a significant predictor of the moral orientation of student conduct processionals. In addition, since gender was a statistically significant predictor, descriptive analyses split by gender were evaluated for statistical significance for age. These analyses showed a significant correlation with age when combined with gender within the population. Through ANOVA and descriptive analysis split by gender, it was discovered that there was a statistically significant correlation between gender and age in the population. In this sample, on average, men were 3.01 years older than the women in the population.

For research question 3, a hierarchical multiple regression analysis was conducted to explore the prediction of gender and moral orientation. The regression indicated that gender is a statistically significant predictor of moral orientation of student conduct professionals. Specifically, this finding indicated that males are more likely to be justice oriented and females are more likely to be balanced between justice and care orientations.

For research question 4, a hierarchical multiple regression analysis was conducted to explore the prediction of highest degree earned and moral orientation. The regression indicated

that highest degree earned was not a statistically significant predictor of the moral orientation of student conduct professionals.

For research question 5, a hierarchical multiple regression analysis was conducted to explore the prediction of institution type and moral orientation. The regression indicated that institution type is not a statistically significant predictor of the moral orientation of student conduct professionals.

Discussion of Findings

Results of the present study are largely consistent with existing research. It was no surprise that gender was a statistically significant predictor of moral orientation in the present study, given various influential researchers who have previously examined the influence of gender on moral orientation (Chodorow, 1974; Gilligan, 1982; Hornak, 2009; Janosik, Creamer, & Humphry, 2004). The findings regarding years of experience and age are very thought-provoking. While the study found that years of experience and age are not statistically significant predictors of the moral orientation of student conduct professionals, there were statistically significant gender differences in the years of experience and age in the population studied.

Gender

The fact that the present study found that moral orientation is predicted by gender of student conduct professionals was to be expected. Several previous studies and influential researchers found gender to be a predictor of moral orientation and of the decision-making approaches (Gilligan, 1982; Janosik, Creamer & Humphry, 2004; Hornak, 2009; Yacker & Weinberg, 1990).

Gilligan (1982) was the first researcher to find that there are gender differences in the moral orientation of males and females. Gilligan found that gender differences are rooted in childhood development where girls are more predisposed to caring approaches and were more tolerant towards rules and made exceptions, compared to boys. Gilligan's (1982) work also found that girls are more lenient when it comes to rules and are more willing to make "exceptions" to rules than compared to boys (p. 10). Gilligan's work found that girls expressed more caring attitudes such as empathy from young ages, compared to boys and that when approaching relationships, females had more attention and concern. In an earlier study, Chodorow (as cited in Gilligan, 1982) found that girls expressed more empathy [caring approaches] than compared to boys.

In addition, the developers of the MOS instrument, Yacker and Weinberg (1990), which was based upon the work of Gilligan and Kohlberg, found gender to be a significant predictor of moral orientation in their earliest use of the MOS. They found in their preliminary study that gender was a predictor of moral orientation, finding that males were more likely to be justice oriented and females care oriented.

Specifically, for student conduct professionals, Janosik, Creamer and Humphry (2004), found gender differences among male and female student conduct administrators in resolving ethical dilemmas. Their research found that women administrators are more likely to make decisions based upon care, while men made decisions based upon justice. According to Hornak (2009) and Gilligan (1982), gender differences in decision-making may be due to how relationships are approached for females; relationships for females are interwoven with the ethic of care. For student conduct professionals, this may indicate that when a female student conduct administrator forms a relationship with the involved students, care naturally becomes a

component of the decision-making process and is more likely for females to impact how the situation is resolved, compared to their male peers. In addition, this relationship may allow the female student conduct administrator to be more empathetic, more lenient, and make exceptions to rules as Gilligan's work suggested. On the other hand, male student conduct administrators approach relationships in a different way, with a justice approach. While males may still have aspects of care intertwined, decisions are resolved in a uniform manner that is more likely to be consistent and based upon the rules.

While there were gender differences in the present study in examining the moral orientation of student conduct professionals, other studies that have examined gender utilizing the MOS have had mixed results. For instance, Knox, Fagley, and Miller (2004) did not find gender differences in their population. These mixed findings may mean that gender is a predictor dependent on the population that is being studied. For instance, in Yacker and Weinberg (1990) study found gender differences based upon academic program. When looking at Yacker and Weinberg's study, perhaps the law profession does not attract as many individuals with a care orientation or the social work field does not attract as many individuals with a justice orientation.

The present study found gender to be a predictor for student conduct professionals specifically, but if a study were conducted of a wider variety of student affairs professionals, would we yield the same results? When examining Table 12 in Chapter III, the mean MOS score for men was 7.39 and the females was 6.91. Although men are statistically significantly more justice-oriented than females and females are more balanced between justice and care, female student conduct professionals are still slightly more justice heavy. While statistically significant, the variance is still relatively low ($R^2 = .016$). Perhaps this is because student conduct

professionals enter the profession, rather than other professions within student affairs, because they are more justice-oriented than their student affairs peers.

Career Progression (Years of Experience and Current Position Level)

While not statistically significant, career progression was examined to determine the predictive abilities that career progression had on moral orientation. Although Janosik, Creamer and Humphry (2004) had indicated that years of experience and current position within the institution are related to decision making, the present study found these variables to be predictors of moral orientation.

Significant research had indicated that years of experience and current position were influential to moral orientation. Specifically, research had indicated that years of experience and current position influenced the dilemmas faced by student conduct professionals and how decision-making was approached (Janosik, Creamer & Humphry, 2004; Krager & Brown, 1992; Vaccaro et al., 2013). It was suggested that these influences expose professionals to different situations and different perspective and political pressures that influence decision making of student conduct professionals. Gilligan (1987) had found that people use their past experiences in order to navigate ethical dilemmas and experiences make people look at situations different.

Although career progression was not a statistically significant predictor in the moral orientation of student conduct professionals, there was a statistically significant difference in the population of student conduct professionals. Specifically, males had more years of experience than females in this present study. Yacker and Weinberg (1990) had found in their preliminary study that that experience (in this case, type of graduate program) was a predictive factor of moral orientation when combined with gender. Their study had found that male law students

were more likely to be justice oriented while female social work students were more likely to be care oriented.

This present study did have some interesting findings when looking at the years of experience of the participants, although not statistically significant. As shown in Table 8, regardless of years of experience, men were justice oriented. Women however, as they gained more years of experience, became more care oriented. Although there were only seven female participants that had over 20 years of experience, those participants had more care oriented moral orientations than compared with their female peers who had less years of experience. This finding may mean that as women are in the profession longer, care becomes more dominant in their decision-making approaches as opposed to being more balanced between justice and care. In addition, although women remained more balanced between justice and care, women with fewer years of experience were slightly less balanced and leaned more towards justice oriented moral orientations. This may mean that newer female professionals rely more upon uniform decision making, but as they gain more years of experience, they become more comfortable allowing care to enter into their approaches more.

Age

While age was not a statistically significant predictor of moral orientation in the present study, previous research had pointed to age being a significant predictor of moral orientation. Research had indicated that as a person ages, they gain new insight and perspective which influences their decision making (Dowd, 2012; Glover, 2001; Kohlberg, 1984; Vaccaro et al., 2013). Part of the theoretical foundation to the MOS was based upon the work of Kohlberg. Kohlberg's theoretical model presumes that as people age, their moral development shifts and his moral development stages suggest that people move through certain developmental stages at

certain points in their life. Specifically, Kohlberg's theory presumes that people do not reach the highest moral stage (if they ever reach it at all) until after the age of 20, but does not specify as to when moral development is complete. Since the youngest of the population studied was 24 years of age, there is a chance that their moral development, according to Kohlberg, is not complete.

Just as years of experience was not a statistically significant predictor of moral orientation, there had been a statistically significant difference in the population when accounting for gender, the same was for the age of the participants. Males in this population were slightly older than the female participants in this current study, 3.01 years older.

Although not statistically significant, this present study also had some interesting findings when examining age. As shown in Table 10, while the population grew older, their moral orientations towards justice rose slightly. For instance, while there were only 5 males and 6 females who were over the age of 60, their moral orientation was more justice oriented compared to their peers of younger ages. This may mean that as student conduct professionals get older, their decision making is based less on care and more on justice.

What makes this even more interesting, is when you compare Table 8 (Years of Experience) and Table 10 (Age). It would be safe to assume that the longer a person has been in the field of student conduct, the older that person would be. As discussed previously, females who have been in the field longer are more care oriented, but females who are older are more justice oriented. This could have several interpretations and one of many interpretations may mean that females have not always been in the field of student conduct during their time as a professional and had originated from another part of student affairs.

Other Variables (Institution Type and Highest Degree Earned)

Even though not statistically significant, several other variables were examined based upon research to determine the predictors of moral orientation of student conduct professional. In addition, research had indicated that the type of institution in which the student conduct professional worked at, would influence the moral orientation. Vaccarro et al. (2013) had presumed that each institution's patterns, values, structure, assumptions, beliefs, etc. influenced the work of the employees. Other researchers had believed that institutional size and mission influenced decision-making (Janosik, Creamer & Humphry, 2004; Reybold, Halx & Jimenez, 2008; Dowd, 2012). Previous research had found evidence that the institution of the student conduct professional affected how dilemmas were approached.

Lastly, research had indicated that the educational attainment of the student conduct professional influenced moral orientation. For instance, Reyvold, Halx and Jimenez (2008) had suggested that in order to make ethical decisions, student affairs [conduct] staff must be provided with tools and training on how to make ethical decisions and in addition, Waller (2013) had suggested that through Master's level courses, student conduct professionals gain a foundational understanding of theory to make ethical decisions.

Although this study did not yield all of the results that previous research had indicated it might, the information gained is valuable and important for the profession of student conduct and will provide valuable insight for future research. First and foremost, it was learned that gender is a significant predictor of the moral orientation of student conduct professionals.

In addition, it was found that there are significant differences in age and years of experience among men and women student conduct professionals, which tells an interesting story about the professionals in the field and will provide inspiration for future research. For

instance, these findings show that although there were more female participants in this current study, there were more men that were in upper leadership positions or that females in the profession are younger compared to their male peers. The reason for these differences within the population were not examined in this study, but is thought provoking as to if there has been a change in the field than there was in years past that prevented women from entering the field, kept women in the field, or is attracting women to the field now.

Although not statistically significant, the amount of variance that the remainder of the variables from most to least was age, years of experience, highest degree earned, current position level, and institution type influenced the moral orientation of this population sample.

Limitations

As with any study, the researcher identified several limitations because of this study's population and sampling method. Since this study was examining the moral orientation of student conduct professionals, the ASCA membership was selected for the sample population to reach the most amount of concentrated participants. However, not all student conduct professionals belong to the ASCA and due to this, there are some student conduct professionals that were not invited to participate in this study. This sample population, however, provided the most comprehensive ability to reach a large population of student conduct professionals since ASCA is the only professional organization for student conduct professionals.

Additionally, the MOS instrument was made up of twelve questions which are childhood dilemmas. For each of the twelve questions, there are four responses that the participant was asked to rank in order of their preference. Participants were told to imagine themselves as a parent to an 8- to 10-year old child and to respond to each dilemma of how you would help your child decide what to do. Yacker and Weinberg (1990) had developed the MOS utilizing

childhood dilemmas as they felt they were more simple and universal than complicated dilemmas than adults may face. Although the MOS was developed focusing on childhood dilemmas, several studies had used this instrument for non-parents. Yacker and Weinberg stated that they had selected childhood dilemmas since dilemmas faced by adults are more "idiosyncratic" than "simple and universal" childhood dilemmas making the responses to the dilemmas more easily understood (pp. 20-21). In addition, Yacker and Weinberg selected this age range for dilemmas as that is when "children are drawn into the world of peer relationships, though still dependent on parental guidance" (p. 21). Even though this study has been used for several populations, both with parents and non-parents, the framing of the questions and the parental perspective that participants need to place themselves in may be difficult for participants that do not have children or do not have children in the 8- to 10-year old range.

Finally, participants were asked to rank order their responses to each of the MOS questions. When developing the survey in Qualtrics, the researcher had examined two ways for participants to rank their responses; first by inputting a number for each response to each question (i.e., entering a 1 for their first choice, 2 for their second choice) or by dragging their responses from top to bottom in their order of choice (i.e., dragging their first choice to the top, last choice on the bottom). Since some participants would likely be completing the survey from a phone or tablet, the researcher had decided that it may be easier to input their responses in instead of the participant to having to attempt to drag each response for each question to the appropriate ranking. The researcher in this present study decided include directions in each MOS question on how to respond to the question and had the participants rank order their responses by inputting number for each of their responses. This surveying method may have been confusing or time consuming for participants to complete.

Recommendations for the Profession

Given that student conduct professionals make difficult decisions and these decisions can have significant impact on students' lives, having an understanding at how student conduct professionals arrive at decisions is critical for the profession. Having a better understanding of the decision making of student conduct professionals can benefit both the professional and the institution, and also benefit the profession of student conduct as a whole.

Utilizing ethical theories to assist in making these difficult decisions can help student conduct professionals provide rationale to their decision making. According to Waller (2013), it is important in the student conduct profession that student conduct professionals have a balanced moral orientation between justice and care. In addition, often student conduct professionals must justify their decisions to others and having an understanding of their moral orientation and the influences to their moral orientation will assist with providing rationale to the difficult decisions that student conduct professionals make on a daily basis. As such, it is important to understand what can influence the moral orientation of student conduct professionals.

In addition, having an understanding of the influences of moral orientation can also benefit and influence various practices at higher education institutions. For instance, this may include hiring practices and training and professional development and training for student conduct professionals to ensure the student conduct professional staff at an institution is balanced in the ethic of justice and the ethic of care.

The present study found that gender was a significant predictor of the moral orientation of student conduct professionals. Specifically, it was found that women are more likely to be balanced between being care and justice oriented and males are more likely to be justice oriented. Knowing that gender is a significant predictor of moral orientation provides significant

information to student conduct professionals, institutions and the profession. First, this helps professionals understand that female student conduct professionals are more likely to make decisions based upon a balanced approach utilizing both care and justice in their approach, while men student conduct professionals may make decisions that are more justice oriented when working with students. Although female student conduct administrators are more balanced between justice and care in their approach to decision making, they may rely upon one approach more than the other. According to Gilligan (1987), although a person may be able to see things from two viewpoints [care and justice], there is always one perspective that is favored. While research such as Gilligan's work suggests women are more care-oriented, this study shows that the participants were balanced. While we do not know what their most favored perspective is, Gilligan presumes that justice or care perspective will be adopted to bring clarity and resolution. Further, as Waller's (2013) findings indicate, a woman student conduct professional who has a balanced moral orientation may utilize the justice oriented perspective at one point during the student conduct process, and use the care oriented perspective at another point in the process, making them balanced between justice and care.

For instance, a female student conduct administrator may be balanced in justice and care orientation but may favor care. In this instance, she may listen more to the perspective of the involved parties, and then may tailor the sanctions or outcome by taking into consideration what was shared by the involved parties, meaning that sanctions may not be uniform for everyone who violates the same policy. As an example, a student may share with a female student conduct professional that their behavior may be explained due to a frustration with a learning disability. The female student conduct professional may then take the student's frustration into consideration and refer the student to the disability office for assistance to resolve the student's

frustrations, which will hopefully in turn elevate the behavioral concerns and no further discipline is needed. The same female student conduct professional may have then had a different outcome with another student who had displayed behavioral concerns but there was a different or no explanation for the behavior. Based upon the caring approach the female student conduct administrator may take, the outcomes or sanctions may be tailor made for the particular student. Or in this same example, if a female administrator utilizes both justice and care, she may hear the student's perspective and refer the student for disability resources, but still hold the student accountable for their actions and sanction the student the same as she would if there was not an explanation for the behavior.

On the other hand, male student conduct administrators may listen to the perspective of involved parties but may more uniformly apply sanctions across the board. In the same example of the student displaying behavioral concerns due to frustrations from a learning disability, the male conduct professional may also hear the student's perspective that they are acting out because they are frustrated over the learning disability but would sanction the student the same way the male student conduct professional has sanctioned other students with similar behavioral concerns. Based upon this approach, the male student conduct administrator would be taking more of the justice-oriented approach by resolving all incidents of a similar nature in alike ways.

Knowing that males and females may make decisions in different fashions also has implications for higher education institutions. Since, Waller (2013) had found that it is important to be balanced in decision-making approaches in the field of student conduct, having a staff that is balanced by gender and by years of experience for male student conduct professionals may be an important aspect to consider when hiring staff. For instance, if the student conduct staff at an institution is currently all or majority female, it would be important when hiring for a new

position to consider the gender balance in making employment recommendations, and in this case, considering a male candidate to provide a balance of perspective. This equilibrium would not only provide a balance in genders for the staff but also the decision-making approaches and multiple perspectives in the office. This would provide a staff that would be more poised in making decisions that encompass both justice and care.

According to Thomas (2002), in making decisions, it is important to use a team approach. For instance, in resolving a case, a student conduct administrator may talk through logistics of a case with a peer in the office and that peer of another gender may be able to provide a different perspective to how to approach and resolve the incident. In addition to hiring, providing scenario based questions in the hiring interview process that helps establish if a person is justice oriented, care oriented, or balanced between justice and care would help ensure that a candidate would provide a balance to the moral orientations of the staff. This again, would ensure that there are multiple decision-making approaches and perspectives in a student conduct office.

Another implication for the institution and for the profession is professional development and training for student conduct professionals. Knowing that males are likely to arrive at and make decisions differently than females, it would be beneficial to the professionals and the field to have more exposure and training on ethical decision making, that emphasize the ethics of justice and care. Having more education on moral orientation may provide males and females different exposure as to how they arrive at decisions, the importance of understanding their own moral orientation, and may allow them to see decision-making from different perspectives, which in turn may allow them to be more balanced in their moral orientation and decision-making. In addition, knowing that males are more likely to be on the higher end towards justice on the moral orientation continuum, providing intentional professional development around the

concepts of care could be of benefit for the student conduct professional to expose him to the importance of care and a balanced moral orientation. While training may not permanently change a person's moral orientation, it can provide different tools and perspectives to utilize if the opportunity presents itself. For example, Chodorow (as cited in Gilligan, 1982) stated that girls expressed more empathy than boys and as such "experience another's needs or feelings as one's own" (p. 8).

For example, providing empathy based training may be an important topic to consider for professional development in the field of student conduct. This type of training would expose those with more of a justice orientation (predominantly men) an understanding of viewing experiences from other people's perspective, more care oriented approaches, and how the formation of a relationship and empathy can impact a person's experience. In addition, professional development with case studies scenarios would be beneficial in working through viewing situations with multiple perspectives. Providing student conduct professional's case studies would provide them "real life" scenarios they can work through and identify the use of justice and care within each of the scenarios. According to Vaccaro et al., (2013) providing these types of scenarios "require professionals to decide what the problem actually is, what the options are, which option is best, and how to implement solutions" (p. 10). As another example, an important training currently in the field for student conduct in working with sexual misconduct cases is how to conduct trauma-informed investigations. Training on trauma-informed investigations provides the professional different interviewing tips, considerations when conduct interviews and investigations, and ways to form trusting and respectful relationships in an investigation (Van Brunt & Issadore, 2018). According to Van Brunt and Issadore, trauma-informed investigations must have a balanced approach utilizing both care and

justice in order to address individual and community needs. Receiving training on trauma-informed investigations exposes the professional to a different approach to their "normal" practice to in hopes, have a balanced approach to sensitive situations. While as training such as this may not change their moral orientation, it provides tools to approach things in a more care-oriented or balanced approach.

Another professional opportunity is encouraging student conduct professionals and supervisors of the student conduct process to utilize assessment. Encouraging the use of assessment throughout the conduct process can encourage student conduct professionals to think through their decisions, articulate their decisions and how they arrived at their decisions, how their moral orientation impacted their decisions, encourage growth in the decision-making process, and establish trust, support and confidence in the decision-making process. This in turn may increase job satisfaction, employee performance, and a balanced decision-making process. Incorporating assessment into the decision making process aligns with a decision-making model for student affairs professionals that was created by Vaccaro et al. (2013) that involves four steps: "1) identification of the problem, 2) comprehensive scan of the options, 3) implementation, and 4) assessment" (p. 27). Vaccaro et al. states that assessment results from other professionals, peers, and supervisors and involves assessing the effectiveness, impact of decisions and unintended outcomes.

In addition to encouraging assessment, supervisors of student conduct professionals need to create a space an opportunity vulnerability in discussing decision-making approaches and establishing trust with student conduct professionals. Creating this opportunity will allow for learning from past mistakes to encourage professional growth. For instance, both Mayeroff (1995) and Gilligan (1981) both illustrate the importance of utilizing past experiences for growth

in navigating ethical dilemmas. Having the opportunity and safe space to talk through their experiences will encourage growth and confidence for student conduct professionals.

The present study found there to be differences between gender in years of experience and age. This provides interesting insight into the profession of student conduct and can both inform future research but also can pose several questions around the moral orientation of student conduct professionals.

The gender differences in years of experience and age show a need for more gender equilibrium in student conduct. Just over sixty percent of the population for this study were females. While more women held entry level positions compared to men, less women remained in the profession. For instance, in 0-5 years of experience there were one-hundred twenty-three women and fifty-six men but in 11-20 years of experience there were exact same number of men and women (N=30). In order to increase the gender equilibrium in the field, more examination is needed as to why women are not persisting in the field as long as men. According to Howard-Hamilton et al. (as cited in Guthrie, Woods, Cusker & Gregory, 2005), their study found that while there are more women in the student affairs profession, "few attain top administrative positions" (p. 112). In addition Howard-Hamilton et al. suggested that this lack of attrition for females in student affairs may be due to the stress that females face in balancing a family and a demanding job. An examination in the profession of both student affairs and student conduct is needed on how to retain female administrators for top-positions.

Lastly, it was found that females are more likely to be care-oriented but also do not have as many years of experience in the field of student conduct. Could it be that a caring approach causes more burnout and thus females are not as persistent in the field? According to Guthrie, Woods, Cusker, and Greogry (2005), multiple studies have indicated that women in student

affairs are at much greater risk for burnout and that women in student affairs face higher levels of emotional exhaustion and stress. In addition, Lorden (1998) stated that burnout is the primary cause of attrition in student affairs work.

While previous research has suggested that males and females differ in their moral orientation, no study previously had examined what predicts the moral orientation of student conduct professionals. Since this study shows that males and females have significantly different moral orientations, it provides the profession of student conduct, new and valuable insight on the differences of decision-making based upon gender.

Suggestions for Future Research

Research indicated that years of experience (Gilligan, 1987; Janosik, Creamer & Humphry, 2004; Krager & Brown, 1992; Lowery, 1996; Mayeroff, 1995; Vaccaro, et al., 2013) current position level within an organization (Janosik, Creamer & Humphry, 2004; Krager & Brown, 1992; Thomas, 2002; Vaccaro et al., 2013; Waller, 2013), age (Dowd, 2012; Glover, 2001; Kohlberg, 1984; Vaccaro et al. (2013), gender (Chodorow, 1974; Gilligan, 1982; Hornak, 2009; Janosik, Creamer, & Humphry, 2004), institution type (Dowd, 2012; Hornak, 2009; Janosik, Creamer, & Humphry, 2004; Reybold, Halx, & Jimenez, 2008; Vaccaro et al., 2013) and a person's educational background (Dowd, 2012; Hornak, 2009; Gilligan, 1981; Reybold, Halx and Jimenez, 2008; Waller, 2013) were all influences on a person's moral orientation. However, the present study found gender to be the only significant predictor of moral orientation of student conduct professionals. Due to the contradicting research and results, further examination and exploration is needed.

Moral Orientation Instruments

After examination of the Moral Orientation Scale (MOS) and the Moral Justification Scale (MJS), the MOS was selected over the MJS as the MOS was shorter and responses were more easily understood. According to Gump, Baker, and Roll (2000), the MJS had six dilemmas presented in lengthy vignettes that would have been time consuming for participants to read.

While this study utilized the Moral Orientation Scale (MOS), future research on the moral orientation of student conduct professionals should include the development of a student conduct-specific moral orientation scale. As discussed previously, while the MOS is a strong tool to measure moral orientation, it may be difficult for some participants to envision themselves as parents to children ages 8- to 10-years old.

Hanna (2002), presumed that the results of her study were impacted due to the dilemmas presented in the MOS. Creating a student conduct specific scale to administer to student conduct professionals, with scenarios related to working with student conduct situations would make the scale more relatable to the population being studied and may have a significant influence on the responses and findings. According to Rothbart, Haley and Albert (1as cited in Hanna, 2002), research suggests that the dilemma content can "significantly" affect the results (p. 169). As such, having student conduct specific dilemma content may yield different results that be more representative of the moral orientation of student conduct professionals.

For example, when making parenting decisions such as the scenarios presented in the MOS, the decision may not be need to be justified and scrutinized the same as a professional decisions. When making a parenting related decision, you often do not have justify your decision but professional decisions often are scrutinized and required rationale. This difference

may yield a different decision making approach or outcome when responding personally versus professionally.

A profession-specific scale potentially make the measure more relatable to conduct professionals, it would also make the participant think about their responses with a professional lens. Further research would be needed, but can personal and professional moral orientation differ depending on context? If so, a profession specific scale may yield more accurate results when studying a specific profession.

In addition, in this study, participants were asked to rank order their MOS responses by inputting in their rank order by putting a 1 next to their most favored response, a 2 next to their next preference, a 3 for their next, and a 4 for their least favorite preference. This process may have been time consuming or confusing for participants which may have led to participants giving up and quitting the survey before it was complete. It would be recommended, if using the MOS, to explore other survey methods to gather the same information, such as a drag and drop option to drag their desired order of preference. This may be an easier and a clearer method to complete the survey, a more clear understanding of how to rank the responses, which in turn may increase the probability the survey is completed. In addition, four participants were eliminated in this survey since it was evident there was a ranking error as their MOS responses and score was out of range. To prevent participants from ranking their choices outside of the 1 to 4 range, it is recommended that if the inputting of numbers method is utilized again for participants to indicate their ranking, to embed in the survey a range for responses so someone does not mistakenly put in a 5, 6, 7 or so forth. In addition, a different survey collection method to gather the MOS scores, such as the drag and drop method may reduce any ranking confusion or error in rank ordering their desired order of responses.

Response Rate

If this study were to be replicated utilizing the MOS, there are several recommendations to future researchers. It is recommended that different ways are explored to increase the likelihood that the participant completes all of the MOS. Since 10.3% of the participants who began the survey did not complete all of the MOS, exploring survey design will be helpful in increasing response rates.

In addition, in this study, for the population that was studied, all of the membership of ASCA was utilized as the potential sample for this study. While the ASCA membership is made up of current student conduct professionals, there are members who do not serve in the student conduct capacity such as faculty, attorneys, business partners, etc. Since the invitation to this study specifically stated who the target population was, people who did not fall into the categories of who had a role within student conduct, who had at least a Bachelor's degree and who worked at least thirty-five hours per week, may have not taken the survey. To yield a higher response rate, it would be beneficial to work with the ASCA Research Committee to determine a more specific way for the sample population to be more closely aligned with the desired population being studied.

Furthermore, if I were to conduct future research with this data, I would look further at the participants that were eliminated for not completing all of the MOS. For the purpose of this study, participants that did not complete the entire MOS were eliminated, which was over 10% of the respondents. In future research I would examine the effect of these participants if a mean score based upon their completed MOS responses, was imputed for these participants (meaning they would have had to complete at least some of the MOS) to determine if these participants would have an influence on the results.

Demographic Data Collection

Suggestions include reducing the number of demographic questions to only collect the demographics you must have to analyze the results, such as eliminating the years of experience in student affairs, ethnic background, location of the institution, and institution descriptors. This will decrease the amount of time it takes to complete the survey and thus may increase the likelihood the entire survey is completed.

Further, if this study were to be replicated exactly, including keeping all of the demographic questions, it is recommended adding a few more institutional descriptors may be beneficial after analyzing the open ended response to the "other" selection. Several participants indicated they worked at predominately white institutions, at liberal arts institutions, and at online only institutions. Providing these options to all participants will provide all participants the opportunity to have a much more exhaustive list of institutional descriptors that they would be able to identify with.

Variable Exploration

Since there was a statistically significant difference in the years of experience and age in males and females in this study, it is recommended that this is explored more in depth and explored and even independently outside of moral orientation. Exploring these findings more in depth may provide valuable information about the leadership and professionals within student conduct. Specifically, the results of this present study found there was a statistically significant difference in age and years of experience between males and females in the profession of student conduct; that males were older and had more years of experience. The large question that remains from this study is why are men likely to be older and more likely to have more years of experience than women in the field of student conduct?

These gender differences are consistent with a study conducted by Nagel-Bennett (2010). According to Nagel-Bennett, when studying job satisfaction of chief student conduct administrators, male chief student conduct administrators were more significantly more satisfied in their jobs than women. Nagel-Bennett examined several influences as predictors of job satisfaction including work conditions, personal life, job status, and relationships with colleagues. Does job satisfaction explain the results of there being more men that are older and with more years of experience than women? Do lower rates of job satisfaction for women student conduct administrators cause them to leave the field earlier than men? Why are females leaving the field at a younger age compared to males? Where are females going when they leave student conduct, perhaps to another profession in student affairs?

Regarding moral orientation, there are several questions that remain when taking into account gender differences in age and years of experience. The research that had informed this study had indicated that years of experience and age were important predictors of moral orientation. For instance, Vaccaro et al. (2013) had found that younger professionals face more political pressures than more seasoned professionals and with more experience, professionals became more comfortable in making decisions. In addition, Glover (2001) and Dowd (2012) found that as a person grows older, they resolve dilemmas differently due to changes in perspective. Although the findings did not find significance in experience predicting moral orientation, there are differences in the population that may yield to future research.

Do the political pressures and uncertainty in making decisions impact younger females more than males since they are leaving the field earlier compared to their male peers? How does having older and more experienced males in the profession affect the resolution of ethical dilemmas in the field since we know women are more balanced between justice and care than

men are? Since we know that women student conduct administrators may use more care-based approaches, does the care orientation cause professional burnout and is making female professionals leave the field at a younger age than men? Since men are more likely to stay in the field of student conduct longer and are more likely to have a stronger justice orientation, how does this change the practice of student conduct since we know that males are more justice oriented than females?

Type of Study

Lastly, exploring the data collection method to gain information about student conduct professional's moral orientation should be explored. While quantitatively measuring the influences on moral orientation provided statistical results based upon prior research, a qualitative or mixed-methods measure may be better suited to determine what student conduct professionals feel truly influence their moral orientation. While research suggested there are several variables that influence moral orientation, a phenomenological study may shed more light on the perceived influences on a student conduct professional's moral orientation. A mixed-methods study with interviews to gain insight on moral orientation influences and a survey to predict moral orientation to measure moral orientation may also yield different results. In addition, a qualitative study examining women specifically could provide valuable insight into their decision making challenges, including perceived influences, burnout, and attrition in the field of student conduct.

Conclusion

It my hope that the results of this study will foster discussion and thought about moral orientation in the profession of student conduct. In the hustle and bustle of the academic year, we often find ourselves making decisions regarding conduct matters based upon a variety of

factors and it is my hope this study will make student conduct professionals stop and think, am I balancing care and justice in my work with students, and if not, what is influencing me to lean one way or another? As student conduct professionals, the approach that we use to make decisions regarding students and their future can have a significant impact on lives and students deserve to have professionals that are cognizant of their own influences in their decision making, whether that be, among others, gender, age, degree attainment, how long they have worked in the field.

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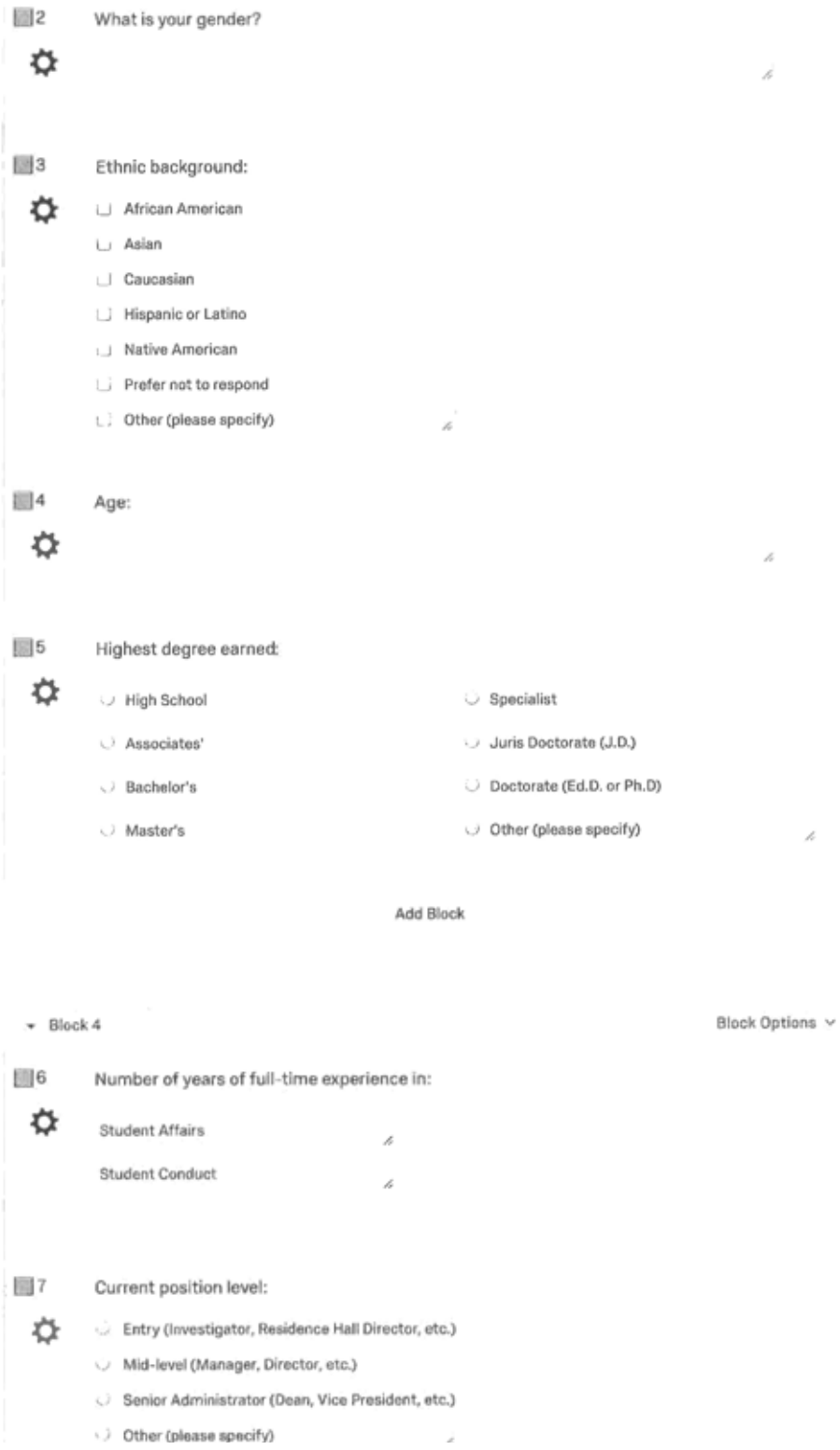
APPENDIX A. DEMOGRAPHIC DATA COLLECTION



8 Which of the following statements most closely describes your student conduct-related job duties at your institution:

- I serve as a conduct officer
- I am currently retired but had a role with the student conduct process
- I manage/direct the student conduct process
- I currently do not have a role with student conduct, but did in a prior position
- I supervise the person who managed/directs the student conduct process
- I never have had any responsibility for student conduct

9 Are you currently employed full-time (35+ hours per week) at an institution of higher education?

- Yes
- No

Add Block

Demographics Continued Block Options

10 What is your institution type?

- Private 2-year Institution
- Private 4-year Institution
- Public 2-year Institution
- Public 4-year Institution

11 Which of the following applies to your institution?

- Faith-based
- For profit
- Ivy League/Elite
- Minority Serving (Historically Black, Hispanic Serving, Tribal)
- Urban-Serving
- Open Access
- Majority traditional-aged population
- Majority non-traditional population
- Other (please specify)

12 What is your total enrollment at your institution?

- Under 5,000
- 10,000-19,999
- 5,000-9,999
- Over 20,000

13 Location of current institution:

- Domestic (United States)
- International

APPENDIX B. MORAL ORIENTATION SCALE (MOS)

Sharon L. Weinberg, Ph.D.
246 Greene Street
New York University
New York, NY 10003

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212- 998-2373

This scale is a measure of moral reasoning style for adults using 12 dilemmas encountered by children between the ages of 8 and 10 years. In completing the scale it is important that you imagine yourself to be the parent of an 8 - to 10- year old child. As you respond to each dilemma, think about how you would help "your child" decide what to do. That is, what would you most want your child to consider when deciding what to do.

After each dilemma, there are four issues you might consider when helping your child decide what to do. Please rank them from 1 to 4 in order of your preference. Specifically, assign the ranking of 1 to that issue which comes closest to your own thinking on the matter, the one you would most likely want "your child" to consider. Assign a ranking of 2 to that issue you would next want your child to consider, and so on. The ranking of 4 would be assigned to that issue you would least likely want your child to consider.

Please place the ranking directly on the scale on the line to the left of each issue. Even if none of the issues matches exactly what you would say or do, please rank them to fit your thinking as closely as possible. Be sure to rank each issue. Of course, there are no right or wrong answers for any question. All responses will be kept confidential.

1. Your child is having a birthday party and wants to invite most of the children in the class. One classmate, who lives down the street, is not popular with your child or the other children in the class. Your child does not want to invite the neighbor child.

_ Since the other child lives on the block, I would explore how my child would feel when she/he saw the child in the future if the child were not invited to the party and how the other child would feel after being left out.

_ I would explain to my child that if most of the class is invited, the unpopular child must be as well. It is not fair to leave out one or two.

_ I would remind my child that there are times when neighbors help each other. Especially because the child is unpopular, it would be best to be friendly with the neighbor child and invite him/her to the party.

_ I would want my child to consider the reasons why the child is not popular. If the child is just shy, she/he should be invited. If the child is out of control or abusive, it would be unfair to the other children to include the child.

* * * * * * *

2. Your child accidentally broke a toy that belonged to another child. No one saw your child do this and your child does not wish to confess.

_ I would explain to my child that honesty is the best policy and that the thing to do is to admit having broken the toy.

_ I would want my child to consider that by not confessing, someone else might get blamed and punished for breaking the toy.

_ I would discuss how difficult it might be for my child to play with the other child in the future, having to live with the guilt about the toy.

_ I would want my child to know that in this case there are no questions. If you break it, you offer to replace it.

3. Your child and another child were misbehaving in school while the teacher was out of the room. When the teacher returned, your child was caught misbehaving, but the other child was not. Your child wonders what to do.

_ I would want my child to be concerned about his/her own behavior only and to understand that this would not have happened if my child had behaved properly in the first place.

_ I would expect my child not to tattle. As for the other child, it is a matter between that child and the teacher.

_ I would help my child understand that it would be unkind to get the other child in trouble and that the upset and anger at the other child for not being caught will not last long.

_ I would explore with my child what would happen to their relationship if my child told on the classmate.

* * * * * * *

4. Your child agreed to participate in an extra-curricular event which requires after-school preparation. As the day of the event nears, the weather becomes more conducive to outdoor play. Your child no longer wishes to participate in the event or to help in its preparation.

_ I would want my child to consider the potential disappointment of others, as they are depending on her/his participation in the event.

_ I would help my child understand that a commitment is a commitment and that one must honor responsibilities that one agrees to.

_ My child made a promise. I would want my child to consider how he/she would feel if someone broke his/her word to my child.

_ I would want my child to be concerned with the selfishness of her/his wishes and I would point out that acting this way can make a person feel bad about herself/himself later.

5. Your child often plays with two other children and all three are close friends. For some reason, one of the friends becomes unhappy with the other and wishes your child to break off relations with that friend also. Your child fees caught in the middle and wonders what to do.

_ I would encourage my child to remain friends with both children, even if all three do not play together at the same time.

_ I would want my child to consider whether the two children could become friends again by helping my child understand what went wrong.

_ I would want my child to consider whether it is fair for someone else to determine who his/her friends should be.

_ I would want my child to consider how she/he would feel if she/he were in the position of the third friend. I would want my child to treat others the way she/he wants to be treated.

* * * * * * *

6. Your child agrees to pay for a relatively inexpensive household item that she/he broke despite warnings "not to touch." Your child is saving a portion of her/his allowance to do this. As the savings increase, your child wishes very much to spend the money on something she/he has wanted for a long time.

_ I would explain to my child that life is like this sometimes; we often have to do things we don't want to do. It's not always easy to play by the rules.

_ I would want my child to know that we can accommodate each other. I would allow a small portion of the saved money for his/her own purchase, even though it will take a little longer to pay back the broken item.

_ I would want my child to consider the importance of priorities and to understand that the prior obligation must be satisfied before her/his wishes.

_ I would impress upon my child that even though the item was small, it was important to me and that for the sake of my feelings, I would like him/her to replace it before making his/her own purchase.

7. Your child admires a toy that belongs to a friend. The friend accidentally leaves the toy at your house. Because the friend does not seem to miss the toy or ask for its return, your child wants to keep the toy.

_ I would want my child to consider how the child who owns the toy feels about not having it. I would point out that just because the other child doesn't seem to care about the toy, this may not be the case.

_ I would want my child to consider how she/he would feel if someone kept a toy that was hers/his. The principle of not doing to others what you would not want them to do to you is key in this case.

_ I would want my child to consider who owns the toy. Regardless of the circumstances, the toy still belongs to someone else and the important thins is to return it.

_ I would want my child to consider the good feelings he/she would get from returning the toy and the problems that might occur between the children if the friend remembers the toy later and it wasn't returned.

* * * * * * *

8. An afternoon has been set aside for the whole family to give the home a thorough cleaning. On the appointed day, your child wishes to watch a special program on television. (There is no VCR in the household)

_ I would want my child to realize that watching the T.V. show would not be very considerate to the other members of the family, and to imagine how they might feel.

_ I would want my child to understand that she/he is no more privileged than any other member of the family and that therefore, he/she has to participate in the family chores.

_ I would stress all the important aspects of responsibility, togetherness and belonging that go with "family," as well as the need to be able to depend on one another.

_ I would want my child to consider that a commitment has been made to the family in an almost contractual way and that it would not be fair to change his/her mind at the last minute.

9. Your child finds on the street a pocketbook containing some small items that intrigue her/him. Your child wishes to keep some or all of the contents of the bag.

_ I would want my child to understand that ownership is an important concept. People have a right to their belongings, even though kids often say, 'Finders keepers, losers weepers."

_ I would remind my child of the "Golden Rule," do unto others as you would have them do unto you.

_ I would want my child to consider that if she/he kept the pocketbook without trying to locate the owner, she/he might feel guilty about keeping something that somebody else might need.

_ I would remind my child that these items are probably considered special to the person they belong to and that person would want them back.

* * * * * * *

10. Your child promises another child to help him/her with a school project due the next day. When your child tells you this, you remind your child that this was the day the family had planned to visit with friends who live in a town an hour away. Your child does not know what to do.

_ I would want my child to consider that promises made are promises kept unless good reasons prevent you from keeping your word. Since the commitment to the other family was made first, it takes precedence.

_ I would want my child to consider that membership in the family is important and that when the parents make plans, I would like for us all to be together.

_ I would discuss the problem of an individual's freedom within the group and that when the family makes plans, one family member doesn't have the right to make separate plans.

_ I would want my child to consider the predicament of the other child. If the friend really needs the help, I could see where my child might have to stay home and help the friend.

11. Your child has made long standing overnight plans with a good friend who moved out of town and who your child sees infrequently. On the afternoon of the appointed evening, a neighbor calls to say that there is an extra ticket to the Ice Capades (or other special event) and invites your child to attend. Your child does not know what to do.

_ I would want my child to consider that not only is the friend looking forward to the visit, the adults in the families had to make special plans for the overnight.

_ I would want my child to consider the friend's feelings and find out if it might be possible to change the overnight plans without upsetting the friend.

_ I would want my child to understand that the first commitment takes precedence.

_ I would want my child to consider her/his priorities. Which is more important – friend or event?

* * * * * * *

12. Your child was scolded by one of the teachers in the school for a perceived misdemeanor that your child really did not commit. Your child wishes to explain, but fears being further scolded for "talking back."

_ I would want my child to understand that justice is justice and that taking blame unnecessarily need not be tolerated.

_ I would want my child to consider how important it is to communicate with the teacher, not only to clear himself/herself, but to maintain integrity and self esteem.

_ I would want my child to consider that teachers are human beings and they sometimes make mistakes. Unless my child were very upset, I would advise her/him to leave things alone this time.

_ I would want my child to consider the importance of having the truth be known even when you think people don't want to hear it.

MORAL ORIENTATION SCALE CODING SYSTEM

C = CARING RESPONSE J = JUSTICE RESPONSE

1.	C	J	C	J
2.	J	C	C	J
3.	J	J	C	C
4.	C	J	J	C
5.	C	C	J	J
6.	J	C	J	C
7.	C	J	J	C
8.	C	J	C	J
9.	J	J	C	C
10.	J	C	J	C
11.	C	C	J	J
12.	J	C	C	J

CARE SCORE = NUMBER OF CARING RESPONSES RANKED AS FIRST CHOICE
JUSTICE SCORE = NUMBER OF JUSTICE RESPONSES RANKED AS FIRST CHOICE

APPENDIX C. PERMISSION TO USE MORAL ORIENTATION SCALE

Re: Moral Orientation Scale

Sharon L Weinberg <slw1@nyu.edu>

Thu 11/10/2016 3:06 PM

Deleted Items

To: Danielle Marie Filipchuk <admired@bgsu.edu>;

Yes, but please share with me your results using this scale.
Best,
Sharon Weinberg

On Nov 10, 2016, at 2:39 PM, Danielle Marie Filipchuk <admired@bgsu.edu> wrote:

> Dear Ms. Weinberg,
>
> Thank you for your quick response and access to the survey! Would I have your permission to use this in my dissertation study?
>
> Sincerely,
>
> Danielle Filipchuk

From: Sharon L Weinberg <sharon.weinberg@nyu.edu>
Sent: Monday, November 7, 2016 5:17:30 PM
To: Danielle Marie Filipchuk
Subject: Re: Moral Orientation Scale

Attached is the survey with documentation, and a paper reporting on its psychometric properties.

Please feel free to contact me again with any questions you may have about this scale.

Best,

APPENDIX D. ASCA RESEARCH COMMITTEE APPROVAL

Untitled

Adam Ross Nelson <adamrossnelson@gmail.com>

Wed 3/21/2018 5:37 PM

To Danielle Marie Filipchuk <admired@bgsu.edu>; Sarah Minnis <sarahm@asca.tamu.edu>;

The research committee has approved your research request. I am copying Dr. Sarah Minnis on this email as she is the staff person in charge of coordinating with researcher's on the implementation on projects that we have approved.

While we do not require revisions to your protocol the committee did offer comments that you and your team should consider:

- We would recommend that you modify the gender question. At least three researchers of student conduct have recently collected gender data by asking "what is your gender?" and then providing an open ended text box response option. This requires the research to re-code the data after collection. But we believe it is the most inclusive option available.
- When collecting race and ethnicity data we generally prefer multi-select options. Let the respondent select all that apply. Also, we prefer that respondents have the option to give no response.
- We would suggest that you consider collecting information that could help you measure experience level and/or seniority. Perhaps a question asking respondents to indicate how many years of fill-time experience they have in student affairs paired with a subsequent question asking how many years of full-time experience they have in student conduct

Again, the above feedback does not represent mandatory revisions. We offer this feedback for you and your research team's consideration.

Please let me know if you have questions. We are looking forward to seeing the results of your study.

--

Adam Ross Nelson, JD PhD
Twitter @adamrossnelson
Mobile 608 770 9477

APPENDIX E. IRB RESEARCH APPROVAL

BGSU®
BOWLING GREEN STATE UNIVERSITY
Office of Research Compliance

DATE:	April 10, 2018
TO:	Danielle Filipchuk
FROM:	Bowling Green State University Institutional Review Board
PROJECT TITLE:	[1182205-2] A Quantitative Study of the Moral Orientation of Student Conduct Professionals
SUBMISSION TYPE:	Revision
ACTION:	DETERMINATION OF EXEMPT STATUS
DECISION DATE:	April 9, 2018
REVIEW CATEGORY:	Exemption category #2

Thank you for your submission of Revision materials for this project. The Bowling Green State University Institutional Review Board has determined this project is exempt from IRB review according to federal regulations AND that the proposed research has met the principles outlined in the Belmont Report. You may now begin the research activities.

Note that changes cannot be made to exempt research because of the possibility that proposed changes may change the research in such a way that it no longer meets the criteria for exemption. If you want to make changes to this project, contact the Office of Research Compliance for guidance.

We will retain a copy of this correspondence within our records.

If you have any questions, please contact the Office of Research Compliance at 419-372-7716 or orc@bgsu.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Bowling Green State University Institutional Review Board's records.

APPENDIX F. INVITATIONS TO PARTICIPATE IN STUDY

Initial Invitation to Participate on May 11, 2018

Hello,

My name is Danielle Filipchuk and I am conducting research as a part of my doctoral dissertation under the direction of Dr. Patrick Pauken in the Leadership Studies program at Bowling Green State University. I am studying the moral orientation of student conduct professionals.

For the purposes of this research, student conduct professionals are defined as person who currently has a role within student conduct, who has at least a Bachelor's degree and who works at least thirty-five hours per week.

This study will explore the moral orientation of student conduct professionals in higher education. The primary focus of the study is to examine the prediction between the moral orientation and career progression (years of experience and current position level) of student conduct professionals in higher education. Also, this study will examine the relationship of age, gender, highest degree earned, and institution type to determine if these variables help predict moral orientation of student conduct professionals.

> **What is moral orientation?** Moral orientation is how a person approaches decision-making (Levitt and Algio, 2013). For the purposes of this study, moral orientation is defined using the concepts of the ethic of justice and the ethic of care.
>
> **What is the Ethic of Justice?** Ethic of justice is defined as making decisions based upon uniformity in rules, regulations, impartiality, reciprocity, autonomy, objectivity, and fair and equitable treatment of all people.
>
> **What is the Ethic of Care?** Ethic of care is defined as personal growth achieved through relationships, patience, honesty, trust, humility, hope and courage. The ethic of care is based upon loyalty, compassion, empathy and a "needs centered" approach.

With limited research on the ethical dilemmas that student conduct professionals face, having a greater understanding at how a conduct professional arrives at decisions will assist professionals in understanding their personal decision-making process and will assist in providing rationale to the decisions that are made. Specifically, this study will examine how various factors influence and predict moral orientation. Understanding how moral orientation ebbs and flows will allow conduct professionals to understand how their decision-making has changed over the years.

How to Participate: Your participation will involve responding to an electronic questionnaire. The survey contains 24 questions and should take no more than 15 minutes to complete. To take the survey, please click on the following link: https://bgsu.az1.qualtrics.com/jfe/form/SV_bBOnbB0JTeCfyvP.

Thank you in advance for your participation in this study. If you have any questions about this research, please feel free to call (567) 661-7970 or email me at admired@bgsu.edu. You may also contact Dr. Patrick Pauken at (419) 372-2550 or at paukenp@bgsu.edu. Questions or concerns about your rights as a research participant should be directed to the Bowling Green State University Institutional Review Board at orc@bgsu.edu or at (419) 372-7716. The study has received approval through the BGSU IRB process as well as the ASCA Research Committee.

Sincerely,

Danielle Filipchuk
Doctoral Candidate
Bowling Green State University

Second Invitation to Participate on May 29, 2018

Hello,

Two weeks ago, you were invited to participate in a research study that will examine the moral orientation of student conduct professionals. If you have already completed the online survey, thank you for your participation.

This study will explore the moral orientation of student conduct professionals in higher education. The primary focus of the study is to examine the prediction between the moral orientation and career progression (years of experience and current position level) of student conduct professionals in higher education. Also, this study will examine the relationship of age, gender, highest degree earned, and institution type to determine if these variables help predict moral orientation of student conduct professionals.

> **What is moral orientation?** Moral orientation is how a person approaches decision-making (Levitt and Algio, 2013). For the purposes of this study, moral orientation is defined using the concepts of the ethic of justice and the ethic of care.
>
> **What is the Ethic of Justice?** Ethic of justice is defined as making decisions based upon uniformity in rules, regulations, impartiality, reciprocity, autonomy, objectivity, and fair and equitable treatment of all people.
>
> **What is the Ethic of Care?** Ethic of care is defined as personal growth achieved through relationships, patience, honesty, trust, humility, hope and courage. The ethic of care is based upon loyalty, compassion, empathy and a "needs centered" approach.

With limited research on the ethical dilemmas that student conduct professionals face, having a greater understanding at how a conduct professional arrives at decisions will assist professionals in understanding their personal decision-making process and will assist in providing rationale to the decisions that are made. Specifically, this study will examine how various factors influence and predict moral orientation. Understanding how moral orientation ebbs and flows will allow conduct professionals to understand how their decision-making has changed over the years.

How to Participate: Your participation will involve responding to an electronic questionnaire. The survey contains 24 questions and should take no more than 15 minutes to complete. To take the survey, please click on the following link: https://bgsu.az1.qualtrics.com/jfe/form/SV_bBOnbB0JTeCfyvP.

Thank you in advance for your participation in this study. If you have any questions about this research, please feel free to call (567) 661-7970 or email me at admired@bgsu.edu. You may also contact Dr. Patrick Pauken at (419) 372-2550 or at paukenp@bgsu.edu. Questions or concerns about your rights as a research participant should be directed to the Bowling Green State University Institutional Review Board at orc@bgsu.edu or at (419) 372-7716. The study has received approval through the BGSU IRB process as well as the ASCA Research Committee.

Sincerely,

Danielle Filipchuk
Doctoral Candidate
Bowling Green State University

Third Invitation to Participate on June 11, 2018

Hello,

Recently you were invited to participate in a research study that will examine the moral orientation of student conduct professionals. There is still time to participate! The survey will close on Monday, June 18. Your participation is valued in this study. If you have already

For the purposes of this research, student conduct professionals are defined as person who currently has a role within student conduct, who has at least a Bachelor's degree and who works at least thirty-five hours per week.

This study will explore the moral orientation of student conduct professionals in higher education. The primary focus of the study is to examine the prediction between the moral orientation and career progression (years of experience and current position level) of student conduct professionals in higher education. Also, this study will examine the relationship of age, gender, highest degree earned, and institution type to determine if these variables help predict moral orientation of student conduct professionals.

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Sincerely,

Danielle Filipchuk
Doctoral Candidate
Bowling Green State University

APPENDIX G. CONSENT LETTER FOR SURVEY PARTICIPANTS

Purpose: The purpose of this study is to explore the moral orientation of student conduct professionals in higher education. The primary focus of the study is to examine the prediction between the moral orientation and career progression (years of experience and current position level) of student conduct professionals in higher education. Also, this study will examine the relationship of age, gender, highest degree earned, and institution type to determine if these variables help predict moral orientation of student conduct professionals.

Benefit to the Field of Student Conduct? With limited research on the ethical dilemmas that student conduct professionals face, having a greater understanding at how a conduct professional arrives at decisions will assist professionals in understanding their personal decision-making process and will assist in providing rationale to the decisions that are made. Specifically, this study will examine how various factors influence and predict moral orientation. Understanding how moral orientation ebbs and flows will allow conduct professionals to understand how their decision-making has changed over the years.

Risks: The risk of participation is no greater than that experienced in daily life.

Commitment: Your participation will involve responding to an electronic questionnaire. The survey contains 24 questions and should take no more than 15 minutes to complete

Anonymous: The researcher will not identify you or your institution. All data will be kept in a password-protected file, only accessible to me.

Rights as a Participant: Your participation in this study is voluntary and anonymous and you are free to withdraw at any time. Your participation will not impact any relationship you have with Bowling Green State University. For additional security, once you have completed this online survey, please clear your Internet browser and page history. Completing the survey indicates your consent to participate.

Contact: If you have any questions about this research, please contact the doctoral student researcher, Danielle Filipchuk, at (567) 661-7970 or at admired@bgsu.edu. You may also contact, the doctoral advisor, Dr. Patrick Pauken at (419) 372-2550 or at paukenp@bgsu.edu. Questions or concerns about your rights as a research participant should be directed to the Bowling Green State University Institutional Review Board at orc@bgsu.edu or at (419) 372-7716. The study has received approval through the BGSU IRB process as well as the ASCA Research Committee.

To continue to the survey, click the orange >> below. By doing so, you are providing your consent to voluntary participate in this study. If at any time you choose to end the survey, simply close your browser.