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I am submitting herewith a dissertation written by Edward J. Busher entitled "Professional Ethics: An Investigation of Student Affairs Professionals' Compliance with the American College Personnel Association's Statement of Ethical Principles and Standards." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Leadership Studies in Education.

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PROFESSIONAL ETHICS:
AN INVESTIGATION OF STUDENT AFFAIRS PROFESSIONALS'
COMPLIANCE WITH THE AMERICAN COLLEGE
PERSONNEL ASSOCIATION'S STATEMENT
OF ETHICAL PRINCIPLES AND STANDARDS

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Edward J. Busher

May, 1996

DEDICATION

To my father
James Raymond Busher

ACKNOWLEDGEMENTS

I would like to thank the following for their advice, encouragement, patience, and sense of humor during this project:

The members of my dissertation committee, Dr. Mark Miller, Dr. Malcolm McInnis, Dr. Mary Jane Connelly, and my advisor Dr. Norma Mertz whose long distance availability and support is greatly appreciated.

My family, who kept wondering when I would finish.

My friends and family: my mother Mildred for all her love and support; Dr. Randell J. Lambert of Jacksonville; Tom Erney from the Indian Oak Association; Mr. Tom Busher from Southeast Career Center; Jake and Elwood; Dr. Brian Seeger and Dr. Mark Querry from Columbus State; Betsy Eudey; Danny Noonan; and Theresa and Lucy Busher.

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CHAPTER I

PROBLEM AND RATIONALE

Introduction

Historically, the college student affairs profession has had a mandate to be the "moral conscience" of the campus (Brown, 1985), responsible for developing and maintaining ethical environments of the highest quality (Penny, 1969; Crookston, 1972; Canon and Brown, 1978; Mason, 1984; Canon and Brown, 1985; Kitchener, 1985, Barr 1984; Canon, 1989), and for promoting ethical and moral behavior on campus (Brown, 1985). Student affairs work is intended to help students "respond to others and to themselves as human beings, to help them formulate principles for themselves as to how people should relate to one another, and to aid them to behave accordingly" (Berdie, 1982, 9). And in all of this, student affairs workers are "expected to function on a high moral plane when facilitating the development of students" (Mason, 1984, 3).

The profession's expectation to promote ethical and moral behavior on campus may be linked in part to the early American colonial college (Schneider, 1977; Delworth and Hanson, 1982; Blimling, 1984; Canon, 1989; Upcraft and Barr, 1990). The colonial college was "a religious society whose basic and chief duty was to train its students to be religious and moral men" (McAnear, 1972, 465). Under the influence of Christian piety in the colonial college, "all

functions that might now be called student personnel work (student affairs) were carried out by trustees, administrators, and faculty in the name of the colony that nourished the college" (Fenske 1989, 8). The college attempted to relate to students "primarily through the concept of in loco parentis, whereby colleges acted on behalf of parents for the good of the students" (Upcraft and Barr, 1990, 13). Young (1969) and Laudicina and Tramutola (1974) write that the concept of in loco parentis is rooted in the classical university:

The notion of a classical university included separation between the campus and the community in which it resided. The administration had total control over the students and their activities. The doctrine of in loco parentis emerged as justification for this stance (Laudicina and Tramutola, 1974, 6).

Appleton, Channing, Briggs and Rhatigan (1982) write that in loco parentis was "understandable considering the age of students and the difficulties associated with travel and communication in the colonial period." Generally, most students in the colonial college were in their early teens. (Blimling and Miltenberger, 1984).

The moralistic focus of the early colonial college began to diminish during the American Civil War as the character of society shifted from religious to secular. By the early 1900's, the major focus of college faculty and administrators was no longer on the moralistic or spiritual development of its students, but instead on research and scholarship (Owens, Witten, and Baily, 1980; Delworth and

Hanson, 1982; Blimling and Militenberger 1984). According to Fenske (1989), student services "emerged and evolved by default at this time, by taking over necessary and sometimes unpopular tasks abandoned by trustees, administration and faculty" (6). Upcraft and Barr (1990) write that by the end of the 19th century:

college presidents had delegated the responsibility for supervising students and handling student problems to deans of men and deans of women. Their functions were to control and limit the behavior of students consistent with the concept of in loco parentis (14).

While student affairs emerged as a profession by the early 1900's and the nature of higher education changed with the establishment of public colleges and the growth of coeducation, "the relationship between students and their colleges remained dominated by in loco parentis" (Upcraft and Barr, 1990, 13). The doctrine of in loco parentis was articulated judicially for the first time in Gott v. Berea College (1913) when the Kentucky Court of Appeals ruled that a college had the right to dismiss students because "they violated a college rule forbidding students to enter local eating houses or places of amusement not controlled by the college" (Thomas, 1991, 34). The Kentucky Court stated:

College authorities stand in loco parentis concerning the physical and moral welfare and mental training of the pupils, and we are unable to see why, to that end, they may not make any rule or regulation for the government or betterment of their pupils that a parent could for the same purpose.

While the Gott decision was an important influence on the way colleges viewed discipline, more importantly, it

provided the popular language writers adopted to describe the relationship between the student and institution during the colonial period, and later, to characterize the nature of student affairs work in the first half of the 20th century (Appleton, Channing, Briggs, and Rhatigan, 1982). Not until the late 1960's, did compliance with in loco parentis disappear from most college campuses as society changed, and student demands for more individual freedoms "cast doubt on the legitimacy of student affairs professionals' moral guidance activities" (Young, 1993, 247). With the demise of in loco parentis, student affairs workers actively worked "to change their image from that of disciplinarians to student advocates" (Kibler, 1993, 8). Student development theory emerged and grew in the early 1970's to become the dominant theoretical and philosophical point of view for the profession. Through the student development approach, student affairs workers focused on providing programs, services, and environments that "considered the development of the whole individual, intellectually, physically, emotionally, and spiritually" (Brown, 1972, ACPA Monograph). "Unfortunately, this shift often led to a laissez-faire attitude concerning the morals, values, and ethical development of students" (Kibler, 1993, 8).

During the past decade there has been renewed debate about the role of student affairs professionals in providing

the proper amount of freedom and control on campus. While very few advocate a return to in loco parentis, the increasing complexity of social and political issues, such as AIDS, date rape, sexual harassment, and hate speech, and the degree to which these issues are public, have caused the profession to reevaluate its position on ethics and ethical issues (Winston and Dagley, 1985; Canon, 1989; Welfel, 1990; Upcraft and Barr, 1990).

The problem is that on far too many campus student personnel officers are being asked to carry the responsibility of responding to difficult issues all alone. And while in loco parentis has been abolished, no theory of campus governance has been discovered to replace it. Colleges are keeping the lid on, but ground rules are ambiguous at best. To add to this problem, parents and the media are increasingly criticizing the conditions of student life (Boyer, 1990, 1).

In a compendium of research articles related to ethics in student affairs work, Welfel (1990) identified several factors which have led to the increased focus on ethics in the profession:

- 1) better documentation - The incidents of unethical behavior, especially in the area of sexual harassment, have been documented more frequently in the counseling literature. In essence, some of these findings may have shocked professionals into greater sensitivity.
- 2) the consumer rights movement - People are more likely to take action when services are ineffective or inappropriate. Fear of being sued by a dissatisfied student has caused some practitioners in counseling and advising roles to be more sensitive to ethical issues.
- 3) economic pressures - Worries about declining enrollments and cuts in student services budgets have made the process of objectively counseling and advising students considering a leave of absence or transfer to another college, for example, a much more complicated

matter.

4) legal rulings - The courts have supported clients' claims of malpractice against counselors who exploit clients sexually, engage in other forms of dual relationships, and who fail to warn those who may be in danger of harm from their client even if such a warning means violating confidentiality (196-198).

Some argue that the transformation from in loco parentis to a more open campus, coupled with the increased complexity of social, political, and legal issues, overwhelmed the student affairs profession and left it without a clear strategy for dealing with complex ethical issues. While the majority of student affairs administrators had no wish to return to the days of in loco parentis, some system of moral and ethical guidelines needed to be developed to guide professionals in their work. In response to this need, the major organizations in the profession, including the National Association of Women in Education (NAWE), the National Association of Student Personnel Administrators (NASPA), and the American College Personnel Association (ACPA), began to develop professional codes of ethics in the early 1980's. The original codes were developed to represent the values and expectations of the profession and they were intended to serve as guides to assist student affairs administrators in ethical decision making (Brown, 1985; Kruger, 1985; Cannon, 1989; Kitchener, 1985; Delworth, 1989). Further, as suggested by Welfel (1990), they "implied a clearer, more universal identity, in this case, a more certain and widely accepted definition of

the purpose and function of college student personnel workers" (198).

Canon (1989) noted that while all of the codes attempted to reflect the values of the profession, "they also deviated widely from one professional code to another, reflecting more the social context of the organization that produced them" (60).

While NASPA's code is limited by a primary obligation to the employing institution and NAWDAC's is limited to the welfare of the practitioner, ACPA "acknowledges responsibilities to both the client (student) and the employing institution" (63).

The ACPA Code has emerged as the most helpful and perhaps appropriate code for the profession as a whole. Canon's observation suggested strongly that the ACPA Statement of Standards and Principles was in a better position to address ethical issues in student affairs than the codes of the other groups because it focused on both the student and the institution. This position was also supported by Winston and Dagley (1985) in their comparative analysis of the various codes. They found the ACPA standards to be the most effective at providing "clear and comprehensive statements of expected behavior" (54). The other codes either addressed only one area of student affairs (e.g., housing administration), or they were too vague in their presentation of ethical expectations to guide practitioners in ethical decision making (Winston and Dagley, 1985; Canon, 1989).

Unlike the other codes, the ACPA code contains guidelines for addressing two levels of ethical concerns by explicating both ethical standards and ethical principles. The addition of ethical principles to the ACPA code allows practitioners to have more flexibility in addressing ethical issues (Kitchener, 1985; and Canon, 1989). At the first level, four ethical standards are identified. They relate to: 1) adherence to professional responsibility and competence; 2) student learning and development; 3) responsibility to the institution; and 4) responsibility to society. Not unlike the other codes in student affairs, the ACPA standards' statements were designed to function "somewhat like a set of laws for the organization, which professionals implicitly agreed to follow by virtue of their membership in the organization" (Kitchener, 1985, 19). Thus, according to Kitchener, in a situation where a residence hall staff member appeared to be having a sexual relationship with an undergraduate student in his or her residence hall, the issue could be resolved by direct reference to the ACPA standard which reads:

Sexual relationships between professionals and students for whom the professionals has supervisory responsibility have high risk for potential harm and they are unethical (Kitchener, 1985, 19).

At the second level, five ethical principles are enunciated: 1) act to benefit others; 2) promote justice; 3) respect autonomy; 4) be faithful; and 5) do no harm. They were added to the code in 1990 because the standards alone

were judged to be too narrow and limited by legalistic thinking (Winston and Dagley, 1985; Kitchener, 1985; Canon, 1989). Based on the work of Kitchener (1985), the principles are unique to ACPA and provide the practitioner with "a general ethical framework for identifying the critical issues at stake and deciding among them when standards were ineffective" (28). Reflecting on the importance of ethical principles to the ACPA code, Canon (1989) writes:

Principles provide some useful latitude in discussion of real-life ethical dilemmas. Instead of being trapped in the kind of dogmatic posture that can result from the legalistic application of a particular statement of a code, parties addressing an ethical dilemma by applying principles are afforded a range of possible responses, are less likely to become defensive, and have options that may serve a greater good or a larger moral dimension (69).

A final advantage of the ACPA Standards and Principles is that it represents the professional organization "to which most student affairs professionals belong" (Welfel, 1990, 195). Because of the increased focus on ethics in student affairs, the ACPA code has been increasingly distributed and discussed in student affairs journals, academic programs, professional training programs, and state and national conferences. The addition of Kitchener's principles has brought credibility to the ACPA code and separated it from the others as the most comprehensive document for representing the values of the profession and guiding practitioners in ethical decision making. (Canon,

1989).

The ACPA Code of Standards and Principles represents one statement of the values of the profession and is intended to serve as a guide for ethical decision making. It is widely distributed and discussed in the profession and in preparation programs leading into the profession. However, it is unclear to what extent the ACPA standards and principles actually guide professional behavior. While much has been written encouraging adherence to the code, "currently, there are no published data-based studies in the literature on college student services that describe the kinds of ethical dilemmas practitioners face or the frequency with which their behavior may violate ACPA's code of ethics" (Welfel, 1990, 203). The profession needs to find out the degree to which professionals are aware of, accept, and act in accordance with the ACPA code and the reasons why professionals may or may not act in accordance with the recommendations of the ACPA code. Until and unless the profession knows the answers to these questions, the code can only be said to represent the profession's espoused values. It is critical for the profession to conduct data-based studies to determine whether professionals are fulfilling the expectations and values of the field as articulated in the ACPA code of ethics. This information will help the profession determine the effectiveness of graduate level courses and professional training programs in

preparing professionals to recognize, value, and effectively deal with ethical issues in student affairs administration.

Statement of the Problem

The literature related to ethics in student affairs makes clear that the student affairs profession has an obligation to model ethical behavior in its work. A professional code of ethics representing what the profession deems to be ethical behavior has been developed to guide student personnel professionals in ethical decision making in their work. What is missing, however, is documented evidence of whether or to what extent student affairs administrators are living up to the ethical expectations of the profession as expressed in the ACPA Statement of Ethical Principles and Standards.

Purpose

The purpose of this study was to determine whether and to what extent student affairs administrators acted in accordance with the American College Personnel Association Professional Code of Ethics. Full-time, professional live-in residence hall staff were asked to respond to a series of ethical situations and their responses were compared to the principles and standards defined in the code.

The research questions guiding this study included:

1. How consistent are residence hall professionals' responses with the recommendations of the ACPA

Code?

2. What are the motivations underlying participants' responses to ethical situations?
3. What is the relationship between what residence hall professionals say they **should do** in an ethical situation and what they say they **would do** in a ethical situation?
4. What is the relationship between how professional hall staff respond to ethical situations and the demographic variables of age, gender, race, residence hall experience, educational background, type of institution in which employed, and familiarity with the code?

Methods and Procedures: Summary

Twenty professional hall directors responded to nine ethical situations in student affairs. The nine scenarios represented an ethical situation related to each of the four ethical standards statements and each of the five ethical principles outlined in the ACPA Code. Participants were asked what they **should do** and **would do** in response to each scenario, and to explain their answers; their responses were then compared to the recommendations of the "ACPA Statement of Ethical Principles and Standards." Patterns and themes which emerged from the various responses suggested the extent to which student affairs professionals' were in accordance with the recommendations of the "ACPA Statement of Principles and Standards" and provided insight into the underlying motivations guiding their responses.

Importance of the Study

Ethics and ethical issues have reemerged in student affairs administration and led to the development of the ACPA Statement of Ethical Principles and Standards to help guide professionals in making ethical decisions. What appears to be missing is any comprehensive study that examines the extent to which student affairs administrators' responses to ethical situations are consistent with the profession's code of ethics. This study intended to begin to fill the void in the research and literature.

Data-based research on ethics is important to the profession for two reasons. First, the profession needs to begin to determine the effectiveness of graduate level courses and professional training programs in preparing professionals for ethical issues in student personnel administration. Second, the student affairs profession expects its members to act ethically and create environments that promote fairness, justice, tolerance of difference, and equality among other things. It is important to examine whether student affairs professionals are fulfilling the expectation of the profession.

The results of this and future studies will provide the profession with valuable information about the extent to which student affairs administrators are living up to the expectations of the profession. Further, it will allow the profession to begin to determine the extent to which it

might need to train its professionals to recognize and deal with ethical issues in student affairs administration in more ethical ways.

Limitations/Delimitations of the Study

The study will be delimited to 20 subjects representing four-year residential public and private colleges and universities in one state. Although the subjects are likely to be fairly similar to other student affairs professionals nationally, the results of the study will be limited to the subjects and state studied.

The study will be limited by the fact that it will be asking people what they think they will do versus observing what they do. While it is assumed that they will respond truthfully about how they believe they would deal with the situation, unless they have had the experience, their answers will represent what they intend, not necessarily what they will do.

Definitions of Terms

Ethics: The study of right and wrong, usually including the determining and encouraging of what is right.
(Vetter and Wasiczko, 1990).

Value: A tightly held belief upon which a person acts by choice; an enduring belief that one way of behaving

is personally or socially preferable to an opposing way of behaving. (Vetter and Wasiczko, 1990)

Ethical Dilemma: A situation in which there is a conflict between values, or what is right and what is wrong. You have to make a decision about what is right. (Vetter and Wasiczko, 1990).

Ethical Behavior: Acting responsibly in difficult and/or complex situations; with quality character and judgment. (Vetter, and Wasiczko, 1990).

Professional Ethics: The formal code by which a profession sets and regulates standards for its membership (ACPA, 1990).

Organization of the Study

The study will be presented in five chapters.

Chapter I. will present the introduction, statement of the problem, the purpose, summary of the methods and procedures used, importance of the study, limitations and delimitations, and definition of terms.

Chapter II. will provide a review of literature and research as it relates to ethics in student affairs administration.

Chapter III. will explain the methodology and

procedures used in the study.

Chapter IV. will present and analyze the findings of the study.

Chapter V. will present a summary, conclusions, discussion of the study, and recommendations for further study.

CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

Introduction

The student affairs profession has historically focused on ethical and moral issues on campus. When the first deans of men and women emerged in the late 1890's, they inherited from faculty the responsibility to develop and maintain ethical environments of the highest standard (Canon, 1989, and Barr, 1989). This included "the unpopular but necessary tasks of regulating student behavior" (Fenske, 1989, 6). One hundred years later, the student affairs profession is still committed to ethical and moral concerns, having recently developed professional codes of ethics to help guide professionals in ethical decision making.

The literature review will begin by examining the student affairs profession's historical commitment to ethical and moral issues. In section two the various codes of ethics developed in student affairs are examined and compared. This section also provides a critical analysis of the ACPA Statement of Standards and Principles. The extent to which the ACPA Code represents the accepted values of the profession and is communicated and enforced as compared to codes of other professional organizations will also be reviewed. Section three will address member compliance with the ACPA Code and, recognizing the dearth of data based

studies on compliance to ethical codes in student affairs, related research on compliance from a variety of education and non-education fields will be examined.

A Historical Link to Ethical and Moral Issues

The early student affairs administrators, circa 1890's, were influenced by the colonial college. The mission of the colonial college was to develop the spiritual lives of students by focusing on "moral purpose, values, and the reality of heaven" (Rudolph, 1976, 32-33). Residential colleges tended to be restrictive and college faculty closely regulated student behavior (Fenske, 1980; Smith, 1990; and Drum, 1993). "Functions that might be regarded as the forerunners of student services were the responsibility of the president, the faculty, tutors, the priest-seminarians, or other so-called persons of the faith" (Barr, 1990, 13). "Student services were inseparable from the academic program and were performed by all who were viewed as capable of molding young men into Christian gentleman" (Knock, 1985, 18). College administrators in the colonial period were said to have operated under the concept of in loco parentis, "whereby the college acted on behalf of parents for the good of the students" (Upcraft and Barr, 1990, 13). Laudicina and Tramutola (1974) write that in loco parentis grew out of the concept of the "classical college."

The classical university included separation between the campus and the community in which it resided. The

administration had total control over the students and their activities. The doctrine of in loco parentis emerged as justification for this stance.

In loco parentis as a guiding principle for higher education was reinforced in the court case Gott v. Berea College (1913) when the Kentucky Court of Appeals ruled that a college had the right to "act on behalf of the parents for the benefit of protecting the safety, morals, and welfare of its students" (Barr, 1990 and Thomas, 1991, 34). Appleton, Channing, Briggs and Rhatigan (1982) argued that in loco parentis implied that the early student affairs workers were "surrogate parents" acting on behalf of the university. The authors write that this led to the misconception that student affairs workers were strict moral regulators and repressors of students; when actually, "their relationship with students was based on love, mutual respect, and a concern for a student's growth and development" (36).

In loco parentis as a guiding principle began to diminish after World War II and it eventually disappeared from most college campuses by the late 1960's. Factors that contributed to its demise included the influx of veterans after World War II, legal decisions, increased student activism in the 1960's, and philosophical changes in the student affairs profession (Blimling and Miltenberger, 1984; Thomas, 1991). Shortly after World War II, more than 350,000 GIs returned to school under the federally funded G.I. bill. Their numbers alone influenced college campuses. Further,

they were older and less receptive to rules established for the benefit of the 18-22 year old (Thomas, 1991). With the increase of students, it was much more difficult for student affairs administrators to control and mandate the moral behavior of such large numbers of students (Blimling and Miltenberger, 1984; Thomas, 1991).

The second major factor that contributed to the end of in loco parentis was the student movement of the late 1960's and early 1970's. Thomas (1991) pointed out that when 18 year olds had gained the right to vote in 1971 their demands to be treated like adults gained a greater legitimacy. "Thus, strict codes on alcohol, visitation rights by the opposite sex, and other restrictions on personal freedom were quickly being withdrawn by campus officials" (Thomas, 1991, 35).

Court rulings were credited with ultimately ending the practice of in loco parentis. In Dixon v. Alabama (1961), the court ruled that a university must ensure the due process rights of students who are dismissed from the university. The significance of this ruling was that college administrators could no longer arbitrarily dismiss students for violation of university rules of conduct without guaranteeing a student's right to a fair hearing. This ruling seemed to diminish the willingness of university administrators to implement strict codes of moral conduct. In Bradshaw v. Rawlings (1979), the court expanded the

rights of students and ruled that the college no longer had "a special relationship with students" that required the college to protect the safety, morals, and welfare of its students (Thomas, 1991).

The student movement of the 1960's and the subsequent Supreme Court rulings that followed "cast doubt on the legitimacy of student affairs professionals' moral guidance activities. University and college administrators were faced with the challenge of creating educational environments that ensured the proper balance of freedom and control on campus" (Young, 1993, 247).

Having conceded that they were no longer the moral arbiters of student behavior, student affairs professionals began to create quasi-legal systems of codes and tentatively concluded that matters of student ethics and morals were no longer within their purview. In general, the climate on most of our campuses was one of tolerance for increasingly distant ethical and moral boundaries (Canon and Brown, 1985, 2-3).

By the early 1980's some student affairs professionals began to question student affairs' seemingly "hands off approach" to ethical and moral concerns in the 1970's (Barr, 1984; Brown, 1985; Canon, 1985; Winston, 1981; Canon and Brown, 1985, Boyer, 1990). Several complex social, political, economic, and legal trends which emerged in higher education in the late 1960's, accelerated dramatically in the 1970's and 1980's. Incidents of hazing, alcohol poisoning, drug overdose, crime, date rape, and vandalism at American institutions of higher education found their way to the front page of local and national

newspapers. Administrators were faced with the task of restoring public confidence and meeting the demands to deal effectively with student behavior (Krager, 1985; Canon and Brown, 1985; Kitchener, 1985; Delworth and Hanson, 1989; Welfel, 1990; Boyer, 1990; Barr, 1990).

A code of student conduct that was not unlike the codes used during the days of in loco parentis was implemented by Boston University President John Silber in the Fall of 1988. Silber's code contained revised policies which limited alcohol consumption, banned overnight guests, and imposed curfew hours during weeknights and weekends. While the Boston University code was eventually rejected, it represented the views of a growing minority of administrators, students, and the general public that felt a return to strict codes of student conduct was necessary to curb activity that infringed on a student's right to an educational environment conducive to studying (Thomas, 1991).

The consumer rights movement and its concerns also drew attention to ethics on campus in the past decade. Students and parents came to "expect a higher quality of service and they were more likely to take action when the services were ineffective or inappropriate" (Welfel, 1990, 197). Economic considerations intensified the traditional tensions between student affairs administrators' obligations to the student and their obligation to the college or university

that employed them (Canon and Brown, 1985; Canon, 1989; Delworth, 1989; Welfel, 1990). "Worries about declining enrollments and cuts in student affairs budgets have made the process of objectively counseling or advising a student considering a leave of absence or transfer to another college a much more complicated matter" (Welfel, 1990, 197).

Faced with the need to consider ethics in the profession and confronted with mounting pressure from external publics that demanded the university control its students, it was clear that the profession needed to consider its position on professional ethics and redefine its role in managing student behavior (Brown, 1985; Canon, 1985; Kitchener, 1985; Winston, 1985; Welfel, 1990).

The Development of Codes of Ethics

One important outcome of the refocus on ethics in student affairs in the early 1980's was the development of ethical models, codes, standards and principles of ethics by the primary organizations in student affairs. These organizations included the National Association of Student Personnel Administrators (NASPA), the American College Personnel Association (ACPA), the Association of College and University Housing Officers International (ACUHO-I) and the National Association of Women Deans in Education (NAWE), formerly the National Association of Women Deans and

Counselors (NAWDAC). The codes differed in focus and structure and each "represented the social context of the organization that developed it" (Canon, 1989, 63). Each of the codes will be examined and compared in terms of its orientation (to whom it speaks) and, the extent to which it provides practical guidance for student affairs professionals.

Winston and Dagley (1985) conducted a comparative analysis of statements of ethical standards from selected professional associations in student affairs and related professions, including ACPA, ACUHO, NASPA, NAWF, the American Psychological Association (APA), and the American Association of Counseling and Development (AACD). Their analysis measured the comprehensiveness and specificity of the different standard statements in addressing 19 content areas in student affairs administration. The standards statement were graded (A, B, C, or D) in each of the nineteen content areas in terms of the following: A - the standards statement makes a clear and comprehensive statement of expected behavior and includes explanatory materials or examples; B - the standard states broad principles; C - the standard briefly, indirectly, or somewhat unclearly addresses the issues; or D - the standard does not address issues. The ACPA standards statements were identified as the most comprehensive in providing professionals with statements of expected ethical behavior.

ACPA received an (A) ranking in 10 of the 19 content areas, while AACD received an (A) ranking in six areas; APA in five; and ACUHO, NASPA and NAWDAC in none of the content areas.

In 1976 NAWE was credited with introducing the first ethical standards statement for the student affairs profession, "The General Responsibilities Statement." Consisting of 13 standard statements, the code generally reflected the mission of NAWE, which is "to promote and support the rights and professional welfare of women in student affairs" (NAWE, 1993). Reflecting on the NAWE standards, Canon (1989) noted:

Composed almost wholly of women professionals, the NAWE standards statement understandably speaks to the needs of a constituency that has felt the heavy hand of sexual discrimination over the decades. NAWE seems to evidence slightly greater concern for the welfare of the practitioner, and much of its code focuses on the rights of professionals (63).

Similarly, Winston and Dagley (1985), in their comparative analysis of student affairs related professional codes, found that the NAWE standards statements did not address ethical issues in 12 of the 19 student affairs content areas. The authors found the code to be generally vague and probably the least helpful for student affairs practitioners seeking practical ethical guidance. The authors cite an example of this from one of NAWE's thirteen standards statements: "it is the responsibility of educators to conduct a continuing review of described responsibilities

and seek ways to improve the existing professional climate" (54).

NASPA's "Standards of Professional Practice" (Appendix A) was introduced in 1983 and later revised in 1990.

NASPA's stated mission is:

to serve college and universities by providing leadership and professional growth opportunities for senior student affairs officers and other professionals who consider higher education and student affairs from an institutional perspective (NASPA, 1994).

NASPA's allegiance to the institution is affirmed by its code of ethics. Eight of its 12 standards statements speak directly to the practitioner's obligation to the institution, while only four address the ethical concerns of students (professional services, student behavior, campus community and assessment).

"NASPA, which is sustained primarily by institutional membership fees paid directly by the colleges and universities, can be expected to generate a document reflecting the rights and expectations of its fee-payers (Canon, 1989, 63).

Standard two, for example, states that "members who accept employment with an education institution subscribe to the general mission and goals of the institution" (NASPA, 1990). Winston and Dagley (1985) found many of NASPA's standard statements to be "indirect or unclear" in addressing ethical issues in student affairs administration, and thus less than helpful in providing practical ethical guidance for student affairs practitioners. That judgment was echoed by Canon (1989) who found "the very general statements that make up

the NAWE and NASPA ethical codes too vague or obscure for those seeking guidance" (63). An example of this is found in statement five:

members recognize their obligation to the employing institution and seek to avoid private interests, obligations, and transactions which are in conflict of interest or give the appearance of impropriety. Members clearly distinguish between statements and actions which represent their own personal views and those which represent their employing institution when important to do so (NASPA, 1990).

ACUHO International developed, "Ethical Standards for the Housing Professional" in 1984 (Appendix B). ACUHO's stated purpose is to "contribute to the improvement and coordination of the various aspects of student residence halls and apartments, food service, developmental programming, administration, and conference services" (ACUHO, 1994). Consistent with its organizational mission, the ACUHO code consists of 11 general standards statements that are focused on providing ethical guidance for chief housing officers and residence hall personnel working in residence hall administration. Standard three, for example, reads:

the housing professional has an obligation to understand the educational goals of the institution and to aid in support and realization of these goals through residence hall programming, leadership training, student governance, faculty involvement, and sound fiscal management.

The ACUHO code is confined to issues pertaining to housing administration. Like the NAWE code, it is inadequate in providing practical ethical guidance to practitioners

working in different areas of student affairs administration. (Winston and Dagley, 1985).

The ACPA code of ethics was developed in 1981 and later revised in 1989 and 1993 in response to the renewed interest in ethical and moral issues in student affairs. ACPA states that its primary mission is

to serve all levels of higher education student affairs professionals through educational and developmental programs and networking, enabling them to excel in their positions, to achieve career growth and to contribute to the profession (ACPA, 1994).

ACPA's constituency is "largely drawn from middle management and entry level professionals which may explain their ability to develop a code of ethics that reflected the needs of both institutions and students" (Canon, 1989, 63).

The 1981 document, which was named "The ACPA Statement of Ethical Standards," contained four general standards statements (professional responsibility and competence, student learning and development, responsibility to the institution, and responsibility to society). The standards statements can be found in the revised 1989 edition found in appendix C. Under each standard statement, specific guidelines were attached to help student affairs professionals make responsible ethical decisions. The guidelines were designed by ACPA to spell out specific behaviors that were appropriate and inappropriate for student affairs professionals. For example, Standard 1.9 under Professional Responsibility and Competence, encouraged

student affairs professionals to:

abstain from sexual intimacies with colleagues or with staff or whom they have supervisory, evaluative, or instructional responsibility.

In their comparative study of ethical codes, Winston and Dagley (1985) concluded that, at that time, the ACPA code was the most effective because it provided "clearer and more comprehensive statements of expected behavior" for practitioners seeking ethical guidance (43).

Because the four enumerated standards alone were considered too narrow by practitioners in the field, the ACPA Ethics Revision Committee revised the code in 1989 (Appendix C) adding five ethical principles (act to benefit others, promote justice, respect autonomy, be faithful, and do no harm). Developed from the research of biomedical ethicists Beauchamp and Childress (1979), as translated for student affairs by Kitchener (1985), the ethical principles were designed to provide ACPA members "more general and fundamental guidelines for addressing issues upon which the standards themselves are silent or for which the standards seem to conflict" (Hotelling, 1989, 10). Canon (1989) summarized the five principles Kitchener identified:

Respecting Autonomy acknowledges the right of individuals to decide how they live their own lives so long as their actions do not interfere with the rights and welfare of others. Respecting autonomy also serves to protect us against our own paternalistic instincts, however laudable those instincts might be. Students and colleagues are entitled to learn from their own failures, and, following a hearing of whatever caveats we may choose to offer them, they remain free-for the most part-to choose their own courses of action.

Doing no harm honors the obligation to avoid actions that may inflict either physical or psychological injury.

Benefitting others is at the core of our reason for being student services professionals. We choose to work in this field in order to help others. One may benefit others by bringing about a change in a regulation, requirement, or arbitrary rule. Even small, thoughtful acts of a colleague or mentor can bring benefits that last a lifetime.

Being just means giving appropriate attention to assuring equal treatment to all those for whom we have responsibility. Just behavior affords each student and colleague a fair portion and, in general, honors the Golden Rule. Paradoxically, assuring equal treatment may involve giving special consideration to those who do not have equal access to the benefits available to most citizens.

To be faithful is perhaps the most exacting of ethical principles. Here we pledge to keep promises, to tell the truth, to be loyal, and to maintain respect and civility in human discourse (64-66).

The addition of Kitchener's ethical principles to the ACPA Code of Ethics helped make the document the most comprehensive code of ethics in the student affairs profession. Being the professional organization to which most practitioners belong, the ACPA Statement of Ethical Standards and Principles is beginning to be discussed more frequently in higher education/student affairs academic programs, professional development seminars, professional training programs, and national and regional student affairs conferences (Canon, 1989). ACPA also provides complimentary copies of the "Statement of Ethical Standards and Principles" to new and existing professionals (ACPA, 1994).

While ACPA has been praised for developing a

comprehensive code of ethics, it has also been criticized for not having a system for enforcing its code. "If codes of ethics do not include monitoring and enforcement mechanisms, there is some question as to their usefulness" (Winston and Dagley, 1985, 61). Unlike the American Bar Association (ABA), American Medical Association (AMA) and the American Psychological Association (APA), for example, which all have procedures for enforcement of their codes, the ACPA has a code, but no enforcement procedures. Professional codes and standards are typically self-regulated. The ABA processes complaints against lawyers through state grievance boards or local or state bar associations. The AMA regulates ethical behavior through a state Council on Ethical and Judicial Affairs. The APA responds to inquiries on ethical behavior through state and provincial offices. In addition, the APA has increased its role in monitoring professional ethics by increasing research on member compliance and keeping data on and publishing the number and types of complaints against a psychologist submitted to the ethics committee.

In response to criticisms of ACPA's ability to enforce ethical standards, the ACPA Standing Committee on Ethics developed, "Policies and Procedures for Processing Complaints of Ethical Violations" in 1993 (ACPA, 1993). The document states that its purpose is to facilitate the work of the Ethics Committee by specifying the procedures for

processing cases of alleged violations of the Statement of Ethical Principles and Standards, codifying options for sanctioning members, and stating appeal procedures (ACPA, 1993).

Like the legal, medical and psychological fields, ACPA encourages enforcement of the code through self-regulation. According to the ACPA document on ethical violations, five courses of action are currently available to professionals and institutions when an alleged violation has occurred. They include: 1) initiating a private conference, 2) pursuing institutional remedies, 3) contacting the ACPA Ethics Committee, 4) requesting consultation from the ACPA Ethics Committee, and 5) submitting a complaint to the ACPA Ethics Committee (ACPA, 1993).

The ACPA Standing Committee on Ethics consists of 12 members. According to ACPA, their role is to assist in the resolution of conflicts among members of ACPA. Their responsibilities include:

- A. educating the membership as to the Statement of Ethical Principles and Standards

- B. periodically reviewing and recommending changes in the Statement of Ethical Principles and Standards of the ACPA as well as the Policies and Procedures for Processing Complaints of Ethical Violations

- C. receiving and processing complaints of alleged violations of the Statement of Ethical Principles and Standards

- D. receiving and processing questions (ACPA, 1993).

While ACPA has a long way to go before it can match the

muscle of other professional organizations in enforcing codes, the standing committee on ethics is working on strategies to give the code more credibility. This includes increasing awareness of the ACPA code, educating members on the procedures necessary for bringing a complaint to the Ethics Committee, strengthening its legal staff, and developing a system for reporting the number and types of violations reported to the Ethics Committee (ACPA, 1993). Currently, the ACPA Standing Committee on Ethics is encouraging researchers and committee members to conduct data based studies which indicate the degree to which members of the profession believe in or endorse ethical guidelines (ACPA, 1994).

Research on Compliance

To date, there has been no systematic research or inquiry related to whether student affairs administrators are acting in accordance with the ethical expectations of the profession as expressed in the ACPA code of ethics, or any of the other codes. Welfel (1990), reflecting on what has been written, stated:

much of the literature published to date can only be characterized as reviews of the literature or position papers attempting to sensitize professionals to the ethical dimensions of their work. Currently, there are no published data-based studies in the literature in college student affairs that describe the frequency with which their behavior is consistent with the ACPA's code of ethics. This lack of data-based research on college student services professionals necessitates extrapolating from the research the estimated scope of

the problems of unethical behavior. (201)

The relative absence of data based studies related to compliance with ethical codes in student affairs is similar to the state of affairs in closely related fields; studies of compliance are few and far between. Among the relevant related studies are ones by Dexheimer (1969) in education, Bernard and Jaha (1986) and Bernard, Murphy, Little (1987) in clinical psychology, and Malley, Gallagher and Brown (1992) and Sherry, Teschenforf, Anderson and Guzman (1993) in counseling psychology.

A review of these studies begins with Dexheimer (1969), who developed a questionnaire to measure the adherence of chief school administrators (superintendents) to the American Association of School Administrators (AASA), Code of Ethics. Dexheimer's questionnaire consisted of 15 scenarios representing potential ethical situations chief school administrators might encounter in the conduct of their daily activities. Each scenario contained four alternatives. The 443 participants that responded were instructed to select the alternative that, in their estimation, best described how they would or did react in a similar situation. For each scenario, one of the alternatives corresponded closely to the guidelines of the AASA Code of Ethics, while the others deviated from the "correct" or "accepted" response as it pertained to the Code. Participants were also instructed to tell whether or

not they had confronted the ethical problem before.

Dexheimer found that less than 50 percent of the total responses to his 15 scenarios were considered ethical when measured against the guidelines of the AASA Code of Ethics (1,905 responses were considered non-ethical, while 1725 were considered ethical). This translated into an average mean score of 7.1 ethical responses out of a possible 15 for all participants responding to the ethical scenarios.

Dexheimer's study found no apparent relationship between demographic variables and ethical behavior. However, two demographic variables produced a noticeable deviation from the mean. The average mean score for ethical responses was higher for chief school administrators working in larger school districts and for chief school administrators earning a higher salary. Dexheimer believed the mean score was higher for well paid chief school administrators because they "typically worked in a large school district which protected them from borderline ethical decisions because of the hierarchical structure of a large school district" (55).

Dexheimer suggested that the large number of unethical responses (as measured by his questionnaire) indicated a "significant discrepancy existed between the acceptance of the AASA ethical guidelines by chief school administrators and the actual adherence to the guidelines" (56). After the questionnaire was distributed to chief school administrators, Dexheimer conducted a "sample study" with

six graduate students in educational administration.

Dexheimer instructed the sample study participants to respond to the same set of scenarios as used in the actual study by "choosing the course of action in each situation which they felt they **ought to do** or **should do** as opposed to what they **would do** or **had done** in their career" (54).

Dexheimer found that 90% of the participants in the sample study versus 50% of the actual study participants responded ethically to the ethical scenarios. This indicated to Dexheimer that while participants might have had a high understanding of the AASA Code of Ethics, their actual ethical behavior was guided more by their own personal values and beliefs. Dexheimer concluded:

This study has reinforced what philosophers from Aristotle to Phenix have stressed: namely, that ethical standards are internalized personally and are not determined by public codes, no matter how important such codes are to maintain the public image of any profession. Further, there is no reason to declare that these internalized codes of ethics are not just as moral and as effective as any professional code of ethics. In short, the AASA Code of Ethics simply may not be relevant (60).

Dexheimer wrote that while the AASA Code of Ethics seemed to be understood and accepted by the profession, it did not seem to have a significant influence on the ethical behavior of chief school administrators.

To learn the extent to which the AASA Code of Ethics actually guided the ethical behavior of its practitioners, Dexheimer recommended that further studies needed to examine and compare the internalized ethics of its professionals to

the guidelines of the AASA Code of Ethics.

In the field of clinical psychology, Bernard and Jara (1986) used a nationwide sample of 100 clinical psychology graduate students to conduct a study of the willingness of participants **to do** what they already said **should be done** in an ethical situation. The researchers asked participants to respond to two ethical scenarios involving ethical violations: 1) a clinician who was sexually involved with a client, and 2) a clinician who was a problem drinker manifesting poor judgment and erratic behavior in various clinical situations. In relation to the American Psychologist Association (APA) Code of Ethics, subjects were asked to state what they felt they **should** do and then what they **would** do in each situation. The results indicated that while most of the subjects had no difficulty recognizing what should be done, 50 percent of subjects admitted that they would probably not do what the situation demanded when a peer was behaving unethically. Reaching a conclusion that was similar to Dexheimer (1969), Bernard and Jara (1986) wrote:

failure to do what one knows full well one should do is not a matter of level of training, sex of subject, or even whether the subject has had course work in ethics and/or alcoholism. Rather, it seems to be a function of individual values (315).

Benard and Jara's (1986) results seem to support Dexheimer's assertion that ethical behavior is influenced by internal ethical values. The authors recommended that the study be

repeated with full time professional clinical psychologists to determine if similar patterns of responses would occur.

Bernard, Murphy, and Little (1987) repeated Bernard and Jara's 1986 study distributing surveys to a nationwide, random sample of 500 APA clinical psychologists. Similar to Bernard and Jaha's (1986) results, the researchers found that while most full time clinical psychologists had no difficulty recognizing what **should be done**, they found that a significant percentage of full time clinical psychologists were not willing **to do** what they already said **should be done**. The authors found that 63 percent of the clinical psychologists **would do** what they felt they **should do** when they confronted a peer who was behaving unethically; while 37 percent reported that they **would not do** what they already said they **should do** when a peer behaved unethically. Since there were no significant differences on the basis of demographic variables between those clinicians who would do what they felt they should do and those who would not, the authors concluded that the decision to report the unethical behavior was "a matter of personal values" and not the extent of their ethical training (491). The problem was for them, "how was the APA profession going to motivate more clinicians to implement the Ethical Principles that they understood quite well" (491). The authors suggested that a different focus on ethics training needed to be implemented in graduate courses to help motivate practitioners to act

more ethically.

Pope, Tabacnick and Spiegel (1987) developed a survey to collect data concerning psychologists' beliefs about and compliance with the APA statement of ethical principles. A three-part survey questionnaire was collected from 456 APA psychologists. The first part consisted of a list of 83 behaviors. The researchers asked participants to rate each of the 83 behaviors in terms of three categories. First, to what extent had they engaged in the behavior in their practice? Participants responded by indicating: never, rarely, sometimes, fairly often, or very often. Second, to what extent did they consider the practice ethical? The five categories of responses included: unquestionably not, under rare circumstances, don't know/not sure, under any circumstances, and unquestionably yes.

The second part of the questionnaire asked participants to respond to 14 resources that were identified as guiding or regulating ethical practice. Participants rated the resources "in terms of their effectiveness in promoting ethical practice." The five options included terrible, poor, adequate, good, and excellent. The third part asked demographic information pertaining to age, sex, primary work setting, and major theoretical orientation.

The relationship between respondents' behavior and beliefs were examined in terms of five principles derived from the Hippocratic oath (avoiding harm, competence,

avoiding exploitation, respect, and confidentiality) and for two additional ethical principles (informed consent; social equity and justice). Generally, the researchers found that psychologists' behavior was in accordance with the ethical beliefs.

This inference is based on the fact that for all but four items, the frequency with which the respondents reported engaging in a behavior was less than the frequency of instance in which the behavior was ethical in their judgment. Of the four exceptions, three involved confidentiality and the fourth was related to providing services outside areas of competence (Pope, Tabachnick, and Spiegel, 1987, 998).

The areas of the study that were most significant to the student affairs profession were the responses related to the issue of sexual relationships between therapists and clients. The researchers found that only 1.9% of the therapists reported that they had engaged in a sexual relationship with a client. This finding is worth noting because it is significantly less than what was reported in previous studies in clinical and counseling psychology, and much lower than what is expected to be true in student affairs administration. Holroyd and Brodsky (1977) and Pope, Levenson, and Schover (1979) reported that close to 7% of the therapists they surveyed reported having sexual relations with their clients. Glass and Thorpe (1986) reported that as many as one third of all female students on a campus may experience some form of sexual harassment. Student affairs experts have stated that the potential for "coercive relationships" between staff and students could be

more prevalent because student affairs professionals often have more close and personal contacts with students than do faculty (Brown, 1985, and Welfel, 1990).

The decline in the number of self-reported incidents of sexual relations between therapist and client in Pope, Tabachnick, and Spiegel's study suggest that increased public scrutiny, peer pressure, and increased awareness of ethical standards and codes may have a positive influence on respondents ethical behavior. However, the authors warned that an alternative explanation could be just as plausible:

It may be that respondents are now less willing to admit, even on an anonymous survey, to a behavior that is a felony in some states or it may be that these findings are reflective of random sampling error or bias in return rate rather than a change in behavior" (Pope, Tabachnick and Spiegel, 1987, 998).

In regard to resources that were helpful in guiding ethical behavior, the participants reported the APA Ethical Principles and internship were the most helpful, while state and federal laws, published research, and local ethics committees were least helpful (Pope, Tabachnick, and Keith-Spiegel, 1987).

Sherry, Teschendorf, Anderson and Guzman (1991) focused their research on the ethical beliefs and behaviors of 137 college counseling center professionals across the nation. Using the survey instrument developed by Pope, Tabachnick, and Keith-Spiegel (1987), the researchers asked participants to respond to 49 commonly encountered professional behaviors and situations in counseling. The behaviors ranged from

unknowingly releasing confidential material to accepting gifts from clients. Participants were asked to indicate the frequency of engaging in the behavior on a 5-point scale (from 1=never, 2=rarely, 3=sometimes, 4=fairly often, and 5=very often), and how ethical the behavior was on a 5-point scale (1=questionably unethical, 2=under rare circumstances ethical, 3=don't know, aren't sure, 4=under many circumstances ethical, 5=unquestionably ethical). Their responses were organized and analyzed according to the ethical guidelines outlined by Redich and Pope (1980) (do no harm, practice only with competence, do not exploit, protect confidentiality, practice informed consent, and practice within the framework of social equity and justice) (Sherry, Teschendorf, Anderson and Guzman, 1991).

The authors found that "the behavior of counseling center staff with some exceptions generally corresponds to their ethical beliefs" (354). The authors reported that the areas in which "counselors were in greatest agreement and compliance" included welfare of the client, competence in the provision of services, avoidance of exploitive relationships with clients or persons under supervision, avoidance of sexual intimacies with clients and students, and protection of client confidentiality.

In an area of interest to student affairs, the authors reported that the results from responses related to "sexual intimacies between clients and therapists" compared

favorably to the results obtained by Pope, Tabachnick, and Keith-Spiegel (1987). The authors reported that 60% of the respondents felt that sexual relations with a former client were unquestionably unethical, compared to 50.2% in Pope, et al. (1987), and 86.2% reported that it was unquestionably unethical to be sexually intimate with a current client compared to 96% in Pope, et al. (1987). Additionally, the researchers found that 98.2% of their respondents indicated that they had never been sexually intimate with a current client, compared to 97.8% in Pope, et al. (1987), while 95.5% reported that they had never been sexually intimate with a former client, compared to 88.2% in Pope, et al. (1987).

In relation to students, Sherry, Techendorf, Anderson, and Guzman (1991) reported that 86.0% of their respondents indicated that being "sexually intimate with a student taking a course that they are teaching is unquestionably unethical, and 97.2% of the respondents have never been sexually intimate with students in their courses" (355). Additionally, the authors reported that 61% of the respondents considered it unethical to be sexually intimate with former students while 94.4% indicated that they had never had sexual relations with a former student. While the high percentage of ethical responses was encouraging, the authors still expressed the following point of view:

The fact that even a small portion of the respondents do not consider it unethical to become sexually

involved with a current client is disturbing. The current ACPA (ACPA, 1990: Principle 2.3, 2.4) and APA (APA, 1990 ethical guidelines clearly indicate that it is always unethical to engage in sexual contact with current clients or students.

The areas that were reported "unclear or in need of further clarification with regard to ethical practices for college counselors" included letting clients complete tests at home, being unfamiliar with tests being administered, allowing clients access to raw test data, revealing the identity of supervisors, and not seeking supervision from ethnic minority professionals. The authors recommended that supervisors, counseling center directors, and faculty needed to conduct more in-service training programs or simple group discussions to clarify issues and options that are available to counselors (Sherry, Teschendorf, Anderson, and Guzman, 1991, 357).

Malley, Gallagher and Brown (1992) used a Delphi technique to collect data over a one year period from 28 university counseling center directors. The counseling directors were asked to identify frequently occurring ethical problems and the degree of difficulty they had in addressing them. The intent of the study was to identify the most common ethical problems in order to increase awareness and discussion of ethical problems in professional training programs, workshops, and academic programs. The researchers found that confidentiality, dual relationships, and harm to self or others were the ethical issues considered by the

counseling center directors to be the most difficult to resolve.

The researchers did not discuss the role of codes of ethics in helping resolve difficult ethical problems. Instead, Malley, Gallagher, and Brown (1992) recommended that training and education programs needed to increase their focus on issues related to confidentiality, dual relationships, and client harm to self and others. The authors suggested that training programs needed to address "environmental pressures that may be present in counseling centers and that work against the maintenance of confidentiality" (241). Dual relationship training programs needed to focus on "the damaging effects of counselor-client relationship as they relate to the therapeutic process" (241), and because violence was increasing at an epidemic rate among young Americans, the researchers recommended that "more attention needed to be paid to the legal and ethical standards pertaining to counseling suicidal and homicidal clients" (243).

The literature in education and related fields has indicated that interest in ethics has increased over the last decade. Codes of ethical standards have been developed and revised by the major professional organizations in student affairs, education, and counseling. These codes were developed to promote the values of the profession and to help guide practitioners in ethical decision making (Brown,

1985; Canon, 1989; Welfel, 1990; and Sherry, Teschendorf, Anderson, and Guzman, 1991). It is unclear, however, to what extent ethical codes actually guide professional behavior. Researchers in education and psychology have suggested that formal codes of ethics may not have a significant influence on the ethical behavior of practitioners (Dexheimer, 1969; Winston and Dagley, 1985; and Bernard and Jara, 1986). Rather, the researchers contend that ethical behavior may be most influenced by internal values (Dexheimer, 1969; Bernard and Jara, 1986; and Bernard, Murphy, and Little, 1987). Since the student affairs profession does not know the extent to which the ACPA Codes of Ethics influences ethical behavior, and researchers in related fields have suggested that ethical behavior may be influenced by internal values, it is important for researchers to begin to collect empirical data about compliance that also explores the reasons why practitioners comply or do not comply with the recommendations of the ACPA Code of Ethics. Sherry, Teschendorf, Anderson, and Guzman (1991) write:

Developing normative data on beliefs and practices could be helpful in determining areas for further professional development, training in ethical sensitivity, and future revision or clarifications of the ethical codes (350).

CHAPTER III

METHODS AND PROCEDURES

Introduction

The purpose of this study was to determine whether and to what extent student affairs administrators acted in accordance with the American College Personnel Association Professional Code of Ethics. Full-time, professional live-in residence hall staff were asked to respond to a series of ethical situations and their responses were compared to the principles and standards defined in the code. The research questions guiding this study included:

1. How consistent are residence hall professionals' responses with the recommendations of the ACPA Code?
2. What are the motivations underlying residence hall professionals' responses to ethical situations?
3. What is the relationship between what residence hall professionals say they **should do** in a ethical situation and what they say they **would do** in a ethical situation?
4. What is the relationship between how professional hall staff respond to ethical situations and the demographic variables of age, gender, race, residence hall experience, educational background, type of institution in which employed, and familiarity with the code?

The methods and procedures used in this study are presented under the following section headings: methodology, population, instrument development, procedures, and data analysis.

Methodology

Currently, there are no data based studies in student affairs that "describe the kinds of ethical dilemmas practitioners face or the frequency with which their behavior may violate ACPA's code of ethics" (Welfel, 1990, 203). Consequently, the profession knows very little about how and why professionals react to ethical situations. To address this issue, an exploratory and descriptive study seemed most appropriate to identify the critical variables and begin to find out the dimensions of the problem. It was hoped that an exploratory study would be a catalyst for additional research on ethics in student affairs and provide a replicable model for doing so.

While the best way to identify behaviors related to ethical decision making would be to observe participants directly, the nature of and the circumstances related to the participants' work make it difficult to do so. The next best alternative, then, was to ask people what they would do in such situations, recognizing that what people say they will do isn't necessarily what they will actually do; but it's as close as one can come, given the limitations. Thus, subjects were asked to respond to situations designed to elicit such responses.

Originally, a multiple choice questionnaire containing 15 ethical scenarios related to student affairs work was developed to determine how participants would respond to

ethical situations. The questionnaire was distributed to a preliminary study group for critical feedback. The study group consisted of graduate students, hall directors, and associated supervisors employed in residence hall administration at The Ohio State University. The study group was instructed to read each scenario and choose one answer from the four options provided which they felt best represented the course of action they would take in a situation. The "right" or "suggested" answer, as recommended by the ACPA code, was among the four alternatives. After completing the questionnaire, the study group made the following observations about the questionnaire: 1) a multiple choice questionnaire was too narrow and contrived. An open-ended questionnaire might solicit more honest and useful data; 2) a multiple choice questionnaire limited the ability of respondents to explain why they chose a particular course of action; 3) the multiple choice questionnaire influenced participants to search for the "correct answer" or the answer participants felt the profession would advocate instead of the answer he/she truly felt represented his/her position; and 4) responses to scenarios were too complex to be limited to a multiple choice type answer. Participants felt a need to explain the rationale for their decisions.

Based on the study group's results and the feedback they provided, the researcher changed the methodological

approach to a face to face interview using the scenarios already developed as the basis for the interview. The interview guide provided the opportunity for participants to express their thoughts on how they would respond to an ethical situation and explain why they chose a particular course of action without being confined to the researcher's own ideas.

Population

A total of 20 residence hall staff from selected residential public and private colleges and universities in the state of Ohio constituted the population for the study. The state of Ohio was selected because it has a variety of private and public institutions. It was hoped that selecting participants from a variety of public and private institutions would ensure a range of responses. Ten subjects were selected from five state institutions (2 from each), Ohio University, Cleveland State, Bowling Green State University, and the University of Toledo; while 10 subjects (2-3 each) were selected from private institutions that included Otterbein College, Case Western Reserve University, Xavier University, and Baldwin Wallace College.

The state institutions selected represent urban and rural institutions. Ohio University and Bowling Green are located in remote areas of the state and have traditional residential housing in which students generally live on-

campus their first two years. Toledo and Cleveland State represent urban institutions that have large commuter student populations.

The private institutions chosen for this study represent a sample of the many traditional liberal arts and religiously affiliated schools in Ohio that have strong residential living programs. Otterbein College is affiliated with the United Methodist Church and is located in a suburb north of Columbus. Xavier is a traditional Catholic college located in an urban/residential setting in Cincinnati. Case Western is a prestigious private institution located in the center of Cleveland, while Baldwin Wallace is located in a suburb south of Cleveland.

Full time residence hall staff, which include residence hall directors and their associated supervisors, were selected as subjects for this study because 1) they are a representative population of student affairs administrators, and 2) experts suggest that residence hall personnel, who live in the same environment as the students, are exposed to a wide variety of issues and problems generally not encountered by other student personnel professionals (Schneider, 1977; Blimling and Miltenberger, 1984; Canon and Brown, 1985; Schuh, 1988; Canon, 1989).

Instrument Development

The ethical scenarios developed for use in the study

were derived from four sources: 1) the pertinent literature in student affairs; 2) the 1993 ACPA Statement of Ethical Principles and Standards; 3) suggestions made by full-time professionals working in residence hall administration; and 4) the researcher's experience in residence hall administration.

The recent literature on ethics in student affairs served as a major resource for the development of scenarios. Journal articles written by Brown (1985), Canon and Brown (1985), Kitchener (1985), Canon (1989), Welfel (1990), Barr (1990) and others, have drawn attention to ethical issues in student affairs administration. In particular, issues related to sexual harassment, confidentiality, free speech and student privacy were developed into scenarios for the study.

The revised 1990 and 1993 ACPA Statement of Ethical Principles and Standards served as the second source for the development of the scenarios. The document is based on four standards (professional responsibility and competence, student learning and development, responsibility to the institution, and responsibility to the society) and five ethical principles (act to benefit others, promote justice, respect autonomy, be faithful, and do no harm) which are intended to guide student personnel professionals in ethical decision making. Each of these ethical standards and principles became the basis for at least one scenario.

A sample of individuals employed in residence hall administration at Ohio State were asked to write in detail about an ethical situation they had encountered or observed while working in residence hall administration. Their feedback provided the third source for scenarios, including one related to student privacy and another related to professional competence.

The researcher's own experience of having worked in residence hall administration for the past six years served as the fourth source for scenario development. Scenarios related to student autonomy and fairness were based on the researcher's own experience of having to deal with these ethical dilemmas in student affairs work.

Scenarios were developed from these sources and used with a preliminary study group consisting of hall directors and direct supervisors at The Ohio State University. Because individual interviews were more time consuming than a multiple choice questionnaire, the study group suggested that the number of scenarios be reduced from fifteen to nine. Based on this feedback, the researcher selected nine scenarios that were distinctly different, realistic situations and representative of each of the four ACPA standards statements and each of the five ACPA ethical principles (see appendix D).

A panel of experts was used to validate the scenarios developed for the interview, and to identify the responses

to the scenarios most in consonance with the ACPA Code of Ethics. Panel members were distinguished members of the profession, with extensive experience in residence life issues at a variety of public and private institutions of higher education. The panel members included Becky Parker, Director of Residence Life, The Ohio State University; Shah Hassan, Associate Director of Residence life, Kansas State University; Mike Triplett, Director, Honors Living Learning Center, Ohio State University, and Willie Young, former Vice-President for Student Affairs, Wilberforce College. The experts certified that: 1) the scenarios used in the interview represented actual, realistic issues in student affairs administration; and 2) the scenarios could be resolved by reference to the ACPA Code of Ethics. Minor revisions to the scenarios were also made on the basis of their feedback. Further, the panel was asked to determine criteria by which responses could be categorized as "consistent" with the code or at "variance" with it. To facilitate this, a copy of the scenarios with a set of instructions was sent to the panel of experts. (Appendix E). Panel members were instructed to read each scenario and write down what they felt was the "correct course of action" according to their understanding and interpretation of the "ACPA Statement of Ethical Principles and Standards." A copy of the "ACPA Statement of Standards and Ethical Principles" was enclosed (Appendix C) and each scenario directed panel

members to the principle or standard they needed to reference in order to respond to the scenario. After the panel completed the individual forms, the researcher arranged a group meeting and instructed the panel members to reach consensus on what they felt was "the correct response" for each scenario based on their interpretation of the ACPA Code. Once the panel had reached consensus on each of the nine scenarios, their responses were used as a criteria from which the researcher could classify participants' responses as "consistent" with the ACPA code or at "variance" with it. To determine if a response was a "hit or miss," the researcher would compare participants' answers to the panel of expert's recommendations. Responses did not have to be a "word for word" match, but they had to arrive at the same resolution as that of the panel. The panel of experts' recommendations are provided in (Appendix F). To ensure accuracy, a panel member was asked to review the researcher's classification of the study participants' responses.

A pilot study was conducted using the protocol with six residence hall personnel at The Ohio State University. The pilot study was conducted: 1) to test the interview guide and make necessary adjustments based on participant feedback; and 2) to test criteria for categorizing participant responses in relation to the ACPA Code. Residence hall personnel from The Ohio State University were

selected for the pilot study because they have had experience working at a variety of public and private institutions outside the state of Ohio. The pilot group did not participate in the actual study. Participant responses to the pilot study interview questions suggested that participants were able to recognize that the scenarios depicted an ethical problem that needed to be resolved. Second, their responses indicated that certain patterns of responses would surface in the actual study. For example, institutional politics, peer pressure, self-interest, institutional norms and personal values were factors that influenced participants responses to be "inconsistent" with the recommendations of the ACPA Code. While pre-established factors were derived from the pilot study the researcher allowed new factors to emerge as data were collected from participants in the actual study.

Procedures

To initiate the study, a letter was written to each director of residence life explaining the purposes of the study and asking his/her assistance in identifying potential subjects (Appendix G). The letter was followed by a phone call to the director asking for final permission to contact potential participants. Once permission was obtained, the researcher contacted potential subjects by phone and invited them to participate in the study. If the individual agreed

to participate, the researcher arranged an interview at the subject's convenience. The researcher provided an informed consent form for participants to review and sign at the time of the interview (Appendix H). Because the study involved individual interviews of voluntary participants, all of the data were collected from and about each subject.

An individual interview was conducted with each subject that agreed to participate in the study. The researcher began by providing information about the study and explaining the interview protocol. (The interview protocol appears in Appendix I). Participants were asked to read each scenario, one at a time, and describe to the researcher what course of action he/she thought they **should** take. (The scenarios are presented in Appendix D). Participants were then asked to explain **why** they chose that particular course of action. These questions were designed to help the researcher discern whether participant responses were "consistent" or "inconsistent" with the ACPA Code of Ethics and assess motivations underlying their responses.

Realizing the complex nature of student affairs and ethical dilemmas in general, it then seemed reasonable to ask participants if they had **actually faced** this situation. If they responded yes, participants were asked to explain what they **did** in that situation; if their response was no, participants were asked to explain what they **would have done** in that situation. These responses helped the researcher

assess the degree to which participants were willing to do what they had already said should be done in relation to the ACPA Code. Bernard and Jara (1986) and Bernard, Murphy, and Little (1987) conducted studies on the willingness of clinical psychologists to apply understood ethical principles to ethical situations. Bernard and Jara (1986) found, for example, that less than half of clinical psychology graduate students they surveyed would do what they said should be done in relation to an ethical dilemma that involved a colleague. Taking Bernard and Jara's research a step further, the researcher asked participants **why** they were willing or not willing to do what they already said should be done in an ethical situation. This helped the researcher understand the competing factors that might influence ethical decision making.

At the end of the interview, participants were asked to fill out a demographic data form which asked questions about their age, gender, race, educational background, type of institution employed, and familiarity with the ACPA Code (Appendix J).

Participant responses were tape recorded and later transcribed to ensure accuracy and to facilitate analysis. Human subjects approval for the research was granted through the Research Compliances Office at the University of Tennessee, Knoxville (Appendix H).

Data Analysis

Upon completion of the interviews, the data collected were transcribed into exact text and stored on a word processing computer. Each response to the ethical scenarios (what participants said they **should do** and what they said they **would do**) was classified as a "Hit" or "Miss" answer. The "Hit" answers were those responses judged to be "consistent" with the ACPA code; while the "Miss" answers were those responses that were judged to be "inconsistent" with the recommendations of the ACPA code. The "Hit or "Miss" responses were tallied for each individual participant, for each of the nine scenarios, and for the total responses for all participants to all nine scenarios.

Next, the data were examined to determine the reasons participants gave for their **should** and **would** responses. Both **hit** and **miss** responses were analyzed for patterns of responses that revealed the motives underlying the decision making. To achieve this, a process of coding and categorizing data was implemented by the researcher. First, participants responses were sorted and grouped by scenario. Codes were then assigned to individual words, sentences, and paragraphs that represented the reasons why participants selected a particular course of action when responding to ethical situations. For example, if a participant's response stressed the need to be consistent with the established rules of the organization, the researcher placed

the letters (RUL) in the margin to the left of the text to indicate that the response was related to rules or policies.

Once all of the responses were coded, the data were then sorted and like coded responses were grouped and assigned into specific categories. These categories provided a description about the characteristics possessed by each coded group and they helped the researcher identify the factors and conditions that emerged from the interview data. The list of the factors and conditions are presented in Chapter IV. Selected participant responses are presented in the text to help highlight the themes and patterns that emerged from the data.

What participants said they **should do** for each scenario as compared to what they said they actually **had done** or **would do** was examined next. **Would** responses that were different from **should** responses were tallied for each participant, scenario, and for the total responses to all nine scenarios. The themes that emerged from **would** responses that differed from **should** responses helped the researcher identify the reasons why participants in this study were not always willing to do what they already said should be done. Selected participant responses that contained discrepancies between **should** and **would** response were used to help present the data.

Demographic data were compiled for the group and used to analyze the interview data. The data were examined in

terms of gender, age, race, type of institution, experience, education, and familiarity with the code. The demographic data were collected to ensure a diversity of participants and to begin to examine the relationship between participant responses and their demographic characteristics for the possibility of future studies. A demographic profile of each participant is provided in Appendix K.

CHAPTER IV

FINDINGS AND ANALYSIS OF THE DATA

Introduction

The purpose of this study was to determine whether and to what extent student affairs administrators acted in accordance with the American College Personnel Association Code of Ethics. Twenty, full-time, professional live-in residence hall staff from public and private institutions in the state of Ohio were asked to respond to a series of ethical situations and their responses were compared to the principles and standards defined in the ACPA code. The research questions guiding this study included:

1. How consistent are residence hall professionals' responses with the recommendations of the ACPA Code?
2. What are the motivations underlying residence hall professionals responses to ethical situations?
3. What is the relationship between what residence hall professionals say they **should do** in an ethical situation and what they **would do** in an ethical situation?
4. What is the relationship between how professional hall staff respond to ethical situations and the demographic variables of age, gender, race, residence hall experience, educational background, type of institution in which employed, and familiarity with the code?

The data and findings in this chapter are presented in four sections which follow the research questions. Section one examines research questions one and two concerning how

participants respond to ethical situations and how consistent their responses are with the recommendations of the ACPA Code. Responses are tallied and displayed for the total responses, each of the nine scenarios, and for each participant.

Section two addresses research question three about the motivations underlying residence hall professionals' responses to the ethical situations. The motivating factors that emerged in participants' responses are presented and analyzed in relation to all of the responses and in relation to each of the nine scenarios.

Section three responds to research question four examining the relationship between what residence hall professionals say they **should do** in an ethical situation and what they say they **would do** in that situation. This section presents the findings about the extent to which participants were willing **to do** what they already had said they **should do**.

Section four pertains to research question five which examined the relationship between how participants' responded to the ethical scenarios and the demographic variables of age, race, gender, work experience, institutional affiliation, educational background, and exposure to the ACPA Code.

Participants Responses to the Ethical Situations

A total of twenty full-time hall directors responded to nine ethical scenarios. Each response (what participants said they should do and would do) was classified as a "hit" or "miss." "Hit" answers were those responses judged to be consistent with the ACPA code, while "miss" answers were those responses judged to be inconsistent with the code.

Table 1 shows the total number of "hits" and "misses" for all responses. It is interesting to note that 158 out of 180 (88%) of the **should** responses were consistent with the Code, while 134 of 180 (74%) of the **would** responses were consistent with the Code. Previous research in clinical psychology by Bernard and Jara (1986) and Bernard, Murphy, and Little (1987) also found that **would** responses were less ethical than **should** responses. In both studies, over 90% of participants' **should** responses were consistent with the APA Code of Ethics, while less than 65% of their **would** responses were consistent with the APA Code. The implications of this are discussed in chapter five.

Table 1 Summary of "Hit and Miss" Responses for All Participants

Response	Hit	Miss	Totals	Total % of Hits
Should	158	22	180	88%
Would	134	56	180	74%

Table 2 shows the number of "hit" and "miss" responses for each of the nine scenarios. The data show that the number of "hits" and misses" varied for each scenario. For **should** responses, the range of "hits" was between 11 and 20, while the range of "hits" for **would** responses was between 10 and 20. Scenarios 3, 4, and 7 provided the highest number of **should** and **would** responses consistent with the ACPA Code. Scenario 3 measured a staff member's willingness to adhere to departmental policy; scenario 4 spoke to the issue of students' behavior in relation to community standards; and scenario 7 addressed the issue of student privacy. In scenarios 3, 4, and 7, all 20 of the participants' **should** responses were consistent with the Code. For the **would** responses, all 20 of the responses were consistent in scenario 4, while 19 responses were consistent in scenario 7 and 18 responses were consistent in scenario 3.

Scenarios 2, 5, and 9 provided the highest number of **should** and **would** responses that were inconsistent with the recommendations of the ACPA Code of Ethics. Scenario 2 dealt with the issue of professional staff dating students; scenario 5 focused on the use of student funds; and scenario 9 dealt with the facilitation of a group self-disclosure activity. In scenario 2, five of the participants' **should** responses and seven of the their **would** responses were inconsistent with the Code. In scenario 5, nine **should** responses and 10 **would** responses were inconsistent with the

Table 2 Summary of "Hit and Miss" Responses for Each Scenario

Scenario	Hit	<u>Should</u>		Hit	<u>Would</u>	
		Miss	Total		Miss	Total
1	20	0	20	15	5	20
2	15	5	20	13	7	20
3	20	0	20	18	2	20
4	20	0	20	20	0	20
5	11	9	20	10	0	20
6	20	0	20	11	9	20
7	20	0	19	19	1	20
8	17	3	20	13	7	20
9	15	5	20	15	5	20
Total	158	22	180	134	46	180

Code. Scenario 9 engendered five **should** and **would** responses that were inconsistent with the Code.

Scenarios 1, 6, and 8 elicited the highest discrepancy between **should** and **would** responses. For scenario 1, all 20 of the participants **should** responses were consistent with the ACPA code, while 15 of the **would** responses were inconsistent. For scenario 6, 20 of the participants **should** responses were consistent with the Code compared to only 11 of their **would** responses. For scenario 8, 17 of the participants' **should** responses were consistent with the Code, while 13 of their **would** responses were inconsistent. Scenario 1 addressed the issue of providing favors for friends; scenario 6 spoke to the issue of fairness in student housing; and scenario 8 dealt with the issue of employee references. Figure 1. shows the relationship

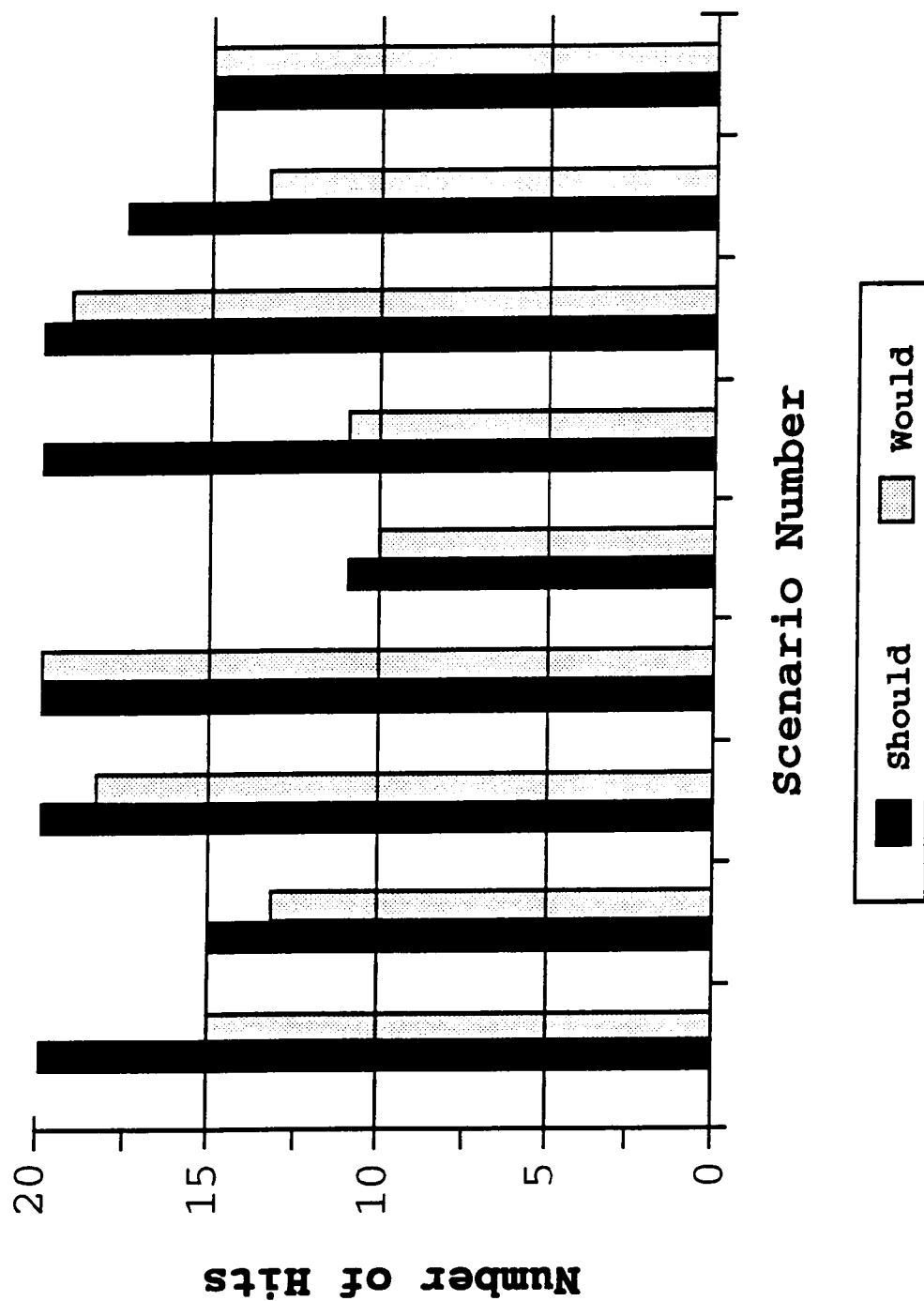


Figure 1. The Relationship Between Should and Would Responses for Each Scenario

between participants should and would response. The factors that influenced these discrepancies are discussed in section three.

Table 3 shows the number of "hits and misses" for each individual participant. It shows that six of the 20 participants recorded perfect scores as all 20 of their **should** and **would** responses were consistent with the Code. It also shows that 14 of the 20 participants had fewer "hits" in their **would** responses than in their **should** responses. The range of scores for **should** responses consistent with the Code was between 6 and 9, compared to between 4 and 9 for **would** responses. The average number of "hits" per participant for **should** responses was 8.0 compared to 6.7 for **would** responses. For **should** responses, only one participant had fewer than seven "hits" as compared to 12 participants who had fewer than seven "hits" for **would** responses. Figure 2 shows the relationship between **should** and **would** responses for each participant.

The Motivations Underlying Participants' Responses

The data revealed that 88% of the participants' **should** responses were consistent with the ACPA Code as compared to 74% of their **would** responses. The number of "hit and miss" responses varied according to each scenario topic. Several patterns emerged from the analysis of participants' explanations for their **should** and **would** responses that

Table 3 A Summary of "Hit and Miss" Responses for Each Participant

Participant	<u>Should</u>			<u>Would</u>		
	Hit	Miss	Total	Hit	Miss	Total
1	7	2	9	5	4	9
2	7	2	9	5	4	9
3	9	0	9	8	1	9
4	9	0	9	9	0	9
5	7	2	9	6	3	9
6	7	2	9	5	4	9
7	7	2	9	5	4	9
8	6	3	9	5	4	9
9	7	2	9	6	3	9
10	9	0	9	9	0	9
11	9	0	0	9	0	9
12	7	2	9	6	3	9
13	7	2	9	5	4	9
14	8	1	9	6	3	9
15	9	0	9	9	0	9
16	9	0	9	4	5	9
17	8	1	9	8	1	9
18	9	0	9	9	0	9
19	9	0	9	9	0	9
20	8	1	9	6	3	9
Total	158	22	180	134	46	180

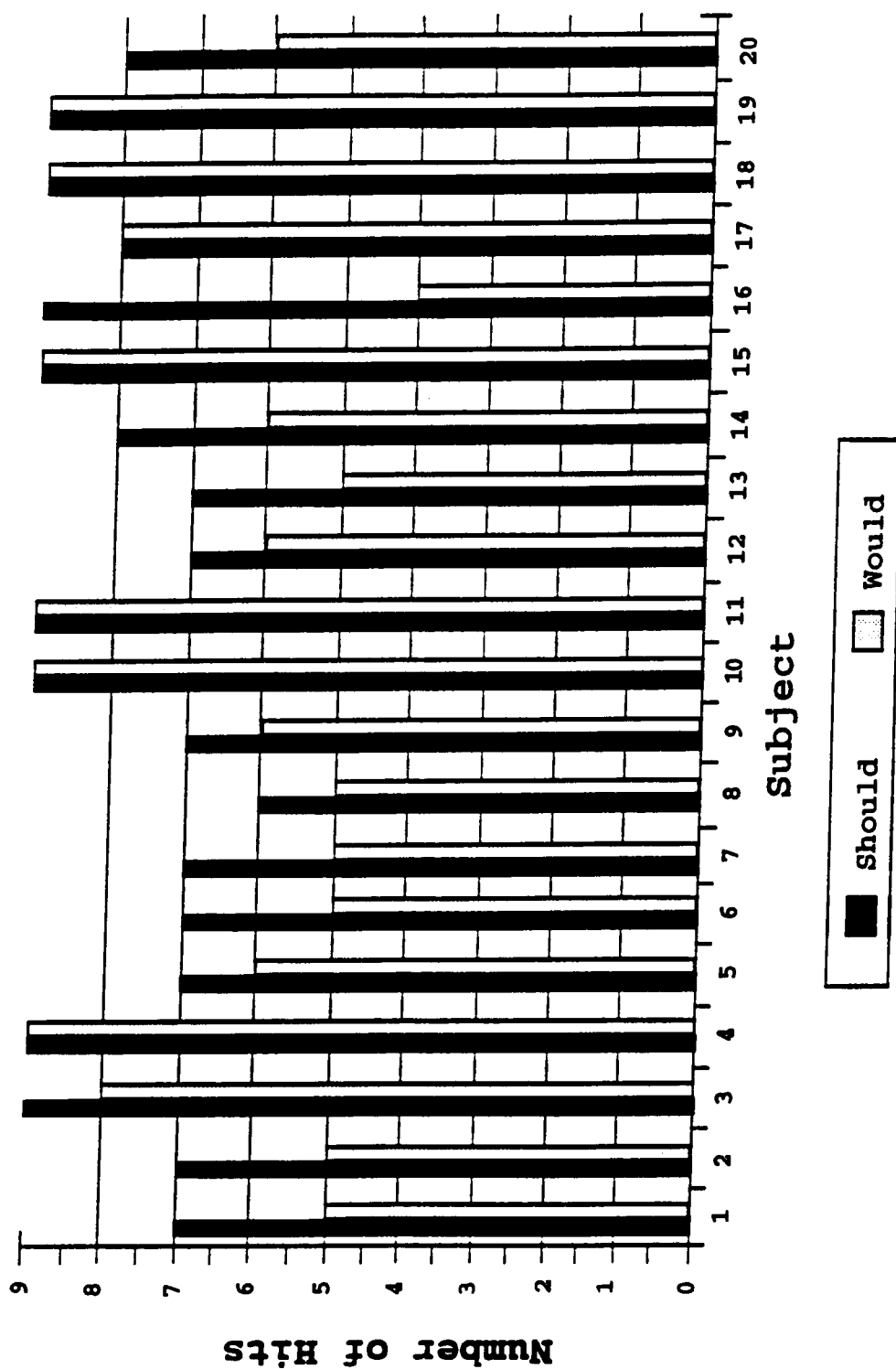


Figure 2. The Relationship Between Should and Would Responses for Each Subject

provided insight into the motivating factors that influenced their ethical decision making process. In this section, a summary of the factors that emerged in analyzing participants' "hit" and "miss" responses are presented first. The factors are then tallied for all responses and for each of the nine scenarios. This grouping of data helped the researcher determine which factors were prevalent in participants' overall responses and helped determine which factors affected participants responses to individual scenarios.

Patterns of Responses

When participants' responses were judged to be consistent with the recommendations of the ACPA Code, 11 factors emerged from the explanations of their responses. The factors which influenced participants' responses to be consistent with the ACPA Code are summarized below:

education and guidance: participants' responses demonstrated their willingness to help students and colleagues through difficult ethical decisions by providing them with constructive feedback and guidance.

policy related: participants' responses to ethical situations were guided by their awareness of established departmental policies and procedures.

community standards: participants' responses demonstrated concern with how students behaviors and actions impacted the community at large. Their decisions tended to respect the moral and ethical codes of that community.

need for action: reflected participant's willingness to be proactive and get directly involved in the resolution of difficult ethical situations.

fairness: participants' responses were guided by the need to provide fair and equitable services to all students.

ethics: participants' responses were guided by an awareness of an ethical principle or standard that was not necessarily related to the ACPA Code.

honesty: reflected participant's commitment to be honest with students and colleagues in all situations.

student privacy: participants' responses indicated a willingness to uphold student confidentiality in a sensitive situation.

supervisor input: revealed that participants recognized the importance of consulting a supervisor when dealing with a difficult ethical situation.

professionalism: reflected participant's commitment to upholding departmental standards by avoiding situations that presented a conflict of interest or compromised the integrity of their position.

imbalance of power: the recognition that a dating relationship between a hall director and student could be construed as improper or threatening.

When participants' responses were classified as "misses," nine patterns emerged in the participants' answers. The factors that influenced participants' responses to be inconsistent with the ACPA code are summarized below:

future benefit: participants felt that a political gain or future benefit could be derived from a particular course of action.

will of students: responses indicated that participants were willing to support the viewpoint or actions of students in a difficult or controversial situation.

privacy: participants' responses reflected the notion that what people did outside of work was their own business

neutrality: responses indicated an unwillingness to get involved with a difficult situation

lack of awareness: participants did not realize that

the situation or scenario in question presented an ethical problem that needed to be resolved.

friendship: participants' responses reflected a willingness to help an individual bypass established policies and procedures based on how well they knew or liked the individual.

live-in limitations: participants' responses were guided by the view that the live-in position put limitations on their personal and social life.

lack of power: responses reflected the feeling that hall directors were not in the position to confront inappropriate behavior or actions by those in senior administrative positions.

fear: the perception that a hall director would lose their job if they confronted a person who was in a position of power at the university.

The Frequency of Factors for All Responses

Table 4 shows the number of times a factor appeared in participants' responses that were classified as "hits."

Education and guidance was the most prevalent factor having emerged in a total of 102 responses. **Education and guidance** reflected participants' willingness to provide feedback and guide colleagues through difficult ethical situations. Other factors that emerged included **policy related** and **unequal power**. **Policy related** emerged 46 times in the "should hits" compared to only 28 times in the "would hits." **Unequal power** appeared only in the **would** responses. **Unequal power** represented the view that a personal relationship between a professional staff member and student could be viewed as improper and threatening to the student.

Table 4. The Total Number of Times a Factor Emerged in Participants' "Hit" Responses

Factor	Should	Would	Total
Education and Guidance	56	46	102
Policy related	46	28	84
Need for Action	17	27	44
Community Standards	25	19	44
Justice/fairness	15	15	30
Supervisor Input	12	18	30
Ethics of the situation	14	8	22
Honesty	14	14	28
Respect for privacy	14	14	28
Professionalism	11	16	27
Imbalance of Power	5	0	5
Total Factors	229	210	439

Table 5 presents the number of times a factor appeared in responses that were classified as "misses." **Lack of awareness** was the most prevalent factor appearing in 26 responses. **Lack of awareness** represented the view that a hall director did not see a problem that needed to be resolved. Four factors (neutrality, future benefit, lack of power, and indifference) appeared in at least 10 responses. **Neutrality** dealt with a hall director's view that one should not get involved in a sensitive or difficult ethical issue. **Future benefit** represented the view that a reward would result from a particular course of action. **Lack of power** represented a hall director's view that one was helpless to intervene in certain ethical dilemmas. Table 5 also shows that **neutrality** appeared in 11 "would misses" compared to only six "should misses," while **future benefit** appeared in

eight "would misses," compared to four "should misses." The implications of these findings are discussed in chapter five.

Table 5. The Number of Times a Factor Emerged in Participants' "Miss" Responses

Factor	Should	Would	Total
Lack of awareness	12	14	26
Neutrality	6	11	17
Future Benefit	4	8	12
Lack of Power	0	11	11
Right to Privacy	4	6	10
Will of students	6	2	8
Friendship	0	4	4
Live-in Limitations	0	4	4
Fear	0	4	4
Total Factors	32	64	96

Frequency of Factors by Scenario

The factors that emerged from participants' explanation of "hit and miss" responses were grouped in relation to the number of times they emerged in each scenario. This helped the study determine the types of responses that were common in each ethical situation. The factors that emerged in each scenario are presented in Tables 6, 7, 8, and 9. The data from the tables show that for each scenario, participants' responses were influenced by either a single factor or by multiple factors. Single factors existed in scenarios in which one main factor emerged from the rest as the most

Table 6. The Number of Times Factor Appeared in Each Scenario for "Should Hits"

Factor	Scenario								
	1	2	3	4	5	6	7	8	9
education/guidance	0	6	0	3	5	7	12	4	19
policy unrelated	12	2	15	5	2	10	0	0	0
community standards	0	0	0	20	5	0	0	0	0
urgency/need for action	1	0	2	0	0	2	8	0	4
justice/fairness	0	0	2	2	0	8	0	3	0
ethics of the situation	5	4	0	0	0	0	0	0	5
honesty	0	0	3	0	0	0	0	11	0
respect for privacy	0	0	0	0	0	0	14	0	0
supervisor input	1	1	5	0	0	3	1	0	1
professionalism	1	7	3	0	0	0	0	0	0
imbalance of power	0	4	0	0	0	1	0	0	0

Table 7. The Number of Times a Factor Appeared in Each Scenario for "Should Misses"

Factor	Scenario								
	1	2	3	4	5	6	7	8	9
right to privacy	0	4	0	0	0	0	0	0	0
neutrality/non-involvement	3	0	0	0	0	0	3	0	0
future benefit	0	0	0	0	2	0	0	0	2
will of the students	0	0	0	0	6	0	0	0	0
lack of awareness	0	0	0	0	8	0	0	0	4

Table 8. The Number of Times a Factor Appeared in Each Scenario for "Would Hits"

Factor	Scenario								
	1	2	3	4	5	6	7	8	9
education/guidance	2	4	5	3	5	1	5	5	19
policy related	9	3	10	1	4	1	0	0	0
community standards	0	0	0	16	3	0	0	0	0
need for action	0	0	4	2	0	8	0	3	0
justice/fairness	0	0	2	2	0	8	0	3	0
ethics of the situation	4	3	1	0	0	0	0	0	0
honesty	0	0	3	0	0	0	0	11	0
respect for privacy	0	0	0	0	0	0	14	0	0
supervisor input	0	2	6	1	0	7	1	1	0
professionalism	3	9	0	0	0	0	0	4	0

Table 9. The Number of Times a Factor Appeared in Each Scenario for "Would Misses"

Factor	Scenario								
	1	2	3	4	5	6	7	8	9
friendship	3	0	0	0	0	0	1	0	0
future benefit	1	0	0	0	6	1	0	0	0
lack of awareness	1	3	0	0	6	0	0	0	4
right to privacy	0	5	1	0	0	0	0	0	0
neutrality/non-involvement	0	1	0	0	0	3	1	6	0
live-in limitations	0	3	1	0	0	0	0	0	0
will of the students	0	0	0	0	2	0	0	0	0
lack of power in org.	0	0	0	0	0	11	0	0	0
fear	0	0	0	0	0	3	0	1	0

prevalent factor in influencing participants' responses. Multiple factors existed in scenarios where a number of equal factors emerged to influence participants' responses.

Table 6 shows that one factor was prevalent in participants' "should hits" in scenarios 1, 3, 4, 8, and 9, while multiple factors influenced responses in scenarios 2, 5, 6, and 7. Table 7 reveals that one factor was prominent in "should misses" in scenario 8, while multiple factors influenced participants responses in scenarios 2, 5, and 9. Scenarios 1, 3, 4, 6, and 7 did not contain responses that were inconsistent with the Code. Table 8 reveals that one factor was prevalent in influencing participants "would hits" in scenarios 1, 2, 3, 4, 8, and 9, while multiple factors influenced responses in scenarios 5, 6, and 7. Table 9 shows that multiple factors influenced participants' "would misses" in scenarios 1, 2, 3, 5, 6, and 7, while one factor was prevalent in scenarios 6, 8, and 9.

These factors are discussed in relation to each of the nine scenarios using direct quotes from participants' responses to illustrate how the factors influenced their decision making in relation to the ethical scenarios presented to them. Direct quotes were selected based on their capacity to represent the factors being discussed in the scenarios and to represent the views of a variety of participants.

Analysis of Factors by Scenario

Scenario 1 represented the ACPA standard statement, "Professional Responsibility and Competence." In this scenario, a colleague requested a meeting with a hall director's RA staff in order to inform them about a computer software package she was selling. The participants had to decide whether or not they would allow such a meeting. Standard 1.10 from "Professional Responsibility and Competence" states:

Student affairs professionals should refrain from using their positions to seek unjustified gains, sexual favors, unfair advantages, or unearned goods and services not normally accorded to those in such positions.

For "should hits," the most common factor offered was **policy enforcement**. Twelve of the 20 **should** responses stated that they would follow departmental policy or procedure to resolve the conflict in scenario 1. Participant 10 addressed the issue in this way:

What I think I should do is tell my colleague, that I really believe she needs to go to the central area to set up some kind of flier, whatever the proper procedure is, to do it there and not in my hall or at my resident assistant meeting. The why is two fold. First of all it's because I'm afraid if she comes to my meeting, then it might put some extra pressure on my RAs. The second reason is that these are the rules of the university and this is how it's set up and if I make a statement to my RAs by bending or breaking a rule, then I tell them not to bend or break the rules, then I see that as contradiction.

The second most influential factor was **ethics**. Five of the participants' responses indicated that the situation in

question was unethical. However, none of these responses referenced the ACPA Code or any other ethical code in student affairs. Participant 18 made the following observation in relation to ethics:

I think I should probably be real up front with my colleague who wants to sell this computer software in the residence halls to RAs. Just let her know that it's probably not real ethical and that we can't really be doing that and that I can't support her in that. Let her know that certainly I know her ability to be a capitalist, an entrepreneur, but at the same time I think it would really compromise my situation and my relationship with my staff and with the department as well.

For "would hits," **adherence to policy** was also the most common factor in participants' responses. The data in Table 7 showed that nine of the 18 **would** responses indicated a preference for following established policy when responding to the ethical situation.

For "would misses" to scenario one, **friendship** was the most frequent factor appearing in three of the five "miss" responses. **Friendship** referred to the willingness of participants to bypass established policies based on how well they knew the individual. Participant 2 shared the following in relation to friendship:

I would probably allow her to come in and speak to my staff. Because...I guess it would depend on how well I knew that colleague, too, but somebody I had worked with over the years and knew them, I might be a little more reluctant to let them come in and talk to my staff. But somebody I hadn't known very long, I might talk to, just based on the relationship I had built up with that person.

Scenario two represented the ACPA standard statement,

"Student Learning and Development." This scenario asked participants to decide whether it was appropriate for a professional hall member to date a student that lived in the residence hall complex they managed. Standard 2.2 from "Student Learning and Development" explicitly states that a professional member should:

Avoid dual relationships with students (e.g., counselor/employer, supervisor/best friend, or faulty/sexual partner) that may involve incompatible roles and conflicting responsibilities.

Standard 2.4 adds:

A student affairs professional should abstain from sexual intimacies with clients or with students for whom they have supervisory, evaluative or instructional responsibility

Seven of the participants' "should hits" indicated that it was **unprofessional** to date students. Participant 8 commented:

I don't want to discourage her, but I should definitely tell her that she's putting herself in a very sticky situation, and as a role model, a leadership person, that's not her goal to get emotionally or romantically involved with her residents.

Six of the participants' responses reflected the need for **education and guidance**. Their responses stressed the importance of talking to the hall director and presenting the pros and cons of dating a resident and encouraging them not to get involved with that student. Participant 4 commented:

I think I should sit down with this other hall director because she is my friend. We should have established enough of a relationship that I could talk to her heart to heart and explain to her some of the pros and cons

of dating a resident. Or maybe have her start to think about what the pros and cons are of trying to start a relationship with this person, seeing that they are a resident versus a staff member, and how that might affect the relationship. And then how other students might look at it in the building.

Four hall directors in scenario two felt that dating a resident created a **power imbalance** between the hall director and the student. Participant 18 expressed the concern in this way:

Certainly I shouldn't necessarily tell them what they must do, or give them any kind of direct advice that way, but probably just outline to them the pitfalls of the relationship, the power in the relationship that exists there between a Residence Hall Director and a student. The Residence Hall Director probably has a little bit of power over the student, and that could cause difficulties in the relationship, as well as in the eyes of the university.

For the "should misses" in scenario two, **right to privacy** was the deciding factor in four responses, while **neutrality** was a key factor in three responses. The **right to privacy** represented the view that it was nobody's business who a hall director dated as long as both people were adults. Participant 7 provided the following perspective:

What should I do, I think if she came to me for advice, I would tell her that if they're both adults and if the student is over eighteen years old, what they do in their privacy is their own business. I guess, the bottom line is if they're both adults, what they do is their business. It's their right to privacy. I would advise her though, just to be careful not to create a conflict of interest situation or perceive one with other residents. And would just advise her to be discreet with her behavior, but certainly not tell her she can't pursue what she wants on her own free time.

Neutrality represented the view that the hall director should restrain from giving advice in a sensitive situation.

Participant 20 commented:

what I should do in terms of advice is not give any, particularly, and I guess it depends on the institution, but I base it on this Midwest institution, and there's no clear policy on dating or not dating a resident. I guess the only instance where my advice would be clear is if the resident was underage or there was something illegal involved. If there was a graduate student in the residence hall and one of my friends, my mentee, who was attracted, I wouldn't be compelled to advise them against it, nor would I be compelled to advise them to go forward. There are pluses and minuses. So I think I would refer them to someone more knowledgeable.

As was the result for "should hits" for scenario two, **professionalism** was the most frequent factor in the "would hits," appearing in nine of the participants' responses.

For "would misses," **right to privacy** was again the most frequent factor having emerged in five of the participants' responses. **Limitations of the live-in position** also appeared in three of the participants' responses.

Limitations of the live-in position dealt with the view that the hall director position put restrictions on a person's personal and social life. Participant 12 was candid about the issue:

I'm a mature adult. The person I am dating is almost finished with school. In the residence hall position, I have dedicated my life to my work. This has limited me from going to bars and social activities where I might meet someone who is a non-resident, and frankly, this person is more important to me than the department.

Scenario 3 represented the ACPA standard statement, "Responsibility to the Institution." In this scenario, a hall director and his spouse have grown tired of living in a residence hall apartment. They receive an offer from a

friend to live in his house while he is away on business in Europe. The house sitting option is appealing because the hall director's personal life is affected by the university's requirement to "live in." Standard 3.1 from the ACPA Code states:

As ACPA members, student affairs professionals will contribute to their institutions by supporting its mission, goals, and policies.

All 20 of the participants' "should" responses were consistent with the Code. Similar to the responses to scenario one, 15 the participants "should hits" were guided by their awareness and understanding of **departmental and university policies**. Participant 10 stated:

What I should do is tell my friend, the person that lives off campus, that I appreciate the offer and that I'd be happy to help and watch the plants or whatever, but my job entails that I live on campus. The reason I need to stay on campus is because this is part of my job description. I have signed a contract and I feel it would be unfair to my residents because they're likely to need me 24 hours.

Adherence to university policy was also the most prevalent factor for "would hits" in scenario three having emerged in 10 of the participants' responses. **Supervisor input** was the second most frequent factor having emerged in six responses. **Supervisor input** represented responses in which participants consulted with their supervisor before they made a decision, especially if the decision involved an activity that might not be consistent with university policy. Participant 15 stated:

What I would do is probably let my supervisor know

every situation I'm concerned about with my spouse and living in. They would probably have to talk to me about that is part of the responsibility. I would work with them seeing if there's any other options, talk to my supervisor and see if I could house sit which is five minutes away. See if that's a workable situation. If not, I would have to look at other situations, maybe employment, or I need to work with what constraints have been put on to me as a Hall Director, that means living-in. I guess I wouldn't try living off and not telling anyone, and only being there on the nights that I'm on duty because there's just too much concern that something would happen when I'm not there. So I just don't want to put myself in that situation.

For "would misses," there were only two responses that were inconsistent with the Code. **Right to privacy** and **limitations of the live-in position** were the factors present in these two responses.

Scenario 4 represented the ACPA standard statement, "Responsibility to Society." This scenario asked participants to evaluate the effect student behaviors had on established community standards. In this scenario, a group of students wanted to show a X-rated movie in a designated public area in the residence hall. According to the ACPA Code, student affairs practitioners have the duty to uphold the standards of the community which includes promoting living environments that are not threatening or offensive to any individuals living in that community. Standard 4.4 in ACPA reads:

Student affairs professionals will demonstrate regard for social codes and moral expectations of the communities in which they live and work. They will recognize that violations of accepted moral and legal standards may involve their clients, students, or colleagues in damaging personal conflicts and may impugn the integrity of the profession, their own

reputations, and that of the employing institution.

For scenario three, all 20 of the participants **should** responses were consistent with the Code. While a number of the participants' responses cited the issue of free speech, all 20 of their responses were ultimately guided by the need to adhere to established **community standards**. Participant 1 addressed the issue in this way:

What I think I should do is go down and confront the situation upon receiving notice from the upset woman and stop the program. Just because of the nature of it being a "porno-fest" and the bad publicity...the message...that it could be sending. If somebody wanted to do that in the privacy of their own room then that would be fine, but I think that - there was an open - there was an invitation for 30 people - and you still don't know who you might upset, who's going to get offended by it.

Participant 2 added:

If it's an all-night porno fest then what I should do is cancel it - ban that from happening. Well, in this particular situation, working at a religiously affiliated institution, that would not go over well - at all. It's not appropriate for this type of institutional setting.

For **would** responses, all 20 were classified as consistent with the Code. **Community standards** emerged as the motivating factor in 16 of the 20 of the participants' **would** responses. Scenario five represented the ACPA ethical principle, "Act to Benefit Others." In this scenario, a hall director had to decide whether it was appropriate or not to sign a check that would pay for an end of the year dinner party for hall government volunteers. The dinner party had been a hall government tradition for over 20

years. According to the principle "Act to Benefit Others," student affairs professionals are expected to be of service to students in the university community. The principle states:

Student affairs professionals exist to promote healthy social, physical, academic, moral, cognitive, career, and personality development of students; bring a developmental perspective to the institution's total educational process and learning environments; contribute to the effective functioning of the institution; and provide programs and services consistent with this principle.

Standard 3.7 adds:

Student affairs professionals recognize their fiduciary responsibility to the institution. They will assure that funds for which they have oversight are expended following established procedures and in ways that optimize value, and accounted for properly, and contribute to the accomplishment of the institution's mission. They also will assure that equipment, facilities, personnel, and other resources are used to promote the welfare of the institution and students.

Twelve of the 20 participants' "should hits" were consistent with the Code. **Education and guidance** and **community standards** were guiding factors in five responses while **policy and procedure** appeared to govern in two of the participants' responses. In relying on **education and guidance**, the respondents advocated challenging hall council members to decide whether or not their recognition dinner benefitted the community at large. Participant 10, who is an advisor to the hall council, commented:

What I should do is talk to the hall council and see why they think it's appropriate to use hall council funds for just themselves. The why of this is to put some of the responsibility back on the students, to understand that I am not just someone who has the power

to say yes or no, or just someone who has the power to write the check. But to empower them to really think about their actions and to get beyond the reasons of oh, it's a tradition, we've done it for ten years, or we deserve it.

Participant 11 added:

What I should do is not have the dinner. I think that the role of an advisor is such that you help inform and educate the students. But I think there is a time and a place that you definitely have to use whatever administrative authority you have and axe decisions. Either to prevent disasters from occurring or doing something that is inconsistent with the philosophy. And my personal philosophy is that this is university student activity money that students are paying into. A dinner recognizing hall council officers does not benefit anybody but themselves.

For "should misses," **lack of awareness** and **will of the students** were two main factors that emerged from the responses. **Lack of awareness** appeared in eight of the responses while **will of the students** appeared in six responses. **Lack of awareness** represented the view that the scenario in question did not present a problem to the hall director or students involved with planning the appreciation dinner. Participant 1 stated:

Well, I think I should go ahead and sign the request for the check for the dinner. I feel that it's a good recognition of the Hall Council and I feel that it would be an excellent program and opportunity to show appreciation for their work throughout the year.

Participant 13 added:

I would do that. I would cut the check for it. I mean, there's a long history of it.

The second factor, **will of the students**, represented the view that the students should make their own decisions on how they wanted to spend their money. Participant 5

commented:

As long as the hall council members approve part of the hall council budget being used for an appreciation dinner, then that would be fine. I would have no problem of signing the check for them to use for this dinner, as long as the money wasn't being used for alcohol, because college or university money isn't supposed to be used for alcohol.

For "would hits," **education and guidance** was again the most frequently factor. It emerged in five of the 12 responses, followed by **community standards** which appeared in four of the 12 responses.

For "would misses," **lack of awareness** and **future benefit** were the most frequently cited factors, having emerged in six responses each. **Future benefit** dealt with a participant's perception that a benefit would be derived from having the hall council dinner. Participant 17 stated:

I don't think I would feel like I was cheating the students, because I think that Hall Council had served them. And if this can make the Hall Council now and in the future serve them better, I don't really see a problem with that. I guess I wouldn't feel bad about it in a way, I wouldn't worry about it. There are some different opinions in my department, and I may have to face that at some point, but I think my stance would be that these people deserve it and they've done a good job for the hall. And once again, if by having that, they will continue to do a good job and some of them will come back next year and do it again, and get it started again for next year, then it was well worth it. Because I think eventually, not every resident will benefit directly from that dinner, but I think they will all benefit indirectly. It's an investment. If I do this, they will in turn go out and do better things for the hall. So, I don't think I'd have a problem with having the dinner.

Scenario 6 represented the ethical ACPA principle, "Promote Justice." This scenario presented a case in which

the university president asked the housing department to admit a student into their most popular residence hall. The student is not on their waiting list and is the son of a wealthy alumnus. The ACPA principle states:

student affairs professionals should be committed to assuring fundamental fairness for all individuals within the academic community."

All twenty of the **should** responses were consistent with the Code. The participants' "should hits" were guided by their understanding of **departmental policy and procedure**, and by their need to provide **education and guidance**. Of the ten responses that were related to **policy and procedure**, Participant 6 simply stated:

Certainly, you should follow the established criteria - whatever criteria there is to be living in the hall, you need to go by that.

Along with following **policy**, seven "should hits" reflected a need for participants to **educate** the university president on the issue of fairness. Participant 9 explained:

I definitely think in terms of should, that we should be consistent with rules of class rank and seniority and the number of years living in the residence halls etc. I should explain to the President that these are the rules, but that there are other really nice places to live on campus and that I would do everything I could to help this person find a nice place to live elsewhere on campus, but that others have been waiting for this for quite some time, and so they should get it first.

Participant 2 stated:

Well I think I should follow the criteria for students being placed in that residence hall. Just out of fairness to all students, I think...I need to be

credible to students we need to show them that we're being fair - to everyone. Whether you're wealthy, or poor, or middle class, or whatever the case may be, I think you need to treat everyone fairly, whether that be placing them in a residence hall room...or whatever the situation. I don't think anyone should receive special privileges because their parents are wealthy. Discipline situations where folks have gotten off or received more lenient sanctions because their families were affluent or, wealthy alumni.

For "would hits," the most frequent factors were **fairness** which appeared in eight responses, and **supervisor input** which appeared in seven responses. **Supervisor input** dealt with a hall director's willingness to consult a supervisor before resolving the situation. Participant 20 commented:

If the President of the university called me and asked me to place a student in the building, I would first of all try to find out whether or not it was an emergency situation, if this was an administrative type of move, if it was just based on the fact that this person was a wealthy alumnus. I would probably ask the President to allow me to consult my direct supervisor or the Director of the department first. And based on the decision that my supervisor makes, I would do it, without question or reservation.

It is interesting to note that the need to lecture the university president on **fairness** did not transfer to the participants' **would** responses. The most prevalent factor in participants "would misses" was **lack of power**, which emerged in 11 responses. Participants in scenario six were naturally reluctant to say no to a senior administrator, especially the college president. Participant 13 shared the following view:

What I would do is probably put him in the building. And that's only because, I mean, we've had situations

where people request that they be here, and so forth. But I guess, when the President calls you, and says, I have somebody that I'd like you to list in this building, you put the person in the building. That's basically what you try and do for them. I'm not sure it's fair, but I think the politics of the university.

Wanting to avoid the displeasure of the president, **fear** was a motivating factor in three responses. Participant 2 admitted:

I would place that student where they wanted to be. [Long pause] Probably because I value my job, and if it [were] the President calling, when the President calls...most people would do what he or she asks. Not many times do folks, particularly an HD, go against the grain of a university or college president if it wasn't something that they really feel strongly about.

Three responses reflected the political nature of student affairs professionals. In these three response, participants were motivated by the belief that honoring the president's request would lead to a **future benefit** for the department of residence halls. Participant 14 stated:

I would probably make some kind of exception. It all depends. I would probably do some sort of favor for this person because, in the long run, it's going to be better off for the dorm as far as the President might next time be more willing to do a favor for the dorm. And there's a wealthy alum, so I think it would be better for the dorm all around.

Scenario seven represented the ACPA ethical principle, "Respect Autonomy." In this scenario, a worried parent called the hall director to check-up on her daughter. She was afraid that her daughter might have reunited with an old boyfriend who had been abusive to her in a past relationship. The mother asked the hall director to find out where her daughter was at night. The ACPA principle states

the following:

student affairs professionals should respect and promote individual autonomy and privacy. Students' freedom of choice and action are not restricted unless their actions significantly interfere with the welfare of others or the accomplishment of the institution's mission.

All 20 of the participants' "should" responses were consistent with the ACPA Code. The most frequent factors to appear in the "should hits" were **respect for privacy** and **education and guidance**. In regard to **student privacy**, which emerged in 14 responses, Participant 8 commented:

What I should do is explain to the mother exactly what my role is in the resident hall. I am a resident director. I do have a master key, I can, if an emergency warrants, or I think there's an emergency, I can key into the room, and I'll see how the daughter is doing or how the daughter is here. I wouldn't promise the mother that I would report back to her and tell her what the daughter is up to, or yes I saw marks on your daughter, or anything like that. The daughter is probably over eighteen, and even if she isn't, being at college, she is an independent adult. And basically that's confidentiality and the parents, not that they don't have a right to know, but it's not my role to tell them what's going on with their daughter.

While it was important to respect student privacy, 12 responses reflected the view that it was equally important for hall directors to **educate** the daughter's parent by facilitating a meeting between the parent and daughter. Participant 7 stated:

I think under freedom of, I forget what it's called, student privacy act, or whatever it was in the late 1970s, I think I should not disclose to that parent whether his or her daughter is staying in the room at night. That's an issue I would encourage them to talk about with their daughter further. And also encourage them that I would be happy to facilitate a meeting between all three parties, the two parents and the

daughter.

A number of the "would hits" focused on the importance of taking a more active role in finding out what exactly was happening with the student, while still respecting the student's privacy. Twenty responses reflected the **need for action** while 14 responses cited the importance of respecting **student privacy**. Participant 15, whose response contained both the factors of **need for action** and **privacy**, stated:

What I would do is let the housing department know the situation and that I need to act upon the situation immediately. I would first review the notes from the parent's conversation, and make sure I'm clear on everything. I would also bring the student in, out of concern. I would talk to them, just about a lot of things. Talk to them about school, how she's doing, how her personal life is. I need to find out what she wants to talk about. I would also work with the RA on that floor, seeing behavior patterns from the RA perspective. The RA needs to have some more involvement with the student, more so than what's in the past. Kind of keep notes and keep an eye out for behavior that we should be concerned about. Maybe we keep contact with this person, maybe casually or whatever, and keep following up. I would get back to this parents, again, I need to realize this is, I would expect this person is eighteen years old. I need to think about their rights too. Let the parent know that I am looking into it, I will try to support them as best I can, but I also need to keep in mind the rights of the student. I will do what's appropriate to the situation. If there's concern of abuse, I see bruises, I see whatever, I will contact the right officials, meaning if it's police, counselor, whatever people I need to bring in on this situation.

For "would misses," there were two factors (**friendship and neutrality**) that appeared once in participants' responses. In regard to the **neutrality**, participant 1 stated:

I would probably keep my nose out of this family's

business...[long pause] because I am a third party and I might cause more problems for then.

For the factor of friendship, Participant 2 admitted:

even though he should respect a student's privacy in such a sensitive issue, I would probably would let a parent know what was going on, especially if I knew the parent.

Scenario eight represented the ACPA ethical principle, "Be Faithful." In this scenario, a representative from another university conducted a reference check on a person that worked as a resident assistant for the hall director. The RA in question had a poor working relationship with the hall director. If the RA was hired at the other university, the hall director would not have to initiate the long and tedious process of dismissing the employee. The ACPA principle states:

student affairs practitioners are truthful, honor agreements, and are trustworthy in the performance of their duties.

Eleven of the "should hits" addressed the issue of **honesty**. Participant 3 explained:

I would be honest with the other institution, because I think it would be a disservice to someone else. The world of student affairs is very small and I think we know fairly quickly who gives just blanket recommendations to people. And I certainly don't want to be known in the profession as someone who lies - which I think is basically what it is. I wouldn't feel responsible for that person not getting the job or not going on to the other university.

For "should misses," **neutrality** emerged in three responses. Participants 5 commented:

I would probably be pretty vague about that, because

you can't say, if people call you for references, you can't tell them outright negative things again, legally. I would tell them, well, their evaluations appear to be in order and there are some positives related to work activities. I would encourage them to meet with the RA personally to see if he has the type of personality that would suit their institution, that you really... I guess that's how I would kind of handle it. I wouldn't come out and say, oh, the person has a really bad attitude, they really suck, because then that's something that could come back to the college.

As with "should hits," **honesty** was also the most common factor in "would hits" appearing in 11 of the 20 participants' responses.

Neutrality emerged as the most frequent factor in participant "would misses." Six responses reflected participants' unwillingness to give poor recommendations to employers. Participant 16 commented:

What I should probably do is I should probably try to buffer it a little bit more, if I could be at all a little more evasive about coming right out and saying no I wouldn't hire this person back. Not make it a totally negative situation, but bringing up whatever positive attributes they have. So that maybe these people would still be interested and it would be a good move for him and a good move for everyone else who's involved.

Participant 12 feared legal repercussions from the student.

I'm not sure what I should do. I can't even fathom that situation. I would just plead the fifth. I would decline to speak. I would say that I don't feel comfortable declining. The employer would probably try to assume, probably question me, did you decline because of something negative. I would not budge, I would just tell them I don't feel comfortable discussing what happened. I would be concerned about my abilities and in order for me to say something adverse about this person, as far as I'm concerned, the file would need to be organized, ready, and there would need to be more than adequate documentation to support anything I say, because as far as I'm concerned the next day a lawyer or someone could come in and request

to see that. I want to be covered.

Scenario nine represented the ACPA ethical principle, "Do no Harm." In this scenario, a hall director had to decide whether it was appropriate or not to let a graduate assistant facilitate a self-disclosure activity for the resident assistant staff. The graduate assistant was working on her master's degree in counseling and needed the facilitation experience for her academic program. The ACPA principle, "Do no Harm" states:

student affairs professionals should not engage in activities that cause either physical or psychological damage to others.

Recognizing the potential for doing emotional harm to individuals in a group disclosure activity, 19 of the "should hits" identified a need to **educate and guide** the graduate assistant. Participant 20 stated:

What I should do, in regard to an ARD wanting to do a self-disclosure activity, is probably monitor the outline, or require that the program or the exercise be structured as to be sure that it is not problematic for any one person in terms of information that they disclose. I would ask for detailed written outline or guide, just to ensure that there were no problems. And if the exercise indicated that there would be a chance for some problems in terms of the type of information, that the exercise promoted disclosure of, I would probably not recommend doing it on the retreat and suggest that we do something less threatening or less dangerous.

For "should misses," **lack of awareness** emerged in four responses. These participants felt that a self-disclosure activity was beneficial to staff morale. Participant 8 commented:

I don't see a problem with doing this at all. I think it's a great idea, and I would totally go along with it. In fact, I had to read it two or three times to figure out what the problem even would be. What is the, I don't understand, if there would be a conflict with this decision. It's a great idea and during my staff meetings we're always talking about personal issues and boyfriends and how we feel and how we want things to happen. And this assistant director person, it might even be better to have a more objective person come in and facilitate this discussion. And I would be willing to participate as well, to self-disclose. I would have to think about what I would say to come up with a very appropriate thing, but with my RAs, they're both seniors and this is my second year with both of them, and I know them and they're very close, and I feel very comfortable telling them just about anything. Just about anything. So it would be a great idea.

Participant 6 added:

Certainly this type of self-disclosure exercise - I've done them, and certainly a lot of groups I've been in have done these types of things. I think self-disclosure activities are good things. How they're handled, how they're administered, and what kind of follow-up is pretty important to that. I think as long as confidentiality could happen, as far as this person said this - as long as people could remain anonymous when processing this or writing this up. I think you have to be careful with that, but I think with the HD's help that could happen, and could be successful in the end. I think that it would be fine.

For the **would** responses, there were no major changes in the factors that emerged in participants' responses.

Education and guidance was the most frequent factor in "would hits" appearing in 19 of the participants' responses. For "would misses," **lack of awareness** appeared in four of the participants' responses.

The Relationship Between Participants' Should and Would Responses

Previous studies in clinical psychology have cited differences between what participants say they **should do** and what they say they **would do** in an ethical situation (Bernard and Jara, 1986; and Bernard, Murphy, and Little, 1987). Both studies found that participants' **would** responses were less ethical than the their **should** responses. In Bernard and Jaha's study with clinical psychology students, close to 50% of the participants **would not do** what they already said **should be done** in an ethical situation; while in Bernard, Murphy, and Little's study which examined responses from clinical psychologists; close to 37% of the participants **were not willing to do** what they already said **should be done**. The previous studies did not fully examine the reasons why participants were not willing to do what they already said should be done in an ethical situation.

Table 10 summarizes the "should and would" responses that were different by the number of times they occurred in each of the nine ethical scenarios. Six of the nine scenarios elicited **would** responses different from **should** responses. Would responses to scenarios 1, 6, and 8 were less ethical than **should** responses. The most noticeable differences occurred scenario 6 where nine **would** responses were different from the **should** responses. Scenario 1 had five "should and would" responses that were different from

Table 10. A Summary of the Number of "Should and "Would" Responses that Were Different by Scenario

Scenario	Topic	Number of "Should" and "Would" Differences
1	Colleague's Request	5
2	Dating a student	2
3	Off-campus residence	2
4	X-Rated Movie	0
5	Hall Government dinner	1
6	Housing waiting list	9
7	Mother's request	2
8	Employee reference	4
9	Self-disclosure activity	0
	Total	25

each other, while scenario 8 contained four "should and would" responses that were different.

Direct quotes from participants' responses are used to illustrate the factors which influenced participants to change their **would** responses from their **should** responses in relation to each of the nine scenarios.

For Scenario 1, five participants were not willing to do what they already said **should be done**. The factors that contributed to them changing their **would** responses included: friendship (3), indifference (1), and political gain (1). The participants' **should** answers emphasized the importance of upholding the rules and policies of the department. However, when asked to respond to what they thought they would do, three participants were willing to bypass departmental policy in order to help a friend or somebody

they liked. Participant 16 stated:

unfortunately sometimes you're closer to some of your colleagues than other colleagues, and I guess if it was somebody who was really close to me, I'd definitely try to find a way to help them out.

Another participant's **would** response rested in **lack of awareness**. Participant 8 commented:

if it hasn't been a problem since I've been here and hasn't even been thought of much, I might just go ahead and say that you can talk to the RAs.

Another participant stated that he would bypass the rules on solicitation if a **benefit** could be derived for his staff.

Participant 7 commented:

I would invite her over, personally, to my apartment suite, and have the RAs meet with her and have her explain her software package. And I would probably do this because I would be interested in it. I think that's something that my RAs could use.

In scenario 2, two participants changed their **would** response from their **should** response because they believed that a person's **privacy** took precedence over established departmental rules or ethical standards. Participant 1 indicated in her **should** response that dating a resident could cause a **conflict of interest** in the residence hall. The participant felt that dating a resident could lead to a showing of favoritism, especially with discipline problems and other confrontational issues. When responding to what she would do, the participant changed her focus and stated:

Go for it. If you're attracted to the person and if the situation has come up, and...you...y'know... you can't shut off your emotions, and...so I said "Go for it and date the person.

The second participant's **should** response spoke to the importance of being open and honest with your supervisor. Participant 16 recommended that the hall director should consider the pros and cons of dating a student and speak openly to his supervisor about the situation. When asked what he would do, the participant abandoned the notion of open dialogue with a supervisor and advocated a more covert approach:

I would say that if she's really attracted to this person and she really likes him, there's nothing wrong with it. You should just go for it. Be discreet, understand what the possible consequences of your behavior are, because some people may see you as being less professional.

In scenario 3, two participants' **would** responses differed from their **should** responses. Their **should** responses stressed the importance of having a hall director live-in so that they could quickly respond to building emergencies. However, their "would" responses indicated that they did not see living off campus as much of a problem. Participant 16 revealed the following about what he would do:

I think that I would still live off, maybe not make a big production out of it, maybe not make it so well known. But I would also want to be very careful about if something happened, that I would be readily accessible, so that way I could come back, or whatever it is, if I did decide to spend the night away. I don't think I'd be able to spend every night away, except the duty nights. I think you have to be, even then still it would be a lot less opportunities, maybe only a couple nights a week that you'd be able to spend away.

Scenario 4 did not contain discrepancies between **should** and **would** responses. Scenario 5 yielded only one **would**

response that was different from a **should** response. In this scenario, the participant's **should** response indicated that he was not in favor of allocating money for a hall council recognition dinner because the money was coming from a student fund. Participant 17 felt that the dinner would not benefit the community at large. When participant 17 was asked to state what he would do, he shared the following:

I would find some way to finance the dinner even with the Hall fund money. I just think it's a way to recognize Hall Council people, since they're not getting paid, especially if they've put in a lot of money, if they've planned a lot of programs and the students have gotten a lot out of it, they planned a lot of activities that the students have benefitted from the activities that they've put on, there've been diverse activities for them to do, and if there's money left over, why not? Why not have some type dinner? Maybe not have the most elaborate dinner, you know, a fifty dollar a plate dinner, but try to have some type of nice appreciation dinner for them.

Scenario 6 displayed the biggest discrepancy between participants' **should** and **would** responses. Eleven of the 20 participants' **would** responses were different from their original **should** responses. Most of the participants' **should** responses reflected their willingness to uphold the principles of fairness by not letting a student bypass the residence hall criteria for admitting students. A typical **should** response included the following from participant 2:

Well I think I should follow the criteria for students being placed in that residence hall. Just out of fairness to all students, I think...I mean to be credible to students we need to show them that we're being fair - to everyone. Whether you're wealthy, or poor, or middle class, or whatever the case may be, I think you need to treat everyone fairly, whether that be placing them in a residence hall room...or whatever

the situation. I don't think anyone should receive special privileges because their parents are wealthy. Discipline situations where folks have gotten off or received more lenient sanctions because their families were affluent or, wealthy alumni

Participants' **should** responses also reflected an eagerness to help clarify the housing policies and criteria for the university president. Participant 16 stated:

what you should do is explain to the President the procedures for everything, which I'm sure he's aware of, but again reiterate to him how the priority is determined. Explain to him that there are several other people on the list who have waited probably a year or so to live there. You would explain to him that it wouldn't be fair to those people, and just kind of remind him of this.

When participants were asked to state what they thought they would actually do or had done in the scenario, idealism was replaced with organizational reality. **Fear, lack of power, and lack of awareness** were factors that influenced participants not **to do** what they already said **should be done**. Eight of the hall directors believed that they had no real power at the university and thus would be ineffective at challenging the president's request. Typical responses included the following from participant 1:

I would probably not buck the system and just allow that person to come into the Hall.

Participant 5 added:

I would meet with my supervisor and explain that the President has asked me to do this and probably what we would do is place the student, because if that's what the President wants, usually that's what the President gets. And unfortunately I probably wouldn't have much choice in the situation and I'd have to do that.

Participant 2 indicated that she feared losing her hall

director position. She stated:

"I would place that student where they wanted to be. [Long pause] Probably because I value my job, and if it [were] the President calling, when the President calls...most people would do what he or she asks. Not many time do folks, particularly a HD, go against the grain of a university or college president if it wasn't something that they really feel strongly about. You have to choose your battles wisely. And this may be a battle that you want to pick with the President, but it may not be."

Participant 7 added that he would honor the president's request because he liked and trusted him:

If it was the President's kid or the janitor's kid, I'd try to get him in. Well, I mean, I guess too it's because I trust the person. I mean, I wouldn't do it just because the President is the President. I'm thinking of my current situation where I'm friends with the President. I would think that there are special reasons why this student wants to get in, why they want the student to get in, because it's going to help the institution or help the student.

Three **would** responses highlighted the perception of a **benefit** for a hall director. Participant 13 stated:

What I would do is probably put him in the building. But I guess, when the President calls you, and says, I have somebody that I'd like you to list in this building, you put the person in the building. That's basically what you try and do for them. I'm not sure it's fair, but I think the politics of the university.

Participant 14 added:

I would probably make some kind of exception. It all depends. I would probably do some sort of favor for this person because, in the long run, it's going to be better off for the dorm as far as the President might next time be more willing to do a favor for the dorm. And there's a wealthy alum, so I think it would be better for the dorm all around.

Participant 16 added:

the reality of this situation is that you would find some way to obviously get the student into your

building. And you would have to deal with the consequences later on, you would find some way to justify why you would allow this person to come in. The wealthy alumnus, who is said to be a friend of the university, obviously is probably going to give money to the university, they are going to put pressure on you, and it is probably in your best interest to try to help them, to work with the President, and to help in any way you can. It's weird because I've been in a situation like that. So, I know how it works.

Scenario 7 engendered no discrepancies between **should** and **would** responses. In scenario 8 however, four participants' **would** responses differed from their **should** responses. In their **should** responses, they stressed the need for honesty and fairness in making recommendations. A typical response included the following from participant 13:

What I think I should do is, out of professional courtesy and professional respect, I would explain to this person that I would, at this point I'm not interested in rehiring the resident assistant. I don't think that you should pass your problem or your potential problem off from one person to another. And I think when a somebody calls you for a reference check that you need to be either very honest. So I think, what I should do, is to be very honest with them and tell them that I was not interested in hiring this person back.

In contrast, their **would** responses indicated an uneasiness about giving unfavorable recommendations. Participant 16 commented:

What I would probably do is I would probably try to buffer it a little bit more, if I could be at all a little more evasive about coming right out and saying no I wouldn't hire this person back.

Participant 20 talked about playing language games with the representative from the other school. He stated:

In terms of what I would do, I would probably play language games and say things like, use language like

yes, I would hire this person with reservations. And use that as an opportunity to talk about the RA's negative attitude. Use it as an opportunity really to kind of indirectly let the person know that there have been problems, but at the same time, I know I want to get rid of them, and this is someone who wants to hire him, so it would probably be very short from being dishonest. I would probably try to show this person in the best way possible without really being dishonest. So I would probably highlight some of the problems, but at the same time I would try to get rid of him.

Participant 7 felt that giving a negative recommendation would not benefit a student in the long run:

I would potentially fumble and just say yeah I would rehire the person, because I believe that people can, you know, human fallibility. People make mistakes but there's the potential for betterment. It would be destructive to mess with their livelihood.

Scenario 9 did not provide any **should** and **would** responses that were different from each other.

Participant Demographics

Twenty hall directors were selected and interviewed from five public and five private colleges and universities in the state of Ohio. A profile summarizing their demographic characteristics appears in Appendix H. Table 11 summarizes participants' responses in relation to the demographic variables of gender, age, race, institutional affiliation, residence hall experience, education level, CSP credentials, ACPA affiliation, and familiarity with the ACPA Code.

Table 11 shows that responses from participants employed at private schools were slightly more consistent

Table 11. Ethical Responses Grouped by the Demographic Variables of Institution, Gender, Age, Race, Experience, Education, Degree, and Professional Affiliation.

Demographic Variable	Should Responses				Would Responses			
	Hit	Miss	Total	Percent	Hit	Miss	Total	Percent
Type of Institution								
Private	83	7	90	92%	71	19	90	78%
Public	75	15	90	83%	63	27	90	70%
Gender:								
Male	76	14	90	84%	60	30	90	67%
Female	82	8	90	91%	74	16	90	82%
Age of Participants:								
Under 25	56	7	63	89%	49	14	63	78%
26-30	86	13	99	87%	72	27	99	73%
31-35	9	0	9	100%	8	1	9	89%
Over 35	7	2	9	78%	5	4	9	55%
Ethnic Background:								
African-American	35	1	36	97%	29	7	36	80%
Caucasian	115	20	135	86%	99	36	135	73%
Hispanic	8	1	9	89%	6	3	9	67%
Years of Experience:								
0-1	17	1	18	94%	15	3	18	83%
1-3	51	12	63	81%	41	22	63	65%
3-5	54	9	63	86%	48	15	63	76%
Over 5	36	0	36	100%	30	6	36	83%
Education:								
High School	7	2	9	78%	5	4	9	56%
B.A.	49	5	54	91%	36	18	54	67%
M.A.	94	14	108	87%	87	21	108	80%
Ed.D/Ph.D.	8	1	9	89%	6	3	9	67%
Type of Degree:								
CSP	72	9	81	87%	63	18	81	78%
Non CSP	77	13	90	86%	62	28	90	69%
CSP Student	9	0	9	100%	9	0	9	100%
Code Recognition:								
Prior Exposure	103	14	117	88%	91	26	117	78%
No Prior Exposure	55	8	63	89%	43	20	63	68%

with the ACPA Code than responses from participants employed at public schools. For private school participants, 83 out of 90 (92%) of their **should** answers were consistent with the Code, while 71 out of 90 (78%) of their **would** responses were consistent with the Code. For public school participants, 75 out of 90 (83%) of their **should** responses were consistent with the Code, while 63 of 90 (70%) of their **would** responses were consistent with the Code.

Gender responses revealed that females' responses were more consistent with the Code than male responses. For female participants, 83 out of 90 (91%) of their **should** responses were consistent with the Code, while 74 of 90 (82%) of their **would** responses were consistent with the Code. Male participants were twice as likely as females to give "miss" responses. Seventy six out of 90 (84%) of their **should** responses were consistent with the Code, while only 60 out of 90 (67%) of their **would** responses were consistent with the Code.

In terms of age, seven participants were under 25 years of age, 11 were between 26 and 30, one was between of 31-35, and one was over the age of 35. For the seven participants under 25 years of age, 56 out of 63 (89%) of their **should** responses were consistent with the Code, while 49 of 63 (78%) of their **would** responses were consistent with the Code. For the 11 participants between the ages of 26-30, 86 out of 99 (87%) of their **should** responses were consistent

with the Code, and 72 of 99 (73%) of their **would** responses were consistent with the Code. The participant between the ages of 31-35 had 9 out of 9 **should** responses consistent with the code, and 8 of 9 (89%) **would** responses consistent with the Code. The participant that was over the age of 35 had 7 out of 9 (78%) **should** responses consistent with the Code, while 5 of 9 **would** responses were consistent with the Code.

In terms of race, 15 participants were American Caucasians, 4 African-Americans, and 1 was Hispanic. African-American participants' responses were the most consistent with the Code in regard to **should** responses. Thirty five out of 36 (97%) of their **should** responses were consistent with the Code, while 29 of 36 (83%) of their **would** responses were consistent with the Code. However, it is important to note that this observation is based on the responses of only four participants. For Caucasian participants, 115 out 135 (86%) of their **should** responses were consistent with the Code, while 99 of 135 (73%) of their **would** responses were consistent with the Code. The Hispanic participant had 8 out of 9 (89%) **should** responses that were consistent with the Code, while 6 of 9 (67%) **would** responses were consistent with the Code.

In terms of residence hall experience, 2 had less than one year of experience, 7 had 1-3 years, 7 had 3-5 years, and 4 had over 5 years of experience. For the participants

with less than one year of experience, 17 out of 18 (93%) of their **should** responses were consistent with the Code, while 15 of 18 (83%) of their **would** responses were consistent with the Code. The participants with 1-3 years of experience had the most "miss" responses as 81% (51 out of 63) of their **should** answers were consistent with the ACPA Code, while only 65% (41 out of 63) of their **would** answers were consistent with the Code. For those with 3-5 years of experience, 54 out of 63 (86%) of their **should** responses were consistent with the Code, while 48 out of 63 (76%) of their **would** responses were consistent. For the three participants with more than five years of experience, all 36 of their **should** responses were consistent with the Code (100%) while 30 out of 36 (83%) of their **would** responses were consistent with the Code.

Participants' educational levels included 12 master's degrees, six bachelor's degrees, one doctoral student, and one high school graduate. For the participant with a high school degree, seven out of nine (78%) of the **should** responses were consistent with the Code, and only five of nine (55%) of the **would** responses were consistent with the Code. The six participants with a bachelor's degree tripled their "miss" responses. The data showed that 49 out of 54 (90%) of their **should** responses were consistent with the Code, while 36 of 54 (67%) of their **would** responses were consistent with the Code. For the participants with a

masters degrees, 94 out of 108 (87%) of their **should** responses were consistent with the Code, while 83 of 108 (77%) of their **would** responses were consistent with the Code. For the participant with a doctoral degree, 8 out of 9 (88%) **should** responses were consistent with the Code, while 6 of 9 (67%) **would** responses were consistent with the Code.

In terms of participants' educational credentials in College Student Personnel (CSP), 9 held masters' degrees in CSP, 10 participants did not hold a masters' in CSP, and one was a graduate student in CSP. For participants with a master's degree in CSP, 72 out of 79 (89%) of their **should** responses were consistent with the Code, while 63 of 81 (78%) of their **would** responses were consistent with the Code. For the participants without a master's in CSP, 77 out of 90 (86%) of their **should** responses were consistent with the Code, while 62 out of 90 (69%) of their **would** responses were consistent with the Code. This result was slightly lower than the percentage of hits for all responses. For the CSP student, all nine of the **should** and **would** responses were consistent with the Code.

In relation to prior exposure to the ACPA Code, 13 had been exposed to the Code, while 7 participants reported no prior exposure to the Code. Those with prior exposure to the Code had a slightly higher percentage of "hit" responses. Eighty-eight percent (103 out of 111) of their **should**

responses were consistent with the Code, while 91 of 117 (78%) of their **would** responses were consistent with the Code. For participants with no prior exposure to the Code, 87% (55 of 63) of their should responses were "consistent" with the ACPA Code, while 68% (43 out of 63) of their **would** responses were consistent with the Code.

Table 12 presents the resources participants identified as helpful in introducing them to the ACPA Code.

Participants listed professional conferences as the number one resource for learning about the ACPA Code. The second most popular resource cited by participants was departmental training. Participants identified the ACPA Journal as the third source, friends and colleagues as the fourth source, and graduate school as the final source.

Table 12. Summary of How Participants Were Introduced to the ACPA Code

Resource	
Conferences	10
Department Training	6
ACPA Journal	5
Friend	4
Graduate School	4

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

Summary of the Study

The student affairs profession has had an historical duty to model and promote ethical behavior in its work. A professional code of ethics representing what the profession deems to be ethical behavior was developed by the American College Personnel Association (ACPA) in 1981 and updated in 1989 and 1993 to guide student affairs professionals in ethical decision making. While the code has been widely distributed, there is a dearth of empirical research examining the extent to which student affairs administrators live up to the ethical expectations of the profession as reflected by the ACPA Code.

The purpose of this study, then, was to determine whether and to what extent student affairs administrators acted in accordance with the ACPA Code. The research questions guiding this study included:

1. How consistent are residence hall professionals' responses with the recommendations of the ACPA Code?
2. What are the motivations underlying residence hall professionals' responses to ethical situations?
3. What is the relationship between what residence hall professionals say they **should do** in an ethical situation and what they **would do** in an ethical situation?
4. What is the relationship between how professional hall staff respond to ethical situations and the

demographic variables of age, gender, race, residence hall experience, educational background, institutional affiliation, and familiarity with the ACPA Code?

Twenty, full-time professional residence hall staff in public and private institutions in the state of Ohio were asked to respond to nine ethical situations designed to address each of the ACPA Code's standards and principles. Participants were asked to state what they thought they **should do** and **would do** in each ethical situation presented, and then asked to explain **why** they chose that particular course of action. The participants' **should** and **would** responses were then compared to the ACPA Code to determine if they were consistent ("hit") or inconsistent ("miss") with the Code's recommendations. The explanations participants gave for each of their **should** and **would** responses were then coded to reveal the motivating factors behind their response and categorized in relation to the number of times they emerged in all responses and in each ethical scenario. Responses were then analyzed to reveal the relationship between participants' responses and the demographic variables of gender, age, race, institution, experience, education, professional affiliation, and exposure to the Code.

Summary of the Findings

The findings of the study include the following:

1. As a group, participants' **should** and **would** responses

were highly consistent with the ACPA Code. On average, 81% of their **should** and **would** responses were consistent with the Code.

2. There was a difference between participants' **should** and **would** responses. Participants **should** responses were more consistent with the Code (88%) than their **would** responses (74%), suggesting that participants were less willing to do what they already said should be done.

3. When participants' responses were analyzed by scenario, three distinct patterns of responses emerged from the data:

- a. For ethical scenarios that addressed institutional loyalty, respect for community standards and respect for student privacy, over 90% of the participants' **should** and **would** responses were consistent with the ACPA Code.
- b. Ethical scenarios that addressed dual relationships, act to benefit others, and self-disclosure engendered both **should** and **would** responses that were less than 65% consistent with the Code.
- c. Ethical scenarios that addressed professional competency, fairness, and honesty engendered the greatest difference between **should** and **would** responses with over 95% of the **should** responses being consistent with the Code and only 65% of the participants' **would** responses being consistent with the ACPA Code.

4. In terms of motivations underlying participants' responses to the ethical scenarios, eleven factors emerged in responses that were consistent ("hits") with the Code and nine factors emerged in responses that were inconsistent with the Code ("misses"). The most frequently cited factors

for "hits" included **education and guidance** (102), **adherence to policy** (84), **community standards** (44), and **need for action** (44). The most frequently cited factors for "misses" included **lack of awareness** (26), **neutrality** (17), **future benefit** (12), **lack of power** (11), and **privacy** (10).

5. The relationship between demographic variables and the extent to which participants' responses were consistent with the ACPA Code produced only slight variances in responses, except in relation to gender. For female participants, 87% of their **should** and **would** responses were consistent with the Code compared to 75% for male participants. Female participants also had fewer discrepancies between **should** and **would** responses than male participants. Ninety one percent of female participants' **should** responses and 82% of their **would** responses were consistent with the Code, compared to male participants who had 84% of their **should** responses and only 67% of their **would** responses consistent with the Code.

Discussion of the Findings

1. The finding that participants' **should** and **would** responses were highly consistent with the Code (81%) is not surprising considering: 1) the nature of the profession, 2) the profession's focus on ethics, and 3) the results of previous studies. The student affairs profession typically attracts those individuals whose personal values are

congruent with the values of the profession, many of which are articulated in the ACPA Code of Ethics. Student affairs practitioners are generally concerned with developing environments that enhance and support the intellectual, emotional, social, and spiritual development of students, including their ethical and moral development.

The high percentage of responses that were consistent with the ACPA Code may also be linked to an awareness of ethics. The increased discussion of professional ethics in student affairs literature, graduate programs, and professional development programs has kept the profession current on various ethical issues.

Previous studies on ethical compliance in education and clinical psychology also point to the extent to which professionals in related fields are in consonance with their Codes of Ethics. Dexheimer (1969), Bernard and Jara (1986), and Bernard, Murphy, and Little (1987) found that close to 90% of the participants they surveyed on what they **should do** in an ethical situation gave responses that were consistent with a code of ethics. This indicated understanding and agreement with the Code guidelines.

2. The second finding, which noted a difference between participants' total **should** responses that were consistent with the Code (88%) and **would** responses that were consistent with the code (74%), follows the findings of prior studies. Previous research on ethics in clinical psychology revealed

that participants were not always willing to do what they already said should be done. Jara and Bernard (1986) and Bernard, Murphy, and Little (1987) found that while over 90% of the participants' **should** responses they surveyed were consistent with the APA Code of Ethics, less than 60% of their **would** responses were consistent with Code guidelines.

In this study too, the **would** responses were lower than **should** responses. The higher percentage of **would** responses in this study consistent with the ACPA Code (74%), may well be attributable to the renewed emphasis on professional ethics in student affairs graduate programs, literature, and professional training seminars in the past decade as compared to when these studies were done.

3. The third finding revealed three patterns of responses by scenario. The first pattern showed that over 90% of the participants' **should** and **would** responses to scenarios 3,4, and 7 were consistent with the ACPA Code. The factors which emerged in these responses were institutional loyalty (scenario 3), respect for community standards, education and guidance (scenario 4), and respect for student privacy (scenario 7). Participants' responses expressed both an understanding of Code principles and a willingness to comply with Code guidelines, suggesting agreement with the profession's espoused values. At least in these three areas, the participants could act on what they understood to be ethical without competing values

intervening.

The second pattern of responses revealed that less than 65% of the participants' **should** and **would** responses were consistent with the ACPA Code in scenarios 2, 5, and 9. The factors that emerged to account for the lower percentage of **should** and **would** responses that were consistent with the Code in these situations were right to privacy and lack of awareness (scenario 2), future benefit and will of the students (scenario 5), and lack of awareness (9). The lower percentage of both **should** and **would** responses that were consistent with the Code in these scenarios may suggest the following:

a) Participants' responses may reflect a lack of awareness of the ACPA Code guidelines. Participants may simply have been unclear on the Code principles and standards represented in scenarios 2, 5, and 9.

b) Participants may not have recognized the subtle ethical issues represented in the scenarios. For example, in scenario 9, participants may have focused their responses around the theme of team-building and staff unity, failing to identify the potential harm to students present in the self-disclosure exercise.

c) Participants may not have agreed with, or cared about, the ACPA Code. In scenario 2, participants' responses seem to suggest that personal values motivated their responses; the Code was secondary, perhaps even non-

existent, in their decision making. This finding is similar to what has been found in psychology and education where researchers found that people tended to follow their own internal values in certain ethical situations (Dexheimer, 1969; Bernard and Jara, 1986; and Bernard, Murphy, and Little, 1987). This suggests that when professional values are in conflict with professional values, personal values may win out.

The third pattern emerged in responses to scenarios 1, 6, and 8, where 95% of the **should** responses were consistent with the Code compared to only 65% for the **would** responses. In other words, participants were less willing **to do** what they already said **should be done** in these ethical situations. Clearly, this suggests that participants understood the ACPA Code, but were not willing to act according to Code guidelines. The large discrepancy between **should** and **would** responses in these scenarios indicates that participants' willingness to act ethically was undermined by factors including friendship, lack of power, fear, and neutrality. This result suggests that while professionals might understand the principles and standards in the ACPA Code, they would not necessarily use the Code to guide their behavior in practice.

In scenario 1, when the factor of friendship conflicted with what participants said they **should** do, the participants had a hard time adhering to the Code. They showed a

willingness to defy understood university policies and procedures in order to help a friend solicit a product in the residence halls. This suggested, as did Jara and Bernard (1986) and Bernard, Little, and Murphy (1987), that participants were reluctant to confront unethical behavior involving a friend or colleague. The results of this study even suggest that participants might be willing to aid friends in unethical behavior.

In scenario 6, participants felt that they had no power (lack of power) to override the directives of a person in authority, even if they believed the directives to be unethical. They perceived it was useless to confront the authority about the unethical nature of the directive and they feared the possible consequences of doing so. Competing factors were also observed in scenario 8 when participants were reluctant to give a negative evaluation of an employee, even when they perceived it was warranted. The desire to avoid getting involved in a situation (neutrality) that might be difficult or stressful to handle overrode what the Code guided them do to.

4. The finding that there was little relationship between the demographic variables and the extent to which participants' responses were consistent with the Code (except for gender) was not surprising considering that previous studies had concluded that participants' unwillingness to act ethically in a situation was not

related to demographic variables, but was a function of internal values (Dexheimer, 1969, Bernard and Jara, 1986, Bernard, Murphy, and Little, 1987). The variance in gender responses, however, suggests that there may well be a difference in the way male and female participants respond to ethical situations.

The responses of females were more consistent with the ACPA Code of Ethics than those of males. Male participants had twice as many "would misses" as female participants, suggesting that females were more willing to follow through on what they identified as ethical. In their responses, males were more likely to rationalize unethical behavior in their **would** responses. Females were more willing to adhere to what they had already identified as ethical in a situation.

5. This study's findings have implications for practitioners, the student affairs profession, and for society in general. Finding 1 suggests that most practitioners have a good understanding of the ACPA Code and adhere to the guidelines of the Code in their responses to ethical situations. This finding also implies that the profession as a whole has a working knowledge of its ethical guidelines, and that the profession is answering the call of society to be accountable to its students and ethical in its mission. Finding 1 also indicated that student affairs practitioners were more willing to adhere to their

professions' ethical guidelines than participants in previous studies related to education administration and clinical psychology (Dexheimer, 1969; Bernard and Jara, 1986; and Bernard, Murphy, and Little, 1987).

Finding 3 suggested that certain principles and standards may be more familiar to practitioners than others. If this is the case, then additional ethics training may be needed to clarify ACPA guidelines. Practitioners should train themselves and their staffs in using the ACPA Code standards and principles to identify and resolve potentially harmful ethical situations. Sample ethical scenarios, such as those developed in this study, could be used by practitioners to examine their knowledge of the ACPA Code and also their own ethical motivations.

This study's results imply that while the profession as a whole understands and agrees with the ethics espoused in the ACPA code, the profession needs to be aware of areas which may need additional scrutiny. If practitioners do not understand the ACPA code guidelines, as may have been the case in finding 3, the profession needs to take the responsibility of distributing the Code in conferences, journals, training seminars, and the classroom. The profession may need to clarify certain Code standards, and provide practitioners with real-life examples of ethical situations and their resolution.

Finding 3 also suggests that practitioners may be in

outright disagreement with some Code guidelines. If this is the case, practitioners could be sending a message to the profession at large; that is, practitioners have their own values which they will follow, and the espoused ethics of the profession are not the ultimate factor in their decision making. The profession then, would have to decide if this is acceptable from its practitioners; if not, the profession needs to decide what it can and will do about it.

Finally, this study's findings have implications for other fields and for society in general. The factors which undermined participants' **should** and **would** responses, friendship, neutrality, and fear, may well be factors that undermine ethical behavior in other professional fields. It would be interesting to see if this is true. The idea that personal values will supersede professional values in some areas, raises questions for the profession and society as to what motivates people to act ethically, and how they profession can motivate people to follow the Code. If personal values are major factors in motivation, it raises questions on how effective a code can be in guiding behavior, at least in some areas.

Conclusions

This study has attempted to examine whether and to what extent student affairs professionals are in accordance with

the ACPA Code. The conclusions that can be drawn from this study are limited by the nature of the study and can be only said to apply with sureness to the participants interviewed. However, to the extent that the participants represent student affairs professionals, the following conclusions are warranted:

1. Student affairs professionals understand and agree with the ethical standards and principles enunciated in the ACPA Code, and, with some reservations, are prepared to act in accordance with the Code. The extent to which their **should** responses were consistent with the Code indicates a general understanding and agreement with the Code, while the extent to which their **would** responses were consistent with the Code indicates a willingness to adhere to Code guidelines.

2. While overall there is a high level of acceptance and adherence to the Code, there are some areas that are clearly, for these professionals, areas in which they are unwilling to adhere to the code. These areas which the profession needs to do something about if they believe in the values that are espoused in the Code.

Recommendations for Future Research

Because there is little empirical research examining whether and to what extent student affairs professionals act in accordance with the ACPA Code of Ethics, this study

provides a basis for continuing to explore the topics.

Recommendations for future research include:

- 1) Replicate the study using a larger population drawn from a wider geographical base to see if the same results are derived from the data.

- 2) Studies should be conducted using scenarios that address a wider range of ethical situations and ones that are less easily resolved by reference to the Code i.e, more subtle, to determine if similar results are obtained and/or whether participants identify the ethical problems related to the Code.

- 3) A study should be conducted with gender as the central variable to determine whether and to what extent gender is a critical variable in ethical decision making.

- 4) Additional studies should focus on the scenarios and factors which produced discrepancies between **should** and **would** responses, and on the standards and principles of the ACPA code identified in these discrepancies.

- 5) Future studies should probe ACPA members on the areas that cause conflict in their position in order to determine the type and scope of ethical problems encountered by student affairs professionals.

- 6) A study should try to explore the extent to which ethical problems in student affairs are similar to ethical situations in other professions.

- 7) Future research should examine how the ACPA informs

practitioners of its Code's standards and principles;
studies should also evaluate the profession's continuing
awareness, understanding, and adherence to the ACPA Code.

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APPENDICES

Appendix A
NASPA STANDARD STATEMENTS

Standards of Professional Practice

The National Association of Student Personnel Administrators (NASPA) is an organization of colleges, universities, agencies, and professional educators whose members are committed to providing services and education that enhance student growth and development. The association seeks to promote student personnel work as a profession which requires personal integrity, belief in the dignity and worth of individuals, respect for individual differences and diversity, a commitment to service, and dedication to the development of individuals and the college community through education. NASPA supports student personnel work by providing opportunities for its members to expand knowledge and skills through professional education and experience. The following standards were endorsed by NASPA at the December 1990 board of directors meeting in Washington, D.C.

1. Professional Services

Members of NASPA fulfill the responsibilities of their position by supporting the educational interests, rights, and welfare of students in accordance with the mission of the employing institution.

2. Agreement with Institutional Mission and Goals

Members who accept employment with an educational institution subscribe to the general mission and goals of the institution.

3. Management of Institutional Resources

Members seek to advance the welfare of the employing institution through accountability for the proper use of institutional funds, personnel equipment, and other resources. Members inform appropriate officials of conditions which may be potentially disruptive or damaging to the institution's mission, personnel, and property.

4. Employment Relationship

Members honor employment relationships. Members do not commence new duties or obligations at another institution under a new contractual agreement until termination of an existing contract, unless otherwise agreed to by the member and the member's current and new supervisors. Members adhere to professional practices in securing positions and employment relationships.

5. Conflict of Interest

Members recognize their obligation to the employing institution and seek to avoid private interests, obligations, and transactions which are in conflict of interest or give the appearance of impropriety. Members clearly distinguish between statements and actions which represent their own personal views and those which represent their employing institution when important to do so.

6. Legal Authority

Members respect and acknowledge all lawful authority. Members refrain from conduct involving dishonesty, fraud, deceit, and misrepresentation or unlawful discrimination. NASPA recognizes that legal issues are often ambiguous, and members should seek the advice of counsel as appropriate. Members demonstrate concern for the legal, social codes and moral expectations of the communities in which they live and work even when the dictates of one's conscience may require behavior as a private citizen which is not in keeping with these codes/expectations.

7. Equal Consideration and Treatment of Others

Members execute professional responsibilities with fairness and impartiality and show equal consideration to individuals regardless of status or position. Members respect individuality and promote an appreciation of human diversity in higher education. In keeping with the mission of their respective institution and remaining cognizant of federal, state, and local laws, they do not discriminate on the basis of race, religion, creed, gender, age, national origin, sexual orientation, or physical disability. Members do not engage in or tolerate harassment in any form and should exercise professional judgment in entering into intimate relationships with those for whom they have any supervisory, evaluative, or instructional responsibility.

8. Student Behavior

Members demonstrate and promote responsible behavior and support actions that enhance personal growth and development of students. Members foster conditions designed to ensure a student's acceptance of responsibility for his/her own behavior. Members inform and educate students as to sanctions or constraints on student behavior.

which may result from violations of law or institutional policies.

9. Integrity of Information and Research

Members ensure that all information conveyed to others is accurate and in appropriate context. In their research and publications, members conduct and report research studies to assure accurate interpretation of findings, and they adhere to accepted professional standards of academic integrity.

10. Confidentiality

Members ensure that confidentiality is maintained with respect to all privileged communications and to educational and professional records considered confidential. They inform all parties of the nature and/or limits of confidentiality. Members share information only in accordance with institutional policies and relevant statutes when given the informed consent or when required to prevent personal harm to themselves or others.

11. Research Involving Human Subjects

Members are aware of and take responsibility for all pertinent ethical principles and institutional requirements when planning any research activity dealing with human subjects. (See *Ethical Principles in the Conduct of Research with Human Participants*, Washington, D.C.: American Psychological Association, 1982.)

12. Representation of Professional Competence

Members at all times represent accurately their professional credentials, competencies, and limitations and act to correct any misrepresentations of these qualifications by others. Members make proper referrals to appropriate professionals when the member's professional competence does not meet the task or issue in question.

13. Selection and Promotion Practices

Members support nondiscriminatory, fair employment practices by appropriately publicizing staff vacancies, selection criteria, deadlines, and promotion criteria in accordance with the spirit and intent of equal opportunity policies and established legal guidelines and institutional policies.

14. References

Members, when serving as a reference, provide accurate and complete information about candidates, including both relevant strengths and limitations of a professional and personal nature.

15. Job Definitions and Performance Evaluation

Members clearly define with subordinates and supervisors job responsibilities and decision-making procedures, mutual expectations, accountability procedures, and evaluation criteria.

16. Campus Community

Members promote a sense of community among all areas of the campus by working cooperatively with students, faculty, staff, and others outside the institution to address the common goals of student learning and development. Members foster a climate of collegiality and mutual respect in their work relationships.

17. Professional Development

Members have an obligation to continue personal professional growth and to contribute to the development of the profession by enhancing personal knowledge and skills, sharing ideas and information, improving professional practices, conducting and reporting research, and participating in association activities. Members promote and facilitate the professional growth of staff and they emphasize ethical standards in professional preparation and development programs.

18. Assessment

Members regularly and systematically assess organizational structures, programs, and services to determine whether the developmental goals and needs of students are being met and to assure conformity to published standards and guidelines such as those of the Council for the Advancement of Standards for Student Services/Development Programs (CAS). Members collect data which include responses from students and other significant constituencies and make assessment results available to appropriate institutional officials for the purpose of revising and improving program goals and implementation. ■

APPENDIX B
ACUHO I STANDARDS STATEMENTS



Ethical Standards for the Housing Professional

The HOUSING PROFESSIONAL acts with integrity, dignity, and competence while striving toward improved services, educational programs, administrative procedures, and research.

The HOUSING PROFESSIONAL has a dual responsibility both to the student and to the institution.

The HOUSING PROFESSIONAL has an obligation to understand the educational goals of the institution and to aid in support and realization of these goals through residence hall programming, leadership training, student governance, faculty involvement and sound fiscal management.

The HOUSING PROFESSIONAL accepts students as individuals, each with rights and responsibilities, each with goals and needs, and with this in mind seeks to create and maintain a group living environment in which maximum (the most favorable) learning and personal development can take place.

The HOUSING PROFESSIONAL provides a continuing program of development for student staff as well as professional staff.

The HOUSING PROFESSIONAL develops and maintains staff relationships in a climate of mutual respect, support, trust, and interdependence recognizing the strengths and limitations of each professional associate.

The HOUSING PROFESSIONAL develops lines of communication within the campus community so that programs, policies, and procedures are mutually reinforcing, consistent, and operating in support of quality education for students.

The HOUSING PROFESSIONAL seeks to develop new knowledge as the basis for improved programs, policies, and procedures and communicates the results through appropriate channels such as journals, newsletters, and/or consultation.

The HOUSING PROFESSIONAL recognizes both formal training and practical experience as important ingredients in the preparation of any person for effective full-time work in the student housing field.

The HOUSING PROFESSIONAL believes in the educational value of professional associations and encourages staff members to attend appropriate regional and national meetings.

The HOUSING PROFESSIONAL is aware of the political implications of housing as an integral part of higher education and is obligated to maintain effective relationships with the outside community so that programs, policies, and procedures are fully understood.

APPENDIX C

ACPA STATEMENT OF ETHICAL PRINCIPLES AND STANDARDS

AMERICAN COLLEGE PERSONNEL ASSOCIATION

Statement of Ethical Principles and Standards*

American College Personnel Association, Standing Committee on Ethics

PREAMBLE

The American College Personnel Association (ACPA) is an association whose members are dedicated to enhancing the worth, dignity, potential, and uniqueness of each individual within post-secondary educational institutions and thus to the service of society. ACPA members are committed to contributing to the comprehensive education of the student, protecting human rights, advancing knowledge of student growth and development, and promoting the effectiveness of institutional programs, services, and organizational units. As a means of supporting these commitments, members of ACPA subscribe to the following principles and standards of ethical conduct. Acceptance of membership in ACPA signifies that the member agrees to adhere to the provisions of this statement.

This statement is designed to address issues particularly relevant to college student affairs practice. Persons charged with duties in various functional areas of higher education are also encouraged to consult ethical standards specific to their professional responsibilities.

USE OF THIS STATEMENT

The principal purpose of this statement is to assist student affairs professionals in regulating their own behavior by sensitizing them to potential ethical problems and by providing standards useful in daily practice. Observance of ethical behavior also benefits fellow professionals and students due to the effects of modeling. Self-regulation is the most effective and preferred means of assuring ethical behavior. If, however, a professional observes conduct by a fellow professional that seems contrary to the provisions of this document, several courses of action are available.

- **Initiate a private conference.** Because unethical conduct often is due to a lack of awareness or understanding of ethical standards, a private conference with the professional(s) about the conduct in question is an important initial line of action. This conference, if pursued in a spirit of collegiality and sincerity, often may resolve the ethical concern and promote future ethical conduct.
- **Pursue institutional remedies.** If private consultation does not produce the desired results, institutional channels for resolving alleged ethical improprieties may be pursued. All student affairs divisions should have a widely-publicized process for addressing allegations of ethical misconduct.
- **Contact ACPA Ethics Committee.** If the ACPA member is unsure about whether a particular activity or practice falls under the provisions of this statement, the Ethics Committee may be contacted in writing.

The member should describe in reasonable detail (omitting data that would identify the person(s) as much as possible) the potentially unethical conduct or practices and the circumstances surrounding the situation. Members of the Committee or others in the Association will provide the member with a summary of opinions regarding the ethical appropriateness of the conduct or practice in question. Because these opinions are based on limited information, no specific situation or action will be judged "unethical." The responses rendered by the Committee are advisory only and are not an official statement on behalf of ACPA.

- **Request consultation from ACPA Ethics Committee.** If the institution wants further assistance in resolving the controversy, an institutional representative may request on-campus consultation. Provided all parties to the controversy agree, a team of consultants selected by the Ethics Committee will visit the campus at the institution's expense to hear the allegations and to review the facts and circumstances. The team will advise institutional leadership on possible actions consistent with both the content and spirit of the ACPA Statement of Ethical Principles and Standards. Compliance with recommendations is voluntary. No sanctions will be imposed by ACPA. Institutional leaders remain responsible for assuring ethical conduct and practice. The consultation team will maintain confidentiality surrounding the process to the extent possible.
- **Submit complaint to ACPA Ethics Committee.** If the alleged misconduct may be a violation of the ACPA Ethical Principles and Standards, the person charged is a member of ACPA and the institutional process is unavailable or produces unsatisfactory results, then proceedings against the individual(s) may be brought to the ACPA Ethics Committee for review. Details regarding the procedures may be obtained by contacting the Executive Director at ACPA Headquarters.

ETHICAL PRINCIPLES

No statement of ethical standards can anticipate all situations that have ethical implications. When student affairs professionals are presented with dilemmas that are not explicitly addressed herein, five ethical principles may be used in conjunction with the four enumerated standards (Professional Responsibility and Competence, Student Learning and Development, Responsibility to the Institution, and Responsibility to Society) to assist in making decisions and determining appropriate courses of action.

Ethical principles should guide the behaviors of professionals in everyday practice. Principles, however, are not

just guidelines for reaction when something goes wrong or when a complaint is raised. Adhering to ethical principles also calls for action. These principles include the following.

- **Act to benefit others.** Service to humanity is the basic tenet underlying student affairs practice. Hence, student affairs professionals exist to (a) promote healthy social, physical, academic, moral, cognitive, career, and personality development of students; (b) bring a developmental perspective to the institution's total educational process and learning environment; (c) contribute to the effective functioning of the institution; and (d) provide programs and services consistent with this principle.
- **Promote justice.** Student affairs professionals are committed to assuring fundamental fairness for all individuals within the academic community. In pursuit of this goal, the principles of impartiality, equity, and reciprocity (treating others as one would desire to be treated) are basic. When there are greater needs than resources available or when the interests of constituencies conflict, justice requires honest consideration of all claims and requests and equitable (not necessarily equal) distribution of goods and services. A crucial aspect of promoting justice is demonstrating an appreciation for human differences and opposing intolerance and bigotry concerning these differences. Important human differences include, but are not limited to, characteristics such as age, culture, ethnicity, gender, disabling condition, race, religion, or sexual/affective orientation.
- **Respect autonomy.** Student affairs professionals respect and promote individual autonomy and privacy. Students' freedom of choice and action are not restricted unless their actions significantly interfere with the welfare of others or the accomplishment of the institution's mission.
- **Be faithful.** Student affairs professionals are truthful, honor agreements, and are trustworthy in the performance of their duties.
- **Do no harm.** Student affairs professionals do not engage in activities that cause either physical or psychological damage to others. In addition to their personal actions, student affairs professionals are especially vigilant to assure that the institutional policies do not: (a) hinder students' opportunities to benefit from the learning experiences available in the environment; (b) threaten individuals' self-worth, dignity, or safety; or (c) discriminate unjustly or illegally.

ETHICAL STANDARDS

Four ethical standards related to primary constituencies with whom student affairs professionals work—fellow professionals, students, educational institutions, and society—are specified.

1. *Professional Responsibility and Competence.* Student affairs professionals are responsible for promoting students' learning and development, enhancing the understanding of student life, and advancing the profession and its ideals. They possess the knowledge, skills, emotional stability, and maturity to discharge respon-

sibilities as administrators, advisors, consultants, counselors, programmers, researchers, and teachers. High levels of professional competence are expected in the performance of their duties and responsibilities. They ultimately are responsible for the consequences of their actions or inaction.

As ACPA members, student affairs professionals will:

- 1.1 Adopt a professional lifestyle characterized by use of sound theoretical principles and a personal value system congruent with the basic tenets of the profession.
- 1.2 Contribute to the development of the profession (e.g., recruiting students to the profession, serving professional organizations, educating new professionals, improving professional practices, and conducting and reporting research).
- 1.3 Maintain and enhance professional effectiveness by improving skills and acquiring new knowledge.
- 1.4 Monitor their personal and professional functioning and effectiveness and seek assistance from appropriate professionals as needed.
- 1.5 Represent their professional credentials, competencies, and limitations accurately and correct any misrepresentations of these qualifications by others.
- 1.6 Establish fees for professional services after consideration of the ability of the recipient to pay. They will provide some services, including professional development activities for colleagues, for little or no remuneration.
- 1.7 Refrain from attitudes or actions that impinge on colleagues' dignity, moral code, privacy, worth, professional functioning, and/or personal growth.
- 1.8 Abstain from sexual harassment.
- 1.9 Abstain from sexual intimacies with colleagues or with staff for whom they have supervisory, evaluative, or instructional responsibility.
- 1.10 Refrain from using their positions to seek unjustified personal gains, sexual favors, unfair advantages, or unearned goods and services not normally accorded those in such positions.
- 1.11 Inform students of the nature and/or limits of confidentiality. They will share information about the students only in accordance with institutional policies and applicable laws, when given their permission, or when required to prevent personal harm to themselves or others.
- 1.12 Use records and electronically stored information only to accomplish legitimate, institutional purposes and to benefit students.
- 1.13 Define job responsibilities, decision-making procedures, mutual expectations, accountability procedures, and evaluation criteria with subordinates and supervisors.
- 1.14 Acknowledge contributions by others to program development, program implementation, evaluations, and reports.
- 1.15 Assure that participation by staff in planned activities that emphasize self-disclosure or other relatively intimate or personal involvement is voluntary and that the leader(s) of such activities do not

have administrative, supervisory, or evaluative authority over participants.

- 1.16 Adhere to professional practices in securing positions: (a) represent education and experiences accurately; (b) respond to offers promptly; (c) accept only those positions they intend to assume; (d) advise current employer and all institutions at which applications are pending immediately when they sign a contract; and (e) inform their employers at least thirty days before leaving a position.
- 1.17 Gain approval of research plans involving human subjects from the institutional committee with oversight responsibility prior to initiation of the study. In the absence of such a committee, they will seek to create procedures to protect the rights and assure the safety of research participants.
- 1.18 Conduct and report research studies accurately. They will not engage in fraudulent research or will they distort or misrepresent their data or deliberately bias their results.
- 1.19 Cite previous works on a topic when writing or when speaking to professional audiences.
- 1.20 Acknowledge major contributions to research projects and professional writings through joint authorships with the principal contributor listed first. They will acknowledge minor technical or professional contributions in notes or introductory statements.
- 1.21 Not demand co-authorship of publications when their involvement was ancillary or unduly pressure others for joint authorship.
- 1.22 Share original research data with qualified others upon request.
- 1.23 Communicate the results of any research judged to be of value to other professionals and not withhold results reflecting unfavorably on specific institutions, programs, services, or prevailing opinion.
- 1.24 Submit manuscripts for consideration to only one journal at a time. They will not seek to publish previously published or accepted-for-publication materials in other media or publications without first informing all editors and/or publishers concerned. They will make appropriate references in the text and receive permission to use if copyrights are involved.
- 1.25 Support professional preparation program efforts by providing assistantships, practica, field placements, and consultation to students and faculty.

As ACPA members, preparation program faculty will:

- 1.26 Inform prospective graduate students of program expectations, predominant theoretical orientations, skills needed for successful completion, and employment of recent graduates.
- 1.27 Assure that required experiences involving self-disclosure are communicated to prospective graduate students. When the program offers experiences that emphasize self-disclosure or other relatively intimate or personal involvement (e.g., group or individual counseling or growth groups), professionals must not have current or anticipated admin-

istrative, supervisory, or evaluative authority over participants.

- 1.28 Provide graduate students with a broad knowledge base consisting of theory, research, and practice.
- 1.29 Inform graduate students of the ethical responsibilities and standards of the profession.
- 1.30 Assess all relevant competencies and interpersonal functioning of students throughout the program, communicate these assessments to students, and take appropriate corrective actions including dismissal when warranted.
- 1.31 Assure that field supervisors are qualified to provide supervision to graduate students and are informed of their ethical responsibilities in this role.

2. *Student Learning and Development.* Student development is an essential purpose of higher education, and the pursuit of this aim is a major responsibility of student affairs. Development is complex and includes cognitive, physical, moral, social, career, spiritual, personality, and educational dimensions. Professionals must be sensitive to the variety of backgrounds, cultures, and personal characteristics evident in the student population and use appropriate theoretical perspectives to identify learning opportunities and to reduce barriers that inhibit development.

As ACPA members, student affairs professionals will:

- 2.1 Treat students as individuals who possess dignity, worth, and the ability to be self-directed.
- 2.2 Avoid dual relationships with students (e.g., counselor/employer, supervisor/best friend, or faculty/sexual partner) that may involve incompatible roles and conflicting responsibilities.
- 2.3 Abstain from sexual harassment.
- 2.4 Abstain from sexual intimacies with clients or with students for whom they have supervisory, evaluative, or instructional responsibility.
- 2.5 Inform students of the conditions under which they may receive assistance and the limits of confidentiality when the counseling relationship is initiated.
- 2.6 Avoid entering or continuing helping relationships if benefits to students are unlikely. They will refer students to appropriate specialists and recognize that if the referral is declined, they are not obligated to continue the relationship.
- 2.7 Inform students about the purpose of assessment and make explicit the planned use of results prior to assessment.
- 2.8 Provide appropriate information to students prior to and following the use of any assessment procedure to place results in proper perspective with other relevant factors (e.g., socioeconomic, ethnic, cultural, and gender related experiences).
- 2.9 Confront students regarding issues, attitudes, and behaviors that have ethical implications.
3. *Responsibility to the Institution.* Institutions of higher education provide the context for student

affairs practice. Institutional mission, policies, organizational structure, and culture, combined with individual judgment and professional standards, define and delimit the nature and extent of practice. Student affairs professionals share responsibility with other members of the academic community for fulfilling the institutional mission. Responsibility to promote the development of individual students and to support the institution's policies and interests require that professionals balance competing demands.

As ACPA members, student affairs professionals will:

- 3.1 Contribute to their institution by supporting its mission, goals, and policies.
- 3.2 Seek resolution when they and their institution encounter substantial disagreements concerning professional or personal values. Resolution may require sustained efforts to modify institutional policies and practices or result in voluntary termination of employment.
- 3.3 Recognize that conflicts among students, colleagues, or the institution should be resolved without diminishing appropriate obligations to any party involved.
- 3.4 Assure that information provided about the institution is factual and accurate.
- 3.5 Inform appropriate officials of conditions that may be disruptive or damaging to their institution.
- 3.6 Inform supervisors of conditions or practices that may restrict institutional or professional effectiveness.
- 3.7 Recognize their fiduciary responsibility to the institution. They will assure that funds for which they have oversight are expended following established procedures and in ways that optimize value, are accounted for properly, and contribute to the accomplishment of the institution's mission. They also will assure equipment, facilities, personnel, and other resources are used to promote the welfare of the institution and students.
- 3.8 Restrict their private interests, obligations, and transactions in ways to minimize conflicts of interest or the appearance of conflicts of interest. They will identify their personal views and actions as private citizens from those expressed or undertaken as institutional representatives.
- 3.9 Collaborate and share professional expertise with members of the academic community.
- 3.10 Evaluate programs, services, and organizational structures regularly and systematically to assure conformity to published standards and guidelines. Evaluations should be conducted using rigorous evaluation methods and principles, and the results

should be made available to appropriate institutional personnel.

- 3.11 Evaluate job performance of subordinates regularly and recommend appropriate actions to enhance professional development and improve performance.
 - 3.12 Provide fair and honest assessments of colleagues' job performance.
 - 3.13 Seek evaluations of their job performance and/or services they provide.
 - 3.14 Provide training to student affairs search and screening committee members who are unfamiliar with the profession.
 - 3.15 Disseminate information that accurately describes the responsibilities of position vacancies, required qualifications, and the institution.
 - 3.16 Follow a published interview and selection process that periodically notifies applicants of their status.
4. *Responsibility to Society.* Student affairs professionals, both as citizens and practitioners, have a responsibility to contribute to the improvement of the communities in which they live and work. They respect individuality and recognize that worth is not diminished by characteristics such as age, culture, ethnicity, gender, disabling condition, race, religion, or sexual/affectional orientation. Student affairs professionals work to protect human rights and promote an appreciation of human diversity in higher education.

As ACPA members, student affairs professionals will:

- 4.1 Assist students in becoming productive and responsible citizens.
- 4.2 Demonstrate concern for the welfare of all students and work for constructive change on behalf of students.
- 4.3 Not discriminate on the basis of age, culture, ethnicity, gender, disabling condition, race, religion, or sexual/affectional orientation. They will work to modify discriminatory practices.
- 4.4 Demonstrate regard for social codes and moral expectations of the communities in which they live and work. They will recognize that violations of accepted moral and legal standards may involve their clients, students, or colleagues in damaging personal conflicts and may impugn the integrity of the profession, their own reputations, and that of the employing institution.
- 4.5 Report to the appropriate authority any condition that is likely to harm their clients and/or others.

*As revised and approved by ACPA Executive Council, November 1992.

APPENDIX D
INTERVIEW SCENARIOS

SCENARIO 1

You are a residence hall director in a building of 600 students. A colleague of yours who is a hall director in another building comes to you for assistance. She sells educational computer software packages. One of her software packages helps students locate financial aid opportunities. She would like your help in setting up a short meeting with your resident assistants (RAs) so she can explain her product and distribute fliers to them. Currently, all business fliers and sales activity are restricted to a commercial board located in your lobby. She understands this but want to bypass the commercial board and meet directly with your staff so she can explain the benefits of her product.

SCENARIO 2

You are a friend and mentor to another hall director on campus. She tells you that she is very attracted to one of her residents. She tells you that the residents feelings for her are mutual. She tells you that they have the same interests and enjoy each others company very much. In fact, they feel their friendship could turn into a long term commitment. They have been very discreet about their attraction for each other up to this point but, they feel they can no longer be just friends. They would like to start dating each other. Your friend asks for your advice. You know she is very excited about this person.

SCENARIO 3

As a full-time hall director, you are required by your department to live in an apartment provided in the residence hall which you manage. After a couple of years, you have grown tired of living with 600 freshmen. Your spouse has grown restless and is tired of living in a "dorm." Though you enjoy the hall director position, you feel "living-in" has put major stress on your personal life and is jeopardizing your relationship with your spouse. A friend of yours from town offers you the chance to house sit for a year while he is away on business in Europe. The house is five minutes from campus. You could easily stay at your campus apartment on the nights you are on duty. Your spouse is ecstatic about this idea. He/she asks you to pursue this opportunity.

SCENARIO 4

A resident in your building has reserved the basement lounge for a "non-alcoholic celebration" for 30 people. That night, an upset female resident comes to your office and brings you a copy of the invitation sent to people. It reads: "All Night Porno Fest in the basement lounge." The resident is upset and feels this program is offensive to her and other people in the building. She asks you what you are going to do about it.

SCENARIO 5

As a hall director, you are the advisor to your building's hall council. Funding for hall council events is generated from a university student activity fee and revenue collected from arcade games located in your building. The hall council members have worked hard all year planning events and programs for residents. In appreciation for their effort, the hall council presidents have traditionally held an "end of the year recognition dinner" for hall council members. The recognition dinner is well attended and has been held for at least the last 10 years. The dinner is paid for by using the hall council funds left over at the end of the year. The hall council president asks you to write a check for the dinner for this year.

SCENARIO 6

You are the hall director of the most popular building on campus. There is a long waiting list for people applying to your building. A student's place on the list is determined by class rank, seniority, number of years living in the residence hall, among other criteria. The president of the university calls you to request that you place a student in your building. You know that this student is at the bottom of the priority list and probably will not qualify to live in the building for at least another year. The person is the son of a wealthy alumnus who is said to be a friend of the president.

SCENARIO 7

A concerned parent calls you at your office. She is extremely worried about her daughter's progress at school and about her overall well-being. She goes on to explain that she is afraid that her daughter has reunited with an old boyfriend from high school who was verbally and physically abusive towards her. The parent is afraid that the old boyfriend has moved to the city where her daughter attends school. For her daughter's safety, she asks you if you can find out if her daughter is in fact staying in her residence hall room at night. She is concerned that her daughter's roommates are covering up for her when she calls by saying she is asleep or not home. when, in fact, she may be with the abusive boyfriend. The parent is very worried about her daughter's safety. She says she wants to know what is going on.

SCENARIO 8

A resident assistant (RA) you supervise has become increasingly negative towards you and the RA position he holds. This individual hasn't done anything that would warrant his immediate dismissal, but you know that he will continue his negative behavior next year. The RA has considered transferring to another college only if he can obtain an RA position to help finance his education. You have an outstanding candidate to replace him. A representative from the residence life staff at the university the RA is applying to calls you for a reference check. After a few minutes of standard questions, the representative asks you straight out if you would rehire the resident assistant.

SCENARIO 9

Recently, a major crisis in your building has caused tension for your RA staff. You have planned a retreat to help renew staff morale. Your assistant hall director, who is a graduate student in counseling, asks if she can facilitate a self-disclosure exercise. The activity requires staff members to recall a dramatic or difficult experience from their past and then disclose to the RA group how they dealt with it. The intent of the program is to help RA's learn coping skills from each other and to help them realize that they are not alone in dealing with problems. Your assistant director feels the self-disclosure activity will bring staff members closer together. She also needs the facilitation experience to meet a requirement for one of her major group counseling classes.

APPENDIX E
LETTER TO THE PANEL OF EXPERTS

January 5, 1995

Dear Panel Member:

As an experienced and respected professional in the field of student affairs, you participated on a panel of experts that reviewed the research instrument designed to collect data for Ed Busher's doctoral dissertation. As a panel member, you were asked to evaluate the content of several ethical scenarios to make sure that they were realistic and representative of situations in student affairs administration. Your comments and feedback helped the researcher develop nine scenarios that are currently being used to collect data for the actual study. The actual study involves interviewing full-time residence hall directors at residential public and private colleges in the state of Ohio. Subject are asked to read a scenario related to student affairs and explain to the researcher what they think they "should do" in regard to that situation and why. The participants are then asked to explain what they think they "would actually do" in that situation and why. Their responses (should and would do) will be analyzed and compared to recommendations of the "ACPA Statement of Ethical Standard and Principles."

Before I can analyze participant responses, I need your help in identifying the "appropriate response" for each scenario according to the recommendations of the "ACPA Statement of Ethical Principles and Standards." To accomplish this task, I am asking that you read each scenario and comment what you think the proper course of action should be according to your interpretation of the "ACPA Statement of Ethical Standards and Principles." Please write your comments on the space after the scenario. Please feel free to write on the back of the paper if additional space is needed. Your interpretation of the correct responses as they relate to the recommendations of the ACPA Code will serve as the measuring stick for which participants responses in the actual study will be judged by the researcher as "consistent" or "inconsistent" with the "ACPA Statement of Ethical Standards and Principles."

A copy of the scenarios and the "ACPA Statement of Standards and Ethical Principles" is enclosed. Each scenario directs you to the principle or standard you need to refer to when responding to each scenario. If possible, I am requesting that you try to complete this task by February 1. If there are any questions or problems concerning this task please contact me at (614) 292-7711. I appreciate your assistance and expertise and look forward to talking with you soon.

Please send your completed forms to:

Ed Busher
85 Curl Drive
Columbus, Ohio 43210

Sincerely,

Edward J. Busher

APPENDIX F

A SUMMARY OF THE PANEL OF EXPERTS RECOMMENDATIONS

Scenario 1:

Refuse the request to by-pass the established policies. Tell the colleague that it is not a good idea for her to meet with the staff because there is conflict of interest. I would tell that by letting her talk to my staff, I would be putting her into an unfair advantage over other people who do not have the same access. In addition, I would tell her that RAs are not the proper route for a venture like this. I would say that if she wanted, she was free to place signs on the board where everyone else advertises.

Scenario 2:

Given their current living/working relationship, they should not date and perhaps should limit non-dating social activities. I would tell her that I am happy that she has found someone but that she is really threatening her credibility with students and staff alike. I would point out that she is potentially violating sexual harassment policies and that because she is in a unique position of power and influence, that her relationship can be construed as improper and threatening. I would also say that she needs to think about how she is going to continue to interact with students who know she is involved with a student. Will they think she is giving special favors, can she be objective.

Scenario 3:

The hall director should hold primary residence in his/her on-campus apartment. There are important reasons why hall directors are required to live-in. The university feels it important that staff are available to deal with problems and emergencies, that is the reason for the live-in agreement. If the hall director decided to circumvent that, they would be jeopardizing the schools "social contract" with students and parents. The safety and security of staff are threatened if we are not available. In addition, it would create a terrible precedent for other staff who would, eventually discover the hall director's situation.

Scenario 4:

You should check university/hall policy to determine if showing of pornography is a violation of policy or not (could be a copyright issue or a moral issue). If general policies are upheld, the party should be allowed to continue since viewing of pornography is legal. The hall director may have a moral, social, or educational role in encouraging the upset resident to confront the party hosts; meeting with the hosts to discuss potential problems with the event, posting sign to alert others of the private nature of the party, or

to offer programs and information on role of pornography in society.

Scenario 5

I would tell the hall council president that I don't think that this is a fair use of student money. I would explain that using student money to meet the needs of a small, select, exclusive group would be inappropriate. I would suggest opening up the banquet to others or having council members pay for the banquet themselves. The residents at large should be aware that their fees are being spent on this event and they should have the opportunity to say no to this event.

Scenario 6

If one is focussing on promoting justice-in terms of fairness-the student should not be placed in the building. The correct course of action would be to tell the president that the student is low on the list and that it would be unfair to use influence to get the student moved up on the list. I would explain how the process works and tell the president that they should contact your supervisor and the three of you would be happy to meet about the situation to see if there was some way to reconcile it. To decide which principle to follow, one needs to look at the best interest of the community, individual students, and the university.

Scenario 7

Do not let the parent know the living arrangements of their daughter. I would tell her that I appreciate her concern and that you would be willing to help, but that you could not interfere or invade her daughter's privacy. I would offer to meet with her daughter and share her mother's concern. I would take that opportunity to intervene and make her aware of available support and resources. But I would not agree to do "bed check," but instead approach the daughter on a more professional level about her situation.

Scenario 8

The hall director must be honest and give a fair, evaluation that is supported by behavioral examples. Whatever the hall director tells the other schools representative should be information was already shared with the resident assistant. Included in the discussion may be information on how the current behaviors may or may not improve in a new environment.

Scenario 9

I would have a great deal of discussion with the assistant about the contents of the exercise and whether it is a good idea, given the recent events. I would express my sincere concerns about the potential damage and whether either the hall director or assistant director is equipped to deal with possible outcomes. If the assistant decided that she still wanted to do it, but I felt it was a potential threat, I would tell the assistant that and tell her we couldn't proceed. I would suggest possible other ways of meeting her academic requirements for the counseling class but at this time, the exercise couldn't take place.

APPENDIX G
LETTER TO THE DIRECTOR OF RESIDENCE LIFE

November 1, 1994:

Dear Director of Residence Life:

I am conducting research for my dissertation in Higher Education Administration at The University of Tennessee, Knoxville. Willie Young, area coordinator at the Ohio State University, suggested I contact you to ask for your assistance in identifying subjects for my research. My research calls for interviewing 20 graduate and full-time professional residence hall personnel employed at selected residential public and private colleges and universities in the state of Ohio. I have selected your institution because of the excellent reputation it has in residence hall administration.

The dissertation will focus on types of decisions residence hall personnel make in the conduct of their daily responsibilities and the factors that may influence their decision making in relation to the recommendations of the "ACPA Statement of Ethical Principles and Standards."

I became interested in this research topic while working in residence halls at The Ohio State University and the University of Tennessee, Knoxville. I selected residence hall personnel for this interview because they deal with a wide variety of situations and issues not normally encountered by others working in student affairs.

I will be tape-recording and transcribing the interviews conducted for my research. The interviews will take approximately 1 hour to complete. It is important to note that all interviews will be strictly confidential. Only my dissertation advisor, Dr. Norma Mertz of the Educational Leadership Department, University of Tennessee, Knoxville and myself will see the data. Individuals participating in the preliminary study commented that the experience gave them the opportunity to reflect upon professional and personal experiences as well as their own development. The results of the study will be presented to the American College Personnel Association. It is hoped that the data collected from this study will help the association begin to determine the extent to which the "ACPA Statement of Ethical Principles and Standards" actually guide the ethical decision making of residence hall personnel working in student affairs administration.

I would like to conduct the interviews during the months of January and February. I am asking your assistance in identifying 3-5 full-time, professional residence hall personnel working in your department. I am most interested

in graduate and full-time hall directors. Please expect a phone call from me in the near future. I will be glad to clarify or answer any questions you may have pertaining to the study. I can be reached at The Ohio State University at (614) 292-7711. My fax number is (614) 292-4447. I very much appreciate your help and look forward to talking to you soon.

Sincerely,

Edward J. Busher

APPENDIX H
INFORMED CONSENT FORM

Dear Colleague:

I am conducting research for my dissertation in Higher Education Administration at The University of Tennessee, Knoxville. (name), Director of Residence and Dining Halls, at (name of institution) has helped me identify you as a potential participant for my research in student affairs administration.

My research calls for interviewing 20 full-time professional residence hall personnel in the state of Ohio during the months of January and February. The dissertation will focus on the types of decisions you make in the conduct of your daily responsibilities and the factors that may influence your decision making in relation to the recommendations of the "ACPA Statement of Ethical Principles and Standards." I became interested in this research topic while working in residence halls at The Ohio State University and the University of Tennessee, Knoxville. I selected residence hall personnel for this interview because you deal with a wide variety of situations and issues not normally encountered by others working in student affairs.

The interviews will be tape recorded and later transcribed to ensure accuracy and to facilitate analysis. The tapes will be locked in a filing cabinet in my office at The Ohio State University and erased after they are transcribed. All data collected from the interviews will be strictly confidential. You will not be identified by name and all data will be aggregated to ensure that participants cannot be identified by institution. Only my dissertation advisor, Dr. Norma Mertz, of the Education Policy and Leadership Department, University of Tennessee, Knoxville and myself will have access to the transcribed data. The transcribed data will be locked in my advisor's office at the University of Tennessee, Knoxville.

The interviews will take approximately 1 hour to complete. While I know that an hour is a large block of your busy schedule, individuals who participated in the preliminary study commented that the experience gave them the opportunity to reflect upon professional and personal experiences as well as their own development. It is hoped that the information obtained from this study will help ACPA begin to determine the effectiveness of the "ACPA Statement of Ethical Principles and Standards" in guiding the ethical decision making of residence hall personnel working in student affairs administration.

Your participation in this study is voluntary, and you may refuse to participate. You may withdraw at any time during the interview without penalty. The recording can be stopped

at your request and answers can be erased at any time. Your signature at the end of the letter will signify your informed consent which will be kept for three years and stored in my advisor's office at The University of Tennessee, Knoxville. The results of the study will be made available to you upon completion of the study. If you have any questions, you may contact me at 85 Curl Drive, The Ohio State University, Columbus, Ohio, 43210, or call (614) 292-7711.

Thank you for your consideration in this matter. Your assistance is much appreciated.

Sincerely,

Edward J. Busher

I have read and understood the explanation of this study and agree to participate.

Name

Date

Signature

APPENDIX I
INTERVIEW PROTOCOL

I. Introduction:

You will be asked to respond to nine scenarios related to issues in residence hall administration. Each scenario will be presented to you one at a time. I will be tape recording your responses to ensure accuracy and to allow for analysis. The interviews are strictly confidential and your responses will remain anonymous. Only myself and my advisor at The University of Tennessee, Knoxville will have access to the tapes. The tapes will be locked away in my advisor's office and erased after the tapes are transcribed.

Having worked in student affairs, you know that decision making can be complex. Competing factors may influence your decision making. What I am interested in is the types of decisions you make and the factors that may influence your decisions. As you respond to the set of questions prepared by the researcher, it is important for you to answer each question as accurately and honestly as you can. Your candid responses and insights are important to this study and the student affairs profession. Remember, your responses will remain strictly confidential.

Please feel free to ask for clarification at any time during the interview. Please review the description of the study. If there are no further questions at this point, please sign the participant consent form and let us proceed with the first scenario.

II. Interview Questions:

(Interviewer)

The participant will be handed the first scenario and given time to read it. When they are ready to respond, the researcher will turn on the tape recorder and begin with the following set of questions.

A. In relation to the first scenario you read.....

1. what do you think you **should do**?
2. Why?

Practically speaking and recognizing there may be competing factors involved in your decision making, I will ask you the following questions:

B. Have you ever experienced this type of situation before?

NOTE:

(Interviewer) if the participant answers **yes**, you will ask:

1. What did you do in that situation?
2. Why? (What influenced your decision)

if the participant answers **no**, you will read and ask:

Considering the information presented to you and considering your current situation at work....

3. What do you think you would do?
4. Why?

Please make sure that the participant has answered the questions completely in the first scenario before you move on to scenario number two.

Note: the research questions will be on the researcher's copy of the scenario only.

After the participant has finished answering all nine scenarios, ask them if they have any questions or want to make any additional comments.

III. Demographic Data Sheet

Please fill out the following demographic data sheet as accurately as you can. The information will be used to facilitate data analysis and to ensure that a diverse pool of participants were interviewed. Thank you for your participation in this study. I will be glad to discuss the overall results with you upon completion of my study. In the mean time, if you have any questions, please don't hesitate to call me at The Ohio State University at (614) 292-7711.

APPENDIX J
DEMOGRAPHIC DATA SHEET

1. Gender:

- 1.1 ☐ Male
1.2 ☐ Female

2. Age:

- 2.1 ☐ 25 and Under
2.2 ☐ 26-30
2.3 ☐ 31-35
2.4 ☐ over 35

3. Race:

- 3.1 ☐ African-American
3.2 ☐ American Caucasian
3.3 ☐ Hispanic
3.4 ☐ American Indian
3.5 ☐ Asian American
3.6 ☐ Other

4. Type of Institution Where Your Are Employed

- 4.1 ☐ Residential Public
4.2 ☐ Residential Private

5. Full-Time Experience in Residence Halls

- 5.1 ☐ Less than 1 year
5.2 ☐ 1-3 years
5.3 ☐ 3-5 years
5.4 ☐ 5 years plus

6. Educational Background:

- 6.1 ☐ High School Graduate
6.2 ☐ Bachelor's
6.3 ☐ Master's
6.4 ☐ Doctorate
6.5 ☐ Other (Specify)

7. Do you have a master's degree in college student personnel/affairs administration or a related area?

- 7.1 ☐ Yes
7.2 ☐ No
7.3 ☐ Currently Enrolled

8. Are you a member of ACPA?

- 8.1 ☐ Yes
8.2 ☐ No

9. Have you been exposed to the ACPA Statement of Standards and Principles?

9.1 ☐ Yes

9.2 ☐ No

10. If yes, how did you become aware of the ACPA Statement of Standards and Principles?

10.1 ☐ Department Training

10.2 ☐ ACPA Journal

10.3 ☐ Colleague/friend

10.4 ☐ Professional

10.5 ☐ Graduate school

10.6 ☐ Other

11. In regard to your hall director position, would you say you are:

11.1 --- very satisfied

11.2 --- satisfied

11.3 --- unsatisfied

11.4 --- very unsatisfied

11.5 --- other

12. In regard to the institution you work for, would you say you are:

12.1 --- very satisfied

12.2 --- satisfied

12.3 --- unsatisfied

12.4 --- very unsatisfied

12.5 --- other

13. In regard to the student affairs profession in general, would you say you are:

13.1 --- very satisfied

13.2 --- satisfied

13.3 ☐ unsatisfied

13.4 --- very unsatisfied

13.5 --- other

APPENDIX K
DEMOGRAPHIC PROFILES

Demographic Profiles

Subject 1:

white male; age 26-30; employed at a private liberal arts institution; 1-3 years of experience in residence life; master's in college student personnel (CSP); ACPA member; introduced to the ACPA Code through departmental training, ACPA journal, friend, conferences, and graduate school.

Subject 2:

white female; age 26-30, employed at a private liberal arts school; 3-5 years experience in residence halls; master's in CSP; ACPA member; no prior exposure to the ACPA Code.

Subject 3:

white female; age 31-35; employed at a private liberal arts institution; has over five years of experience in residence halls; master's in CSP; ACPA member; introduced to the ACPA Code through departmental training and conferences.

Subject 4:

African-American female; under 25 years old; employed at a private liberal arts institution; has less than one year of experience in residence halls; bachelor's degree; not an ACPA member; no prior exposure to the ACPA Code.

Subject 5:

White male; age 26-30; employed at a private liberal arts school; 3-5 years of experience in residence halls; bachelor's degree; not an ACPA member; been introduced to the ACPA Code at conferences.

Subject 6:

White male; under 25 years old; employed at a private school; 1-3 years of experience in residence halls; master's in CSP; ACPA member; introduced to the Code through ACPA journal and graduate school.

Subject 7:

White male; age 26-30; employed at a private institution; 1-3 years of experience working in

residence halls; master's in CSP; not an ACPA member; introduced to the ACPA Code through the ACPA journal and conferences.

Subject 8:

white female; age 26-30; employed at a private school; 1-3 years of experience in residence halls; non CSP master's degree; not an ACPA member; no exposure to the ACPA Code

Subject 9:

white male; under 25 years old; employed at a private school; 1-3 years of experience in residence halls; bachelor's degree; ACPA member; introduced to the ACPA Code through a friend

Subject 10:

African-American female; under 25 years old; employed at a private school; 3-5 years of experience in residence halls; bachelor's degree; not an ACPA member; no prior exposure to the ACPA code.

Subject 11:

White female; age 26-30; employed at a public institution; over five years of experience in residence halls; non CSP Master's; ACPA member; introduced to the ACPA code at a conference.

Subject 12:

white male; 26-30 years old; employed at a public university; 1-3 years of experience in residence halls; non CSP master's; ACPA member; no prior exposure to the ACPA Code.

Subject 13:

white female; over 35 years old; employed at a public university; 3-5 years of experience in residence halls; bachelor's degree; ACPA member; introduced to the ACPA Code through departmental training, ACPA Journal, and conferences.

Subject 14:

Hispanic female; 25 and under; employed at a public college; less than 1 year of experience in residence

halls; bachelor's; enrolled in graduate school non CSP;
not an ACPA member; no prior exposure to the ACPA Code.

Subject 15:

white female; 26-30; employed at a public institution;
3-5 years of experience in residence halls; master's in
CSP; not a member of ACPA; no prior exposure to ACPA
Code.

Subject 16:

African-American male; age 26-30; employed at a public
university; over five years of experience in residence
halls; bachelor's degree; enrolled in CSP program ; non
ACPA member; introduced to the ACPA Code through
departmental training, friend, and graduate school.

Subject 17:

white female; age 26-30; employed at a public
university; 3-5 years of experience in residence halls,
master's in CSP; ACPA member; introduced to the ACPA
Code through departmental training and graduate school

Subject 18:

white female; age 26-30; employed at a public
university; over five years of experience in residence
halls; master's degree in CSP; ACPA member; introduced
to the code at a conference

Subject 19:

white male; 25 and under; employed at a public
institution; 1-3 years of experience in residence
halls; master's in CSP; ACPA member; introduced to the
code through departmental training, ACPA journal,
friend, conference and graduate school

Subject 20:

African-American male; age 26-30; employed at a public
institution; 3-5 years experience in residence halls;
doctoral degree in non CSP field; ACPA member;
introduced to the Code at a conference

VITA

Edward Joseph Busher was born in Cleveland, Ohio on September 5, 1963. He received a Bachelor of Science degree in Communications at Ohio University in June of 1986. The following August he began his Master's in Higher Education and Student Affairs Administration at The Ohio State University where he served as a graduate assistant for the Department of Residence and Dining Halls. He was awarded a Master's degree in June of 1988.

Upon graduation from Ohio State, the author accepted a position at the University of Tennessee, Knoxville as a residence hall director for the Department of Residence Life. The author remained in this position until he began work towards a doctorate degree in Leadership Studies in August of 1990. The author served as a counselor for the Knoxville Adolescence Resource Center (ARC) and as a graduate assistant in the Office of Training and Development at The University of Tennessee, Knoxville. In November of 1992, he accepted a position at The Ohio State University as the Resident Director of the Honors Living Learning Center. He remained in that position until August 1995.

The author is currently living in Columbus, Ohio and is working as a counselor at Columbus State Community College.