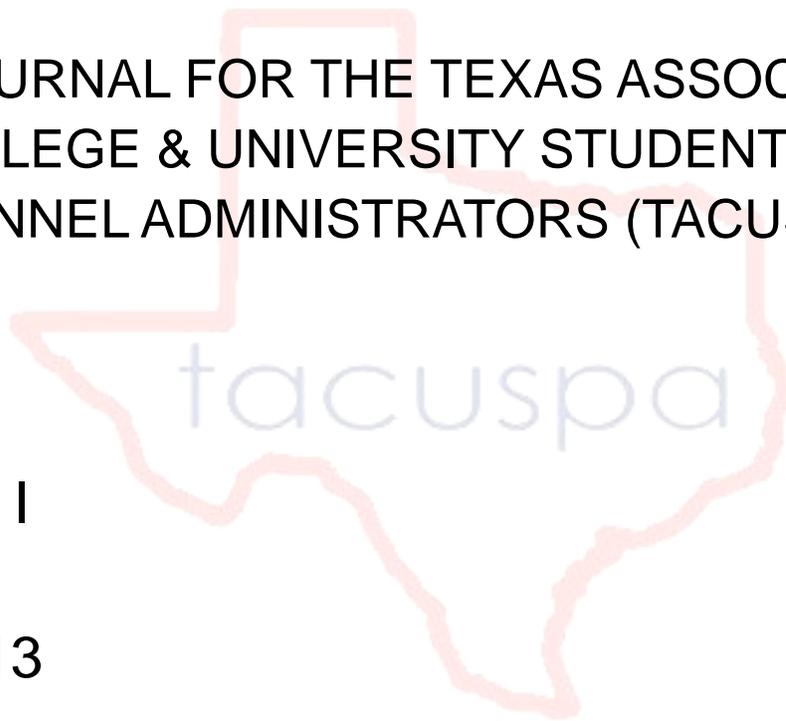


Student Affairs on Campus

THE JOURNAL FOR THE TEXAS ASSOCIATION
OF COLLEGE & UNIVERSITY STUDENT
PERSONNEL ADMINISTRATORS (TACUSPA)



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Student Affairs On Campus

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An Introductory Note from the Editor

Rishi Sriram, Ph.D.
Baylor University

A scholarly journal has long been a dream of leaders of TACUSPA, at least dating back to 1988. However, concerns about cost, quality, and purpose have deterred a successful launch of such a journal. Until now.

The online journal before your eyes is here because of the incredible leadership of the TACUSPA board and the visionary, sacrificial work of the Student Affairs On Campus editorial board. If you run into any of these folks, please thank them.

A TACUSPA journal can tie members and colleagues together. Members who read the same publication can discuss articles with one another, exploring what they are learning and thinking about. It also creates a needed outlet for these talented professionals, faculty members, and graduate students to share the good work they are doing. Too much of our work is left unshared with the greater community of scholar-practitioners. In short, we hope that Student Affairs On Campus helps scholar-practitioners in their work for college students.

As with all new endeavors, we want to hear what you like about this journal and your ideas to make it better.

Happy reading, thinking, and doing,

From the Top

Kathy Cavins-Tull, Ph.D.
Texas Christian University

By now, most of our universities have welcomed our new students to campus and our returning students back. We have gone through the rituals of helping students understand campus values, provided pathways to resources, and worked hard to connect students to each other and their new communities. For me, the fall signals a time of great expectation and aspiration. We have the joy of watching young people embark on perhaps the greatest challenge they have faced to date, with all of their hopes and dreams, their unbridled energy and openness... and probably a fairly small toolbox from which to draw.

After all, the territory is new for these young learners – the people, the schedule, the space, social rules, who to trust, how to study – it is likely different than that to which they have grown accustomed. Through our roles on campus, we have the opportunity to create environments that support students through their transition, teach them the rules that help them be successful, and challenge them to expand their toolbox. We have the privilege of walking the journey with our students, helping them turn their aspirations into action and expectations into accomplishments.

I have worked in the field of student affairs for almost 25 years, and every fall I am reminded of the important role we play in the education of this next generation. I also believe that every time I look at the sea of faces at our new student convocation, the people, the schedule, the social rules continue to change. The toolbox that I have to do my work continues to need expansion. I think about all of the characteristics that have changed in our students – how they learn, how they communicate, how they perceive the world and each other, how they socialize, what gets their attention – it's always changing. And the world is changing as well. From how our government and legal system interact with universities, to how education is delivered, and from how our economy affects the worth of higher education to how the ethics and decision-making of one can transform and transcend our industry, the need to keep updated on important issues is constant.

As we enter another year of great expectations and aspirations, I'm excited to know that TACUSPA is creating a new resource to help us continue to learn, build our skills, and connect our resources with other student affairs professionals in Texas. I am confident that this new online journal will be a great conduit for sharing our best ideas and our bravest thoughts in an effort to advance our work on our campuses. Just like our new students, we have the opportunity to expand our understanding of our environment, use our resources, and build relationships with others who may be experiencing some of the same things we are.

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I believe strongly in our profession and also feel the responsibility to keep learning, to give back, and to remind myself of the responsibility that comes with the privilege of working with these young people every day.

Our Stories- Interview with Dr. Wanda Mercer

Teresa Simpson
Lamar University

Dr. Wanda Mercer is Associate Vice Chancellor for Student Affairs for the University of Texas System. She became a member of TACUSPA in 1976 and served as president of TACUSPA in 1983-84. The following interview was conducted by Teresa Simpson, editorial board member of Student Affairs On Campus.



How did you begin your Career in Student Affairs/Higher Education?

I entered the Student Affairs profession in the mid-70s by accident; which seems to be the case for many in this field! People usually become involved in Student Affairs by seeing someone else do this type of work. You see that it is meaningful work and it makes you want to be part of it, as well. That is what happened with me at Sam Houston State. I was a graduate student worker with a teaching degree. I saw the professionals around me involved in student activities and decided that I wanted to do that type of work. I was enrolled in the counseling program and I discovered it was the perfect training for working in Student Affairs. My first job was as a Resident House Manager in the Housing Department. It was a perfect fit for me because I worked part-time and could continue pursuing my M.Ed. degree in Counseling. I worked there for a year until I graduated and then worked for the Housing Office developing programming in the Residence Halls and with Resident Advisor selection and training. I think that working in Housing is excellent training for those aspiring to work in Student Affairs. You become trained in so many management skills such as conflict management, counseling, and program development. It was good background and training for me.

What is the one thing you would want to tell an aspiring Student Affairs/Higher Education Practitioner?

Know who you are and be true to that. Just like everyone else, I have been tested by difficult situations. I have had my reputation and integrity questioned, but you have to always do what is right and remain true to yourself. I know that it is difficult to remember to stay focused when you feel you are under attack, but doing the right thing will win in the end. Make sure you hold true to the values that are important to you.

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What do you feel you have contributed the most to in the field of Student Affairs/Higher Education?

I feel that my contributions have been with the students that I have impacted over the last 40 years. I feel that those students and the professionals that I have cultivated into the Student Affairs field are my legacy.

The other part of this, I feel that when you work in Student Affairs you are the student advocate. That can mean working hard for students in every group: making policies more proactive, recruiting students a different way, or knowing how a service could help students with disabilities more effectively, as examples. This becomes your legacy, as well.

I have held many leadership positions and was even able to start some universities internationally, but the students that I have served are what matters most to me.

What do you feel is the biggest challenge for a Student Affairs/Higher Education Practitioner today?

A pivotal point in higher education is the technological age and its impact on Student Affairs. Technology is changing the way we teach and learn. Student Affairs is a key player not only in helping students complete their education, but also in helping them learn in the new higher tech delivery systems. We need to figure out exactly what Student Affairs' role will be in this process.

Please tell us of your journey in TACUSPA and the value it brings a practitioner in the field of Student Affairs/Higher Education.

This is one of my favorite questions and always makes me smile. TACUSPA has been such an important organization because it gives professionals a chance not only to get involved, but also to lead and excel.

When I was a student coordinator, before I knew what I really wanted to do, one of my mentors asked me to serve on a committee. I didn't know it at the time, but it would lead to a 35+ year involvement with TACUSPA. While on the committee, people kept asking me to do different things and I became a newsletter editor back when we had to type it!

TACUSPA gave me an opportunity to shadow Jack Humphries, Jim Caswell, Libby Proffer and other leaders in the field. It gave me lifelong friends too numerous to mention (and many are retired) but I have known Gage Paine of The University of Texas at Austin, Don Albrecht of Texas A&M - Corpus Christi, and Rusty Jergins of Tarleton State for over 25 years, among others. They started as professional colleagues and became my friends. We were all starting in the profession at the time; we all had entry level positions. We matured professionally together. TACUSPA also gives professionals an opportunity to be exposed to all kinds of colleagues in a similar career. You get to know other people that you can call for questions; people who can understand your life and what it is like to be in higher education and work with students. I owe much to TACUSPA as it has given me much more than I could have ever anticipated. I have only missed 3 meetings in 40 years because I want to see it succeed, since it is so important to me.

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Relationship between Parental Attachment and Moral Judgment Competence of Today's College Students

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ABSTRACT

The purpose of this study was to determine the correlation between parental attachment and the moral judgment competence of college students in the context of their Millennial generation characteristics. Participants (N=1,272) from two campuses of a major university system in the northeastern United States completed surveys that measured each of these variables. Overall, no significant relationship was found between perceived parental attachment and moral judgment competence, although the research did find significant differences by demographic characteristics.

In the new millennium, parents have shown increasing levels of involvement in their children's collegiate life. Observers have speculated this is based partly on the tenacious parenting style of the baby boomer generation (Levin Coburn, 2006). In addition, the explosion of technology has enabled closer communication between college students and their parents (Rainey, 2006). An overwhelming majority of students have indicated closer bonds with their parents than any previous generation (Atkinson, 2004; Wills, 2005). These trends have caused observers to give parents the label "helicopter parents," a term that illustrates the "hovering" tendencies they demonstrate (Levin Coburn, 2006).

Millennial Generation

Traditional college students are part of what is referred to as the Millennial generation, a subset of the population born between 1982 and 2002. Howe and Strauss (2000) characterize "Millennials" with dichotomous principles. They value achievement and money, but they are also community-oriented and strive for positive social change. They are more populous, prosperous, educated, and diverse than previous generations. They also suffer from elevated degrees of anxiety and stress due to high parental and societal expectations (Atkinson, 2004).

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Millennials are more deferential to the role of parents in their lives than any previous generation (Howe & Strauss, 2003). They have been considered “special” by their parents and have always been sheltered, and they respond with acquiescence to rules, order, and expectations (DeBard, 2004). Strange (2004) has speculated that Millennials might progress through the cognitive-structural models of moral development differently than previous generations. With their acceptance of authority, convention, and structure, Millennials may not advance through the stages predicted by cognitive developmental models suggested by theorists. These schemas, such as Kohlberg’s (1976) theory of moral development, require individuals to shift from accepting authoritarian views to making their own meaning of the world.

Attachment Theory

Bowlby (1977) defined attachment as “the propensity of human beings to make strong affectional bonds to particular others” (p. 201). The basic functions for attachment are proximity maintenance, safe haven and secure base (Bowlby 1951, 1979, 1982). This is a process where a child is alarmed by a perceived danger and seeks comfort from an attachment figure and then feels more secure to explore the environment (Ainsworth, Blehar, Waters & Will, 1978). There are four recognized patterns of parental (caregiver) attachment. A child demonstrating secure attachment will use the mother or caregiver as a secure base from which to explore an unfamiliar environment. A child demonstrating anxious-avoidant attachment has a decreased need for physical contact from the caretaker after a separation. Like secure children, anxious-avoidant children explore the new environment but are not bothered by the departure of the attachment figure. Children who are classified as anxious-resistant display intense distress when their caretaker leaves, and they are unable to be calmed when the caretaker returns. Disorganized- disoriented children appear to be confused about how to respond to their caregivers (Levy, Blatt, & Shaver, 1998; Main & Solomon, 1990), and they are more likely to have been maltreated by parents (Lyons-Ruth, Connell, Zoll, & Stahl, 1987). They seem frightened by the caregiver, and may tend to avoid or resist his/her approaches.

Although attachment seems most evident in infants and children, researchers have found that attachment behavior is relatively steady throughout life (Sroufe, 1988; Waters, Hamilton & Weinfield, 2000). As children age, their attachment style becomes the working model for expectations of their relationship with others. A working model has been defined as “a self creation of the individual based on historical experiences with actual attachment figures” (West & Sheldon-Keller, 1994, p. 54). By understanding how early attachment behaviors create working models one can begin to predict future behavior (Bowlby, 1982).

Separation-individuation is a key process of adolescent development. This process is related to their attachment to parents. When a student goes to college they face a transition from childhood to adulthood. They begin to disengage from childhood and learn to function in the college environment on their way to becoming an autonomous adult (Kalsner & Pistole, 2003). While experiencing this stress, their parent(s) may serve as a secure base of support by offering help, which enables students to feel more confident (Kenny, 1994).

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While it may seem counterintuitive, connection with one's parents is important in facilitating autonomous behavior (Josselson, 1988).

Moral Development Theory

Moral development is a process of assimilating or accommodating cognitive dissonance when faced with unfamiliar situations (Wadsworth, 1979). Moral judgment is the foundation of Kohlberg's theory of moral development and is thought to drive behavior (Blasi, 1980; Kohlberg, 1984; Rest, 1986). Kohlberg theorized that moral judgment evolves sequentially through a series of stages (Kohlberg, 1976). Each stage represents the way a person relates the external world during that period of individual development. The three stages of Kohlberg's theory are: (a) Preconventional, a state where the individual lacks awareness of or concern with the rules of society; (b) Conventional, where individuals develop an awareness and respect for societal rules; and (c) Post-Conventional, where an individual's own value system supersedes the rules of society.

Building on Kohlberg's (1959; 1964; 1984) definition of moral judgment competence and criteria for a successful measurement, Lind created the Dual-Aspect Theory of Moral Behavior and Development focusing on moral judgment competence (Lind, 2008). Kohlberg defined moral judgment competence as "the capacity to make decisions and judgments which are moral (i.e., based on internal principles) and to act in accordance with such judgments" (Kohlberg, 1964, p. 425; Kohlberg, 1984, p. 523). This innovative concept made it clear that the moral person must not only understand what is moral, he or she must also have the ability to actually act upon it. Moral judgment competence also defines morality in the context of a person's internal feelings of what is acceptable, not only the recognition of social norms and values. Thus, the concept of moral judgment competence brings together the affective, cognitive, and behavioral aspects of morality into one component to be measured as a whole.

According to Evans, Forney and Guido-DiBrito, "the college environment serves as an excellent laboratory for moral development" (1998, p. 172). Piaget (1952) suggested that moral development can only occur when maturation and circumstances are ripe for the change. Rest (1979a) believed that higher education encourages movement from conventional to post-conventional levels in Kohlberg's theoretical framework. In a review of 172 studies on the moral development of college students, King and Mayhew (2002) only found two that did not positively correlate moral development with higher education.

Parental Attachment & Moral Development

Attachment and moral development have been studied extensively as separate topics, but very little research has considered the association between the two topics (Van Ijzendoorn & Zwart-Woudstra, 1995). Researchers and theorists generally agreed that children need parents to develop moral judgment (Ansbacher & Ansbacher, 1964; Boyes & Allen, 1993; Haan, Langer, & Kohlberg, 1976; Hoffman & Saltzstein, 1967; Parikh, 1980; Powers, 1988; Rogers, 1994; Stilwell, Galvin, Kopta, Padgett, & Holt, 1997; Thompson, 2006; Van Ijzendoorn & Zwart-Woudstra, 1995; Walker & Henning, 1999; Walker &

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Taylor, 1991). Kohlberg (1969) postulated that children must develop the ability to reason and engage in role-taking to develop morally, and parents provide these opportunities. He did not emphasize parental influence on moral development, however, allowing for increased influence by peers and involvement in society.

Most research on the relationship between attachment history and moral development in young adults has focused on members of Generation X. Rogers (1994) was the first to examine this relationship on a small sample of White freshmen and sophomore college students. The research revealed no significant influence of parental attachment history on moral development.

Van Ijzendoorn and Zwart-Woudstra (1995) conducted a research study of 47 college students aged 18 to 22 years. Results showed that overall parental attachment made no difference in the overall moral development score, but that Type A and B moral reasoning was impacted by attachment style. Type B reasoning was related to autonomous (secure) attachment. Kohlberg (1984) depicted Type B individuals with the ability to balance individual and societal demands. This research seems to indicate that individuals with secure attachments are more likely to reach higher levels of Kohlberg's conventional reasoning.

Purpose

Purpose

The purpose of this study was to examine parental attachment and moral judgment competence of college students in the context of their Millennial generation characteristics. Four research questions, with corresponding null hypotheses, regarding the correlation of parental attachment and moral judgment competence of Millennial generation college students were addressed.

Methods

Participants

The survey yielded 1,272 valid responses from a population of 6,091 (20.88% response rate) enrolled in two regional campuses of a public university located in the northeastern United States. All participants were undergraduate students between the ages of 18-25 at the time of data collection. Table 1 reports the demographic characteristics of the respondents.

Instrumentation

Parental attachment questionnaire. The Parental Attachment Questionnaire (PAQ) measures perceived attachment in adolescents and young adults (Kenny, 1985). The 55-item instrument contains three scales derived from factor analysis: (a) Affective Quality of Attachment; (b) Parental Fostering of Autonomy; and (c) Parental Role in Providing Emotional Support. The items are presented on a 5-point Likert scale (where 1 is not at all and 5 is very much), and scores are calculated for each scale. The PAQ has a .92 test-retest score over a 2-week interval for the instrument as a whole, and scores ranging from .82 to .91 for each of the three scales (Kenny, 1990). Cronbach's alpha was .96 for the first scale, .88 for the second, and .88 for the third (Kenny & Donaldson, 1991), and internal consistency as

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.93 for male and .95 for female students (Kenny, 1987). The PAQ has been favorably compared with subscales from other instruments measuring similar constructs (Moos, 1985; Kenny & Donaldson, 1991; Olson, 1986; Holmbeck & Wandrei, 1993; Armsden & Greenberg, 1987; Heiss, Berman & Sperling, 1996).

Table 1

Demographic Characteristics of Respondents

Variable	N	%
Gender		
Female	566	44.5
Male	699	55.0
Missing	7	0.5
Ethnicity		
Caucasian	1007	79.2
Non-Caucasian	265	20.8
Class Standing		
Freshman	357	28.2
Sophomore	347	27.3
Junior	285	22.4
Senior	283	22.2
Age Group		
18-19	463	36.4
20-21	524	41.2
22-23	218	17.1
24-25	67	5.3

N=1272

Moral judgment test. The MJT was chosen for this research because it is the only instrument available that places emphasis on moral tasks rather than just moral attitudes which can allow

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participants less ability to fake their scores upward (Lind, 2008). The instrument measures the consistency of an individuals' moral reasoning rather than their preference for a particular stage (Rest, Thoma, & Edwards, 1997). The MJT is a multiple choice instrument consisting of two hypothetical situations. Participants are instructed to read each dilemma, evaluate the choice of the character in the story, and then rate six arguments in favor of the character's decision (pro arguments) and six arguments against the character's decision (contra arguments) on a scale of -4 (strongly reject) to +4 (strongly accept). Results are converted in a C scores which represents the participants' moral judgment competence, "the ability of a subject to accept or reject arguments on a particular moral issue consistently in regard to their moral quality even though they oppose the subject's stance on that issue" (Lind, 2008, p. 200). In a paper presented at an AERA meeting, Lind (1995) said that the use of indicators of validity and reliability such as Cronbach's alpha and criterion correlation are detrimental to the understanding of cognitive-structural models of moral development. Therefore, these indicators were not available for the MJT. To test this assertion and provide more information to moral development researchers regarding instrument selection, Bell (1998) compared the Defining Issues Test (DIT) and Moral Judgment Test (MJT). Findings indicated that the MJT was the superior instrument in measuring participants' cognitive structure in terms of moral reasoning.

Table 2
ANOVA for Demographics by Response Wave

Demographic		SS	df	MS	F	P
Gender	Between Groups	2.47	3	0.82	3.34	0.019*
	Within Groups	310.29	1261	0.25		
Caucasian or non-Caucasian	Between Groups	2.09	3	0.70	4.25	0.005**
	Within Groups	207.71	1268	0.16		
Class Standing	Between Groups	8.15	3	2.72	2.19	0.088
	Within Groups	1,574.00	1268	1.24		
Age	Between Groups	0.75	3	0.25	0.34	0.797
	Within Groups	938.56	1268	0.74		

* $p < .05$, ** $p < .005$, 7 missing values for gender

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Procedure

Data were collected via instruments delivered to students electronically using the web software Zoomerang®. The instrument questions and instructions were identical to the paper-and-pencil version. Research has shown that in general, adapting paper-and-pencil questionnaires into web versions has not impacted validity and reliability of the instruments (Best, Kruegar, Hubbard & Smith, 2001). In an attempt to reduce nonresponse error, five contacts and specific methods of survey implementation were used as recommended by Dillman (2000).

Once collected, data were entered and assessed using the software SPSS to determine relationships between the variables. Due to the relatively low response rate, wave analysis was conducted to investigate possible nonresponse bias. Wave analysis is based on the assumption that participants who responded later were more like non-respondents (Armstrong & Overton, 1977, p. 397). An ANOVA was used to compare means for the scales of the PAQ and the MJT scores for responses in the four waves analyzed. There were no significant difference in mean scores between waves. It was determined by using an ANOVA that there was a significant difference in the rate of responses between genders and ethnicities (Table 2). These tests reveal that males and non-Caucasians were more likely to respond later than females and Caucasians. Based on these results, it was determined that males and non-Caucasians were more likely to be nonresponders.

Results

Research Question 1

The first research question asked if there was a correlation between students' perceived parental attachment and their overall percentage of demonstrated moral judgment competence. There was no significant correlation between the total PAQ score and the C score ($r = 0.017, p > .05$); the Affective Quality of Attachment subscale score and the C score ($r = 0.023, p > .05$); the Parental Fostering of Autonomy subscale score and the C score ($r = 0.054, p > .05$); or the Parental Role in Providing Support subscale score and the C score ($r = -0.038, p > .05$).

Research Question 2

The next research question asked the students' demonstrated moral judgment competence, and if there were differences between the following groups: males and females; Caucasians and non-Caucasians; students by class standing; and age. The students' demonstrated moral judgment competence was in the low range ($M=17.16, SD=13.63$). Findings indicated that there was no difference in the mean C scores of males and females ($t = -1.731, p > .05$); mean C scores of Caucasians and non-Caucasians ($t = 0.484, p > .05$); mean C scores of students by class standing ($F = 1.081, p > .05$); or mean C scores of students by age group ($F = 1.094, p > .05$).

Research Question 3

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The third research question asked the students' overall scores and the scores on the subscales of the Parental Attachment Questionnaire (PAQ), and if there were differences between the following groups: males and females; Caucasians and non-Caucasians; students by class standing; and age. The mean PAQ total score was 194.15 (26.42). The mean score on the Affective Quality of Attachment subscale was 97.72 (14.34). The mean score for the Parental Fostering of Autonomy subscale was 50.46 (7.88). Finally, the mean score for the Parental Role in Providing Emotional Support subscale was 45.97 (8.21).

Findings indicated that there was no significant difference between the males and females and the mean total PAQ score ($t = 1.306, p > .05$); the mean Affective Quality of Attachment score ($t = 0.763, p > .05$); or the mean Parental Fostering of Autonomy scores ($t = -1.669, p > .05$). However, there was a significant difference between males and females on the Parental Role of Providing Emotional Support subscale ($t = 4.48, p < .001$), with women reported a higher score ($M = 47.12, SD = 8.40$) on this scale than did their male counterparts ($M = 45.04, SD = 7.90$).

Significant findings were present for some of the PAQ scales between Caucasians and non-Caucasians. The mean total PAQ scores between Caucasians and non-Caucasians were significantly different ($t = -5.97, p < .001$), with Caucasians ($M = 196.57, SD = 25.14$) scoring higher than non-Caucasians ($M = 184.92, SD = 29.06$). The mean Affective Quality of Attachment scores between Caucasians and non-Caucasians were significantly different ($t = -6.58, p < .001$), with Caucasians ($M = 99.17, SD = 13.60$) scoring higher than non-Caucasian students ($M = 92.21, SD = 15.72$). The mean Parental Fostering of Autonomy scores between Caucasians and non-Caucasians were significantly different ($t = -6.45, p < .001$), with Caucasians ($M = 51.23, SD = 7.50$) scoring higher than non-Caucasians ($M = 47.50, SD = 8.61$). There were no significant differences in the Parental Role in Providing Emotional Support score between Caucasians and non-Caucasians, ($t = -1.70, p > .05$).

Differences in students by class standing and the PAQ scores varied. There was no significant difference in mean total PAQ score by class standing ($F = 1.30, p > .05$); in mean score on Affective Quality of Attachment by class standing ($F = 1.51, p > .05$); or in mean score on the Support scale by class standing, ($F = 1.07, p > .05$). However, there was a significant difference in mean scores on the Autonomy scale by class standing ($F = 5.27, p < .001$). The Tukey HSD post-hoc procedure found significant pairwise differences between the mean scores of freshmen students and the mean scores of both junior and senior students on the Autonomy scale of the PAQ. Freshmen students ($M = 49.27, SD = 7.91$) scored significantly lower on this scale than did juniors ($M = 51.30, SD = 7.21$) or seniors ($M = 51.39, SD = 8.21$).

For age group, there was no significant difference in mean score on the total PAQ score ($F = 1.01, p > .05$) and on the Affective subscale ($F = 1.55, p > .05$). There was a significant difference in mean scores between age groups on the Autonomy subscale, ($F = 7.86, p < .001$). The Tukey HSD post-hoc procedure found significant pairwise differences between the mean scores of 18-19 year old students and the mean scores of both 23-24 and 24-25 year old students. The mean score for students age 18-19 ($M = 49.38, SD = 7.88$) was lower in Parental Fostering of Autonomy than the 22-23 age group ($M = 51.52, SD = 8.15$).

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and the 24-25 age group ($M = 53.57$, $SD = 8.17$). There was a significant difference in mean scores between age groups on the Support subscale, $F(3,1268) = 2.72$, $p < .05$. The Tukey HSD post-hoc procedure found significant pairwise differences between the mean scores of 18-19 year old students and the mean scores of 24-25 year old students. The mean score for students age 18-19 ($M = 46.62$, $SD = 8.22$) was higher in Parental Role in Providing Emotional Support than the 24-25 age group ($M = 43.82$, $SD = 8.66$).

Research Question 4

The final research question asked if there were differences in the correlation between students' overall percentage of demonstrated moral judgment competence and perceived parental attachment between the following groups: males and females; Caucasians and non-Caucasians; students by class standing; and age. There was no significant correlation in between PAQ total scores and MJT scores for males ($r = 0.049$, $p > .05$) or females ($r = -0.017$, $p > .05$); the Affective subscale score and MJT scores for males ($r = 0.059$, $p > .05$) or females ($r = -0.019$, $p > .05$); the Autonomy score and MJT score for males ($r = 0.072$, $p > .05$) or females ($r = 0.027$, $p > .05$); or the Support score and MJT score for males ($r = -0.016$, $p > .05$) or females ($r = -0.047$, $p > .05$).

There was no significant correlation in between PAQ total scores and MJT scores for Caucasians ($r = -0.008$, $p > .05$) or non-Caucasians ($r = 0.090$, $p > .05$); between Affective scores and MJT scores for Caucasians ($r = -0.006$, $p > .05$) or non-Caucasians ($r = 0.112$, $p > .05$); or between Support scores and MJT for Caucasians ($r = -0.044$, $p > .05$) or non-Caucasians, ($r = -0.023$, $p > .05$). There was a significant correlation between the MJT score and Autonomy score for non-Caucasians ($r = 0.123$, $p < .05$), but not for Caucasians ($r = 0.031$, $p > .05$).

For freshman there was no difference in terms of the correlation of perceived parental attachment and moral judgment competence in PAQ total scores ($r = 0.005$, $p > .05$), the Affective score ($r = 0.024$, $p > .05$), the Autonomy score ($r = 0.029$, $p > .05$), and the Support score ($r = -0.054$, $p > .05$). There was a significant correlation for sophomores in PAQ total scores and MJT scores ($r = 0.110$, $p < .05$); in Affective subscale scores and MJT scores ($r = 0.111$, $p < .05$); and in Autonomy subscale scores, ($r = 0.139$, $p < .01$), but not in Support subscale scores and MJT scores ($r = 0.024$, $p > .05$). Juniors had no difference in terms of the correlation of perceived parental attachment and moral judgment competence in PAQ total scores ($r = 0.020$, $p > .05$), the Affective score ($r = 0.024$, $p > .05$), the Autonomy score ($r = 0.057$, $p > .05$), and the Support score ($r = -0.029$, $p > .05$). Seniors also showed no difference in the correlation of perceived parental attachment and moral judgment competence in PAQ total scores ($r = -0.082$, $p > .05$), the Affective score ($r = -0.084$, $p > .05$), the Autonomy score ($r = -0.002$, $p > .05$), and the Support score ($r = -0.117$, $p > .05$).

The only significant finding in terms of the correlation of perceived parental attachment and moral judgment competence for the various age groups was for 18-19 year old students in Autonomy scores ($r = 0.097$, $p < .05$). Students aged 18-19 showed no difference in the correlation between moral judgment competence and total PAQ score ($r = 0.084$, $p > .05$), Affective score ($r = 0.089$, $p > .05$), and Support score ($r = 0.023$, $p > .05$).

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Students aged 20-21 had no significant findings in the correlation between moral judgment competence and total PAQ score ($r = -0.006, p > .05$), Affective score ($r = 0.012, p > .05$), Autonomy score ($r = 0.040, p > .05$), and Support score ($r = -0.078, p > .05$). Students aged 22-23 had no significant findings in the correlation between moral judgment competence and total PAQ score ($r = -0.052, p > .05$), Affective score ($r = -0.051, p > .05$), Autonomy score ($r = 0.000, p > .05$), and Support score ($r = -0.083, p > .05$). Students aged 24-25 had no significant findings in the correlation between moral judgment competence and total PAQ score ($r = -0.033, p > .05$), Affective score ($r = -0.077, p > .05$), Autonomy score ($r = 0.123, p > .05$), and Support score ($r = -0.092, p > .05$).

Discussion

This study found no significant correlation between parental attachment and moral judgment competence in the population studied. This finding harmonizes with Kohlberg's (1969) theory that parents have less influence on moral development as children reach adolescence and early adulthood. This finding also concurs with the results of similar studies using different instruments to measure the same variable (Rogers, 1994; Van Ijzendoorn & Zwart-Woudstra, 1995) using two different instruments to measure the same variables.

This study attempted to quantitatively analyze Strange's (2004) speculation that Millennials progress through the cognitive-structural models of moral development differently than previous generations due to the unique characteristics of the generation, including their attachment to parents. When comparing the findings of this research with that of research on Generation X college students, this speculation is refuted. Millennial generation students studied in this research project seemed to follow the same path as the Generation X students studied previously.

According to Lind (2008), MJT C scores can be thought of as very low (1-9), low (10-19), medium (20-29), high (30-39), very high (40-49), and extraordinary high (above 50). In the population studied, the mean moral judgment competence score was 17.16%, falling in the low range. While no normative data exists, this is a surprising finding as most studies using the Moral Judgment Test found college students to score in the medium range (see Comunian & Gielen, 2006; Duriez & Soenens, 2006; Kim, 2006). One reason for MJT scores in this study to be lower than comparable populations could be that the MJT has not been extensively used on American college students. College students typically score in the mid-range or higher on other measurements of moral development as well. The most widely used instrument to measure moral development in college students in the Defining Issues Test (King & Mayhew, 2002). The composite DIT score for college students is 42.3 (Rest, 1979b). DIT scores can range from 0-95, with 35 as an average (Rest & Narvaez, 1997).

The reason MJT scores in this study are in a lower range than DIT scores for similar populations could be attributed to one of the benefits of using the MJT instrument. The MJT empirically tests the connection between moral development and social behavior (Lind, 2008). Unlike the DIT, the MJT places emphasis on moral tasks rather than just moral attitudes and allows the subject less ability to fake their scores upward.

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In terms of demographic variables, there were no significant differences between males and females. This is in line with most findings on MJT scores (see Slova'cjkova' & Slova'cjek, 2007). According to most studies using the Defining Issues Test, men and woman have demonstrated the same level of moral reasoning as well (Pearson & Bruess, 2001). A 1984 review of studies revealed that women score lower than men on the DIT only if educational level is not controlled (see Walker, 1984).

There were also no significant differences between Caucasians and non-Caucasians. The MJT has been used in many different cultures, but it has not been used extensively on underrepresented groups within the United States. The Defining Issues Test also provides little comparative data. King and Mayhew (2002) found only two studies out of 172 using the DIT that specifically intended to study the difference in moral development by college student ethnicity.

Students of different class standings and of different age groups also showed no significant differences in moral judgment competence. In studies using different instruments, namely the Defining Issues Test, moral reasoning tends to increase with age and level of education (Rest, 1979a; Narvaez, 1998). Again, these differences could be attributed to the type of moral development the instrument is intended to measure. The MJT measures not only attitudes but the propensity of the participant to actually act on this attitude, whereas the other instruments tend to focus on mainly moral attitudes rather than moral action. Findings in this research project varied between the populations studied in terms of demographic characteristics and PAQ scales. Females reported a higher level of emotional support from parents. This finding is consistent with Kenny's (1994) research in which she studied students enrolled in a post high school program and also her research with college seniors (Kenny, 1990). She found that women described their parents as providing higher levels of emotional support than their male counterparts.

There has been little research on parental attachment by race or ethnicity. This study found that the Caucasian students studied perceive their total parental attachment higher than non-Caucasians. They also perceive a higher level of affective quality of the attachment and that their parents or primary caregivers foster higher levels of autonomy than non-Caucasians.

Hinderlie and Kenny (2002) found that a sample of African-American students were indistinguishable from Caucasian students in terms of parental attachment and college adjustment. In this study non-Caucasian students included those of African Americans, Hispanic, Asian and Native American backgrounds. The number of African-American students in the sample was not large enough to draw conclusions regarding differences in parental attachment for this group alone in order to compare the results to Hinderlie and Kenny's (2002) research.

No differences were found in total PAQ score, Affective Quality of Attachment or the Parental Role in Providing Emotional Support by class standing. However, the research found that freshmen students scored lower on the Parental Fostering of Autonomy. By the

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same token, younger students (18-19) rated their parents lower on fostering autonomy than older students, but higher on parental role in providing emotional support. There were no other differences in age. These findings differ from Lapsley, Rice & Fitzgerald's (1990) research that found no difference in attachment between freshman and senior students.

No significant correlation between moral judgment competence and total parental attachment, affective quality of attachment, parental role in providing emotional support, or parental fostering of autonomy was found in males or in females.

A significant correlation between moral judgment competence and parental fostering of autonomy was found for non-Caucasian students. This finding adds to the literature on both parental attachment and moral judgment competence as there is a significant dearth of research findings for non-Caucasian college students in these areas. No other findings revealed any relationship between moral competency and the parental attachment scales studied in either Caucasians or non-Caucasians.

In terms of class standing, sophomore students were the only group to reveal significant correlations between various parental attachment scales and moral judgment competence. For sophomores, there was a positive relationship between total parental attachment and moral judgment competence, between parental fostering of autonomy and moral judgment competence, and between affective quality of attachment and moral judgment competence. Freshmen, juniors, and seniors did not have any significant correlations between the two constructs.

There was one correlation between moral judgment competence and parental attachment in the different age groups. Students aged 18-19 had a significant correlation between moral judgment competence and parental fostering of autonomy. No other findings were present in this population. The findings are interesting as one might expect younger students to reveal more of an impact of parents on their moral judgment competence. According to this study, however, this is not the case except perhaps in the area of parental fostering of autonomy.

Limitations

The researcher recognizes several limitations to this study. The survey yielded a response rate of 20.88% which may have led to possible nonresponse bias. A wave analysis indicated that male and non-Caucasian students were more likely to be nonresponders. Due to the correlation design of the study, causal relationships cannot be inferred from statistically significant results. This study was cross-sectional rather than longitudinal so it cannot be determined whether positive parental attachment leads to more advanced moral judgment competence and vice versa. Future Directions

Strange (2004) hypothesized that current college student development models may need to change to accommodate the Millennial generation's unique characteristics, but the findings from this study indicate that this is not necessary where the cognitive structural theory of moral development is concerned. The relationship Millennial generation college

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students have with their parents does not positively or negatively impact their ability to develop morally through their college years.

Higher education administrators are expected to work with parents on a greater level than ever before (Levin Coburn, 2006). Because students' moral development in this study did not correlate with parental attachment, higher education administrators can worry less about parental interference negatively impacting college students' ability to progress through moral development models.

These findings do not mean, however, that higher education administrators can dismiss their concerns that parental attachment might impact student development in other domains. More research is needed on other aspects of student development to make this conclusion. Also, it should be noted that different demographic groups did indicate a correlation between moral judgment competency and elements of parental attachment. Non-Caucasians, sophomore students, and students aged 18-19 years may need guidance and programming to overcome any detrimental aspects of parental attachment to their moral judgment competence.

There is evidence that Caucasian students and female students have greater levels of parental attachment than their counterparts. This may indicate a need for colleges and universities to develop programs and services to nurture this attachment in females and Caucasians, as well as identify strategies for developing parental attachment in males and non-Caucasians. Younger freshman students have reduced levels of Parental Fostering of Autonomy, indicating a need for programs and services supporting 18-19 year-old freshman students in developing independence from their parents. In general, programs and services are needed to enhance the understanding of the changing nature of their relationship that the students have with their parents.

The findings from this research lead to several suggestions. First, research using quantitative and qualitative techniques, or other methodology is needed. Using different methodology may lead to a higher response rate. Future research might also investigate peer and/or societal influence on Millennials to test Kohlberg's (1969) theory that these two elements influence moral development more highly than parental attachment. More research using the Moral Judgment Test on similar populations of American students is also needed.

The correlation between moral judgment competence and parental attachment, specifically Parental Foster of Autonomy, in non-Caucasians was significant in this study. Similar research with a larger sample of non-Caucasian students may provide additional information on how parental attachment is related to moral development among non-Caucasian students of various races and ethnicities. Research based on race and/or ethnicity may lead to additional insight on cultural influences on both parental attachment and moral development.

The findings of this research revealed that sophomore students showed a significant correlation between moral judgment competence and parental attachment. The sophomore

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year of college is typically neglected in research despite the evidence that more sophomores drop out of college at a higher rate than freshmen students (Lipka, 2006). More research on sophomore students' moral development and attachment to parents could clarify these initial findings and add to the literature about this subject.

Students at two small to mid-sized regional campuses of a public institution were studied. Similar research with students at different types of institutions may yield different findings. Research regarding students' collegiate housing status: on-campus residence hall, off-campus housing, or commuting from parents' home, would add another dimension to learning more about the possible influences on moral development. Research including students' majors or fields of study would also be beneficial.

Finally, research using data collected from both students and their parents may provide additional insight on how each perceives the child-parent relationship and if the moral judgment competence of the parents is related to the moral judgment competence of the students. An in-depth, longitudinal study is needed to investigate a causal link between parental attachment and moral judgment competence.

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Research in Brief - Awareness into Action: Helping Latino Students Succeed in Texas Higher Education

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“The purpose of this essay is to empower and inspire Texas student affairs professionals who work with Latino students on their campus”

THE PROBLEM

The increasing numbers of underrepresented student populations entering American higher education has dramatically transformed the racial/ethnic demographic profile of incoming first-year undergraduates. Within this influx of undergraduates, Latino students represent the fastest growing racial/ethnic group of 18-24 year old adults attending a degree granting institution. In the last 10 years (e.g. 2001 to 2011) Latino undergraduate students grew 13.1 percent (i.e. 21.7 to 34.8) (Snyder, 2013).

A closer look at higher education enrollment trends suggest there are similar enrollment patterns for Latino students in Texas. In 2011, there were 1.56 million full or part time undergraduate students attending two and four year public and private Texas higher education institutions (Snyder, 2013). Latino undergraduate students represent 33 percent (i.e. 498,127) of this student population. Despite these enrollment increases for Latino students, there have not been significant increases in degree attainment in Texas public higher education institutions.

Latino students have not met the target number of enrollment in public higher education (Texas Higher Education Coordinating Board, 2013). For example, in 2012, 260,247 Hispanic students were enrolled, but the 2012 target was 317,446 students, approximately an 18% shortfall. Of the 200,000 postsecondary degrees, White students compared to Latino students earned a greater percentage of those degrees, 51.4 and 29.6 respectively.

The future of Texas' educated workforce is dependent on ensuring that more students, especially Latino students, enroll and complete a postsecondary degree. However, the pathway to earning a degree is fraught with many challenges for students, but especially for

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Latino students (Pew Hispanic Center, 2009). Higher education administrators recognize that many of these students need a collaborative effort between academic and student affairs to improve their degree completion rates.

Student affairs professionals should play a pivotal role in addressing this critical issue on their campus. Regardless of institutional type, many of these professionals need to understand the extant research literature, create appropriate programs and policies, and engage with these students in authentic ways to help them academically succeed. Therefore, the purpose of this essay is to empower and inspire Texas student affairs professionals who work with Latino students on their campus.

THE LITERATURE

Researchers have found that Latino students have unique challenges that become obstacles in their pathway to degree completion. For example, early research found that Latino students often came from homes with parents who want their child to succeed, but lacked critical information to transition into postsecondary education (Nora, 2004; Solorzano, 1986; Valdes, 1996). Next, for Latino students who attend Predominantly White Institutions, researchers found that, compared to their peers, they often have challenges with a sense of belonging to the campus (Nunez, 2009) and adjusting to their college climate (Hurtado & Ponjuan, 2005). Latino males, compared to Latina females, are less likely to enroll in college and complete a college degree (Saenz & Ponjuan, 2009). Since many Latino students often begin their postsecondary education at two-year institutions, researchers found that these students often face daunting challenges to complete a four-year college degree (Flores, Horn, & Crisp, 2006; Nunez, Sparks, & Hernandez, 2011). Finally, unlike other students, students with an undocumented status face unique and overwhelming obstacles towards college enrollment, persistence, and degree completion (Contreras, 2009).

“Higher education administrators recognize that many of these students need a collaborative effort between academic and student affairs to improve their degree completion rates”

MAKING A DIFFERENCE

Since Latino students have low college enrollment and degree completion rates in Texas, Texas higher education student affairs professionals should develop effective institutional programs and policies to address this pressing issue. I provide some key recommendations based on the research literature:

Welcome Families

In order to address the cultural chasm between Latino families and college campuses, practitioners should welcome Latino families to college campus visits, so that the families might learn about the financial aid application process, and assist in their student's adjustment to the college climate, especially for Latino first-generation students.

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Target Transfers

In order to improve Latino students' graduation completion rates, practitioners should develop specific outreach programs for Latino students who have transferred from two-year institutions to ensure they have a seamless transition and complete their four-year degree.

Partner with Academic Affairs

In order to enhance a Latino student's sense of belonging on their campus, practitioners should create academic and co-curricular partnerships that extend the academic curriculum into student affairs areas: academic themed residence halls, service learning activities, and outreach initiatives targeting Latino communities.

Innovate with Policies

In order to improve Latino males' academic outcomes, practitioners should develop innovative policies (e.g. mandatory academic advising sessions during their first academic term) and programs (e.g. Latino males mentoring program).

Create a Safe Space

In order to address Latino students' concerns about the campus climate, administrators need to create a safe space (e.g. Latino student center) for Latino students, especially for students who have an undocumented status, to unite, engage, and interact with their peers.

CONCLUSION

With the ongoing challenges of graduating a well-educated workforce looming in the near future, Texas higher education administrators need to focus their efforts on helping many Latino students enroll into and complete a degree at two and four year institutions. The higher education research on Latino students provides vital insights about the fastest growing student group in the state of Texas. Even though student affairs professionals work in different institutional types and there is ethnic diversity among Latino students (e.g. Mexico, Honduras, Cuba), these students require passionate, dedicated, and well-trained student affairs professionals who are committed to developing empirically grounded institutional programs and policies that help these students adjust, thrive, and succeed on their campuses.

Finally, solving the Latino students' college enrollment and completion challenges issues requires student affairs professionals to connect and collaborate through professional organizations like TACUSPA to learn about best practices, innovative policies, and effective assessment and evaluation methods. Through these learning communities and professional practice journals, student affairs professionals have opportunities to continue to professionally develop, learn from higher education researchers, and inform other professionals about the unique challenges Latino students face on their campus.

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In Translation: Fitting Square Pegs into Round Holes: A Career Services Model for Incorporating Technology into Advising with Limited Resources

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ABSTRACT

The Division of Student Affairs at the University of North Texas Health Science Center continuously seeks to expand creative technology solutions for optimizing complex advising issues. The institution is in a period of rapid growth and diversifying student needs, and the Office of Career Services was developed to meet the increased demand and accreditation requirements for all academic programs and disciplines. To help address this immediately, we developed an in-house solution using our student information system platform to manage the intricate medical residency application process. This allows us to use existing technology and other resources to make the most of what we already have available.

As a Student Affairs unit, we have the unique opportunity to be the drivers of the advising process as well as the document management clearinghouse for the culmination of our students' medical education: the residency application process. Conventionally, this is a function that is assigned to the dean's office at many medical schools. For example, the official nomenclature for this process is referred to by the American Association of Medical Colleges (AAMC) as the "Dean's Workstation," specifying that this is carried out on the academic side of the house. This is the centralized application service for medical students, known as Electronic Residency Application Service (ERAS). Consequently, unlike most traditional two- and four-year institutions, our Career Services function expands beyond the more familiar "planning and placement" activities and ventures into an esoteric world of medical education acronyms such as GME (Graduate Medical Education), MSPE (Medical School Performance Evaluation), and the aforementioned ERAS – all integral components of the medical student career search.

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Along the way, this alphabet soup of technical concepts presents some unique and challenging advising implications in trying to meet students at the crossroads of peak stress, intensive study, spiking personal expenses, and a host of other life-changing circumstances that loom ahead. Our goal is to balance the convenience of available technologies while retaining the calming effect of personalized advising throughout each step. Our number of graduating medical students is growing dramatically, as is the diversifying array of residency programs and specialties from which they choose.

To address all these factors, we turned to our in-house technology solutions as a tool for optimizing these complex advising issues and developed a system that provides access points for all stakeholders while integrating student academic and personal data already available. We partnered with our Information Technology department to create this platform, which utilizes data from different systems connected throughout the institution. These include academic and personal data, clinical clerkship experiences and evaluations, curricular descriptions and graduation requirements, comprehensive endorsement input by an academic dean, along with student-provided academic and extracurricular background information. In addition, we consolidated external processes into this system to: allow students and deans to independently schedule interview appointments, generate graphical representations of pre-clinical academic performance, and input summative evaluation comments by clinical rotation preceptors.

In essence, this system operates as a “spokes on a wheel” data sharing and processing interface, available to all parties through the respective campus portal logins, and maintained via a dashboard of user tools. More specifically, these components perform the following:

Dean’s Interview/Residency Counseling Scheduling (Managed by Dean’s Office/Facilitated by Career Services)

As the first aspect of the system to originally go live, this process allows all authorized personnel to set appointment times and locations for each designated interviewer. Students sign up for an interview by logging into their campus portal. Once scheduled, students receive an automated confirmation, as well as reminder e-mails, prior to the designated meeting time. A separate Residency Counseling appointment component is also available and is configured so that sessions can be arranged mutually exclusive of each other. Only designated system administrators may change appointments, thereby keeping all offices aware of schedule updates. Going forward, this system allows us to manage additional layers of interviewers and calendars.

Student Personal Profile (Entered by Student/Viewed by All Parties)

In addition to providing key biographical components of the Dean’s Letter, this feature largely mimics the same fields required for input in the ERAS application, and extracts personal and transcript data already available in the campus portal (allowing students, in effect, to pre-write their ERAS applications). At this point in the process, the student electronically consents to release academic information for the purpose of including with her residency application, thus covering the institution for FERPA protection.

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Clinical Comments (Provided through Clinical Education Department/Managed by Career Services)

Individual third-year clinical rotation schedules are imported automatically from existing campus portal data and comments from each student's clinical evaluations can be input for inclusion in the Dean's Letter. Written Clinical Evaluation comments may now be entered by clinical preceptors directly into New Innovations (a web-based system managed by the Clinical Education Department) and transferred into the student information system.

Editing, Output, and Review (Available to All Parties)

Once the required data is entered and the Dean's Interview is completed, a draft of the MSPE can be generated and viewed concurrently into the student information system by students and authorized personnel. Edits to the draft can be made by all parties, as well as the addition of the Dean's Letter "Summary" section, as provided by the respective Dean. A PDF version of the final document and student "CV" can also be generated through the student information system, among other reports.

Graphs (Generated by Career Services)

Graphs depicting comparative preclinical academic performance for each of the first four semesters as well as quartile rank are generated for each student as specified by AAMC/MSPE guidelines.

Ultimately, we believe we are "meeting students where they are" with this system, while not breaking the bank—and producing a high-quality product that accomplishes the end-goal of the institution. It is available to students 24 hours a day and can be accessed from any point where there is internet capability. For some, this may mean accessing the system at 2:00 a.m. while on call. In addition, it saves our office some of the minutiae. The system also allows us to leverage expected growth, both in number of students as well as advisers and interviewers who will use the system in the foreseeable future. From the student side, feedback has been generally positive for the use of both the scheduling and profile components. Although some students do express frustration, it nonetheless allows us more direct control over the scheduling process, which results in fewer missed or surprise appointments. All told, the majority of students report that using the components of the system is relatively intuitive. Although entering data into the profile section can be somewhat time-consuming, it is not unreasonably so. Once they enter into the ERAS application season, they report that this process helped them to organize a significant portion of their application, saving them several steps during this period of heightened stress and limited time.

Overall, we believe this system contributes to the overall mission of the Division of Student Affairs, which is "Fostering Student Success!"

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In Translation: Addressing Campus Civility Through an Honor Code

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ABSTRACT

Many have suggested that higher education has a responsibility to teach students about the ethical implications of their actions. Enacting this expectation can be daunting. The concept of student honor codes is nothing new. Many institutions have well-established honor codes. However, interest in student honor codes has had a sudden resurgence in recent years. One explanation for this new interest is the call from many stakeholders to address the issue of civility among today's college students. Stephen F. Austin State University chose to address the call to teach civility by developing an honor code called, "The SFA Way." This article discusses the development of this program.

The issue of civility on college campuses has become increasingly relevant in recent years with many institutions seeking ways to teach students about their responsibilities to each other. Civility expert and author P. M. Forni wrote, "Being civil means being constantly aware of others and weaving restraint, respect and consideration into the very fabric of this awareness" (Forni, p. 9). In other words, civility begins with an awareness of others. Helping students understand their responsibility to each other can be a daunting task and few models exist to guide colleges and universities in creating this understanding.

A study conducted by researchers at the University of Michigan found that today's college students are less likely to understand the emotions of others than their age group's predecessors. The test group scored 40 percent lower on an empathy test than participants in the same study 20 and 30 years ago (Konrath, 2010). This lack of empathy has caused some to label the current generation, "Generation Me." Psychologist and educator Dr. Jean Twenge, whose books include, "Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled--and More Miserable Than Ever Before" and "The Narcissism Epidemic: Living in the Age of Entitlement," has researched this generation and found that narcissism appears to be on the rise. There are, of course, always exceptions, but what does it

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say about the present generation that empathy seems to be declining and narcissism, the unsupported belief in one's superiority, seems to be growing? In response to the growing trend of incivility, a group of faculty, staff and students developed, "The SFA Way." It is a statement of the collective beliefs of the university.

Clearly the idea of honor codes is nothing new. Many other institutions have well-established honor codes. Texas A&M has a well-known and respected honor code and The College of William and Mary is said to have one of the first honor codes. What is more unique about the approach at SFA is that the historical approach is being employed in modern times. It is hoped that understanding how the honor code at SFA developed may be beneficial to other institutions that are seeking ways to teach civility to their students.

The program was established to mirror the six pillars of character put forth by the Josephson Institute's Center for Youth Ethics. Their approach was aimed at primary and secondary students. In order to update it for college students, it was important to select values that were important to SFA students and the SFA community.

Students were given the chance to say what values they thought were most important during a program that took place as part of our annual Week of Reflection. This is an event that encourages students to look at what they have learned in the present year and how it is changing them. Students were provided a bulletin board with note cards to write what mattered most to them. The cards were sorted into groups and names were selected to best represent each group.

The five categories that emerged were named the "Five Root Principles." They are: Respect, Caring, Responsibility, Unity, and Integrity. The name "root principles" was an important connection to our campus history and tradition. SFA is located in the "Piney Woods" of East Texas and the mascot is a Lumberjack. The naming of the "root principles" connected to this tradition. The group who developed The SFA Way knew that school spirit was an important value for the university community. The school song is well-known by all and is sung at all sporting events and other important occasions. The goal of the group was to make The SFA Way as well-known as the school song.

Among the ways the program was marketed to students, faculty, and staff was a professionally designed poster. The poster was designed to have a "timeless" feel. Because of the strong sense of tradition on campus, it was believed that even though the program was new, it needed to look like it had been around for a long time. The poster was also designed to fit into a standard frame size so it would be inexpensive and easy to frame. They are made available for free, every year, to anyone who wants one. This led to wide-spread display of the poster all over campus. The wide variety of offices displaying the posters is an essential element in campus adoption of the program and contributes to students' perception that it is a centrally held ethic on campus. The program is also marketed through orientation programs, the Jack Camp transition camp, and via public service announcements at athletic events.

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At the end of the fourth year of The SFA Way, there are very promising signs. In a survey conducted in April of 2013, nearly 73% of all students could accurately select the five root principles of The SFA Way. Almost 76% of freshmen could identify the correct root principles. The honor code is frequently referenced in letters to the editor when students are calling on each other or even the institution to do what is right, and the Student Government Association developed a pledge to The SFA Way and opens each meeting with this pledge. In the end, the program is accomplishing the goal of providing students a language for discussing ethical issues on campus.

The SFA Way provides a useful way to address a growing concern on college campuses. For those who are interested in creating a similar program on their own campus, the full text of The SFA Way can be found at www.sfasu.edu/sfaway.

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RESPECT
Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict.

CARING
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and freely express gratitude to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

RESPONSIBILITY
Lumberjacks do what is right • They persevere in times of adversity • Through self control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions.

UNITY
Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit • Lumberjacks seek to understand the people and world around them • When one Lumberjack fails, all fail • When one Lumberjack succeeds, all succeed.

INTEGRITY
Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest, they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, Lumberjacks are committed to continuously improving themselves.

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Case in Point: The “Traditions” of Bluebonnet State University

The Case

Bluebonnet State University (BSU) is a comprehensive public institution, with an enrollment of 25,000 students, primarily undergraduate. Founded in 1913, this regional school is competing with peer institutions to advance its status as one of the state’s premier institutions, and has embarked upon a multi-million dollar capital campaign to benefit several areas of the campus. With a long history of rich tradition and strong alumni support, the fundraising effort is expected to provide much needed funds for programs, services and construction projects, supplementing the dwindling financial support received from the state and propelling its reputation as a top-tier state institution.

As the newest administrator on campus, you have been hired to serve in the role of Vice President for Student Affairs (VPSA), not only for your exemplary professional reputation at your previous institution, but also for the close ties you maintained as an alumna with BSU. During your first six weeks on the job, you conducted a “Listening Tour,” meeting with a variety of constituents across the university and within the community. Your goals are to immerse yourself in the university’s campus culture, and to reacquaint yourself with a campus that has drastically changed in the 20 years since you completed your undergraduate degree.

As you met with student leaders and alumni, you became concerned with the repeated use of the word “tradition” when referencing student events and activities. While no one has explicitly used the word “hazing,” it seems to be implied when you discussed the current culture of student life. From alumni, many of whom have already pledged significant amounts to the capital campaign, you receive a “nod and a wink” as if to imply that you understand these behaviors since you were once an undergraduate on that campus. From students, you are left with the impression they believe you will be sympathetic with the status quo and not “rock the boat.”

While reviewing your notes from the “Listening Tour,” you receive a phone call from the Dean of Students to alert you that his office initiated two hazing investigations. One matter involves allegations that several new members of a professional business fraternity were subjected to acts of servitude and drinking-related games throughout their pledge program, and most of the new members are under the age of 21.

The second hazing allegation involves members of the marching band who returned from this past weekend’s football game. The section leaders subjected the freshmen to severe beatings in order to join the secret fraternity that resulted in two members being rushed to the hospital.

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As you hang up the phone, your assistant brings you several messages from alumni you know personally or met since you returned to campus who would like to speak with you immediately about the hazing investigations. The majority of the names you recognize as top donors from the capital campaign. There is also a message from your colleague, the Vice President for Development, as well as a message from your supervisor, the President, both requesting an immediate return call regarding the hazing allegations.

It seems as if BSU's "traditions" may be changing sooner than expected. What do you do next?

WHAT ARE THE RELEVANT ISSUES?

WHO ARE THE STAKEHOLDERS?

WHAT IS YOUR PLAN OF ACTION/RECOMMENDATION?

Lisa Perez

Texas A&M University-Corpus Christi

What are the relevant issues?

Allegations of hazing within student groups:

- Professional business fraternity: acts of servitude & underage drinking
- Marching band: freshmen subjected to beatings from section leaders; serious injuries leading to hospital visit

Current university capital campaign potential donations could be negatively impacted due to hazing allegations (reputational risks).

"Traditional" culture among people associated with the university implies that they believe hazing is OK.

Who are the stakeholders?

Students involved with allegations, as well as general student population

Parents of those students involved with allegations

President

Vice President for Student Affairs

Dean of Students

University Police Department & local police department

General Counsel

Vice President for Development and Development Office

Alumni

Music Department (band)

General Public

What is your plan of action/recommendation?

First thing I would do is return the President's phone call and provide information about what I learned regarding the allegations of hazing. Then, I would follow up with the Dean of Students to ensure the university police department was alerted to allegations of hazing so that they can begin their investigation, since hazing is a criminal charge. Additionally, I would gather information from the Dean of Students about the status of the students who were hospitalized (e.g. are students still there; schedule visit if so). I would let Dean of Students know that I am available to assist, if needed, but that I have confidence in Dean and staff to follow proper protocol and request that I be kept apprised on progress of investigation so that I can keep President informed.

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Next, I would make a phone call to General Counsel to give a “heads up” about the hazing allegations. Then, I would follow up with my colleague, the Vice President of Development to listen to any concerns, but not make any promises I cannot keep, especially as it relates to doing what is right. I would express my hope that my colleague is calling to provide words of encouragement and moral support for our division and the university in having to go through this unfortunate time and not to influence the outcome of the investigation. Eventually I would return the other phone calls, but those would not be my priority. I would “stick to my guns” and be silent on the details of the allegations, standing firm on keeping the information confidential.

My future plan of action, based on what I learned from the "Listening Tour," would include working with staff in the division to develop a realistic plan to begin to change the "traditional culture." It seems, from the information presented, a serious awareness campaign on hazing not being a tradition is needed. As student affairs professionals, we have a professional and ethical obligation to do what is right. It may be difficult along the way, but that should not stop us from making the effort.

Keith T. Kowalka
University of Houston

What are the relevant issues?

The Vice President for Student Affairs is new in the role.

There is a perception that these "traditions" have been going on for many years.

When do "traditions" that are left to exist unchecked run the risk of becoming a liability for an institution?

Are there clear policies and procedures in place for the institution to address hazing allegations? Both organizationally and from an individual student perspective?

What are the ideals, principles, and ethics of the President?

What are the ideals, principles, and ethics of the Vice President for Development?

How "close" are the President and the Vice President for Development?

Are any of the important alumni also connected to the Board of Regents/Trustees?

How comfortable/confident is the President in his/her position in relation to the Board of Regents/Trustees?

Although the Vice President for Student Affairs has felt that students view her as someone who will not "rock the boat," what are their thoughts/concerns about the "traditions"? This may be difficult to gauge.

How were investigations handled in the past from a Dean of Students perspective? From an Office of General Counsel perspective?

Who are the Stakeholders?

Students

General student body

Students involved in student organizations/groups

Students affected by alleged hazing activities

Parents

Dean of Students and staff

Vice President for Development

President

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Board of Regents/Trustees
General Counsel
Alumni/Potential Donors
Other Vice Presidents, Deans and Chairs who could stand to benefit from the capital campaign

What is your plan of action/recommendation?

This is a very complex question to answer, as at each step, there could be anywhere from 1 and 5 different ways to handle the next step. The primary concern, as the new Vice President for Student Affairs, is to understand what you are willing to handle from an ethical perspective. Hopefully, the President (and Board) hired the Vice President for Student Affairs with the understanding that she would not allow these "traditions" to continue, if allegations are proven. However, based on the scenario provided, it is expected that there will be considerable challenges surfacing.

Here are the initial major steps:

Return the call of the President.

Ascertain responses to the relevant issues listed previously.

Vice President for Student Affairs should address preferred process for handling the two allegations from a student development model and discuss potential impacts/influences in how to handle.

Vice President for Student Affairs should meet with the Vice President for Development to ensure they are on the same page, with each other and the President.

Return calls from alumni, once the Vice President for Student Affairs, President, and Vice President for Development have a game plan.

Vice President should not share any information about the allegations; however, ensure the alumni know these issues are both organizational and individual, and that they will be handled according to university policies, procedures, and due process.

Review manner in which allegations involving hazing have been handled previously with Dean of Students and General Counsel.

Encourage the Dean of Students to run a comprehensive investigation, following university policies, procedures, and processes.

Review the recommendation from the Dean of Students as to the result of the investigation. Prior to finalizing the recommendation, consult with the General Counsel and President. The Dean of Students should issue all decisions regarding the investigations.

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Winners Circle- Persistence in Doctoral Programs: Latinas' Experiences in Higher Education

Rose Anna Santos, PH.D.
Texas A&M University

Winner of TACUSPA Research Grant

The purpose of this study was to examine and understand the experiences of Latina graduate students as they pursue, navigate, and persist in Ph.D. programs in higher education administration at five universities in Texas.

Because Latina graduate students incur many challenges culturally and academically throughout their higher education pursuits, the conceptual framework for this study included (a) persistence theory (Tinto, 1975, 1993), and (b) validation theory (Rendón-Linares & Muñoz, 2011). Each part of the conceptual framework is equally important when exploring issues concerning persistence of Latina doctoral students.

Criteria for eligible participants were (a) women who self-identify as Latina, Hispanic, or Chicana; (b) students enrolled in or recent graduates (within one or two years at the time of this study) of higher education administration doctoral programs at one of five universities; and (c) being at the doctoral candidacy stage or having graduated within the past two years (at the time of the study). Once I had determined one potential participant at each university by utilizing a gatekeeper (a faculty, staff, or student member of the program who aided in identifying the initial participant), I used the snowball technique to identify additional eligible participants (Merriam, 2002). I collected data through face-to-face, semistructured, open-ended interviews (60-90 minutes) followed by telephone interviews (no more than 30 minutes).

I used a constructivist grounded theory approach to data analysis. This approach involves researchers constructing theories and concepts from the viewpoint of the participants without necessarily resulting in the outcome of a theory (Corbin & Strauss, 2008). Charmaz (2006) noted, a “constructivist would emphasize eliciting the participant’s definitions of terms, situations, and events and try to tap his or her assumptions, implicit meanings, and tacit rules” (p. 32). According to Charmaz (2005), this approach places emphasis on the studied phenomenon rather than the methods of studying it.

Key themes emerged through analysis and I developed a conceptual model. The context of the pursuit of the doctorate served as the background of the model with the

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identified phenomenon being persistence to complete the dissertation. The starting factors, causal conditions, or the events that lead to the occurrence of the phenomenon (Strauss & Corbin, 1990) were determined as internal and external motivation and commitment to service that involved a responsibility to pay it forward to other students as future leaders in education. The categories of support from family, friends, and faculty members, and stress, resulting from the limited time to accomplish dissertation goals were found to be intervening conditions, or the variables that mediate or moderate the context (Strauss & Corbin). Strauss and Corbin defined action strategies as goal-oriented activities that participants choose in response to the phenomenon and intervening conditions. Action strategies discovered in this study were coping skills such as exercise and relaxation. The consequence—the intended and unintended results of the action strategies (Strauss and Corbin)—discovered in this study was achievement, which included progressing through the degree program, completing the dissertation, and graduating.

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In Review- Team Building Goes Virtual

Peggy C. Holzweiss, Ph.D.
Sam Houston State University

Conrad, R., & Donaldson, J. A. (2011). *Engaging the online learner: activities and resources for creative instruction* (2nd ed.). San Francisco, CA: Jossey-Bass.

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Those of us who work in higher education tend to love icebreakers and team building activities. They help us build connections and community that enhance our working relationships with each other and our students. However, our face-to-face interactions are decreasing as our use of technology increases. Many members of our campus community can't seem to live without e-mail, smartphones, Facebook, and Twitter. Even our daily business tasks seem to occur online. We answer questions, share information, and even "meet" via e-mail or some other electronic media.

If you lead your student or work groups in a virtual environment or you need to establish an online presence for your group, there are two resources used by the distance education world that can help you build community without leaving your computer. In *Engaging the Online Learner* (Conrad & Donaldson, 2011) and its follow-up companion *Continuing to Engage the Online Learner* (Conrad & Donaldson, 2012), the authors share a variety of activities that can be conducted in an online environment to help enhance relationships. The activities range from icebreakers to brainstorming to group activities that can be adapted to any topic.

For instance, one icebreaker recommended by the authors is a "Bucket List Word Cloud." Every member of the group creates a bucket list of things they would like to do in their lives. The group leader would then combine all of the lists and enter them into a free online tool such as Wordle or Tagxedo. The website would then provide a word cloud image that could be placed on a group webpage for all members to view.

Another icebreaker the authors highlight is called "This Is Your Life" and allows members to link to a song snippet, movie or TV clip, or a book website to represent their lives. These resources can be created on free sites such as Wikispaces or PBworks where all group members can enter their information and review what other members provided.

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While the main purpose of these books and similar ones in the distance education field is to promote online learning activities for virtual classrooms, the vast majority of these activities can be easily adapted for use by higher education administrators in their daily work with students and colleagues. So, if you find yourself needing to create virtual relationships for a group you are working with, tap into the wealth of knowledge being gathered by the distance education experts.