

Student Conduct Philosophy	Ethical Decision Making	The Conduct Process and philosopher guidebook
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## 2. APA Citation:

- Lancaster, J. M., & Waryold, D. M. (2008). Student conduct practice: The complete guide for student affairs professionals. Stylus Pub.

## 3. Goal of the chapter or book

The goal outlines the student conduct position and the role of student conduct in the field of higher education.

## 4. Main ideas

- “The fundamental purpose of student conduct work is to promote growth and development in students while protecting the interests of the larger campus community (Lancaster and Waryold, 8).
- Conduct officers must have a “willingness to stand at the intersection of conflicting value and emotions and, with fortitude, attempt to reconcile those differences through the application of a particular institution’s values and standards of conduct. Good practitioners find such conflict interesting and learn not to take such difference or conflict personally” (Fisher and Maatman, 26).
  - “Such a toleration of ambiguity and suspension of judgement requires intentionality in ensuring that an individual is treated with fairness, dignity, and respect, regardless of the alleged infraction or the outcome” (27).
- Quality interventions between faculty and staff who genuinely care about and show concern for students have major impacts on college students’ lives. Astin et al. (X) have all published countless articles showing that one of the single most important factors that promotes student persistence, degree completion, and satisfaction is their interactions with faculty/staff ( , pp. 35–36).
- “Family, friends, neighbors, religious organizations, clubs, communities, tribes, ethnicities, etc). “Engagement is the visible outcome of motivation, the natural capacity to direct energy in the pursuit of a goal. Our emotions influence our motivation. In turn, our emotions are socialized through culture—the deeply learned confluence of language, beliefs, values, and behaviors that pervades every aspect of our lives,” (Wlodkowski & Ginsberg, 1995):

## 5. Other sources I would like to look at:

The little book on Restorative Justice

Reframing campus conflict