Perceptions of Faculty on the Alignment of the Administration with the Institution's Mission

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Abstract

Society needs healthcare providers to treat and address patients ethically regardless of demographic or socioeconomic status. Healthcare providers develop their ethical codes or moral compasses early in their undergraduate education when they are health science students. Ethical behavior is not an inherent quality in individuals and must be taught, placing responsibility on academic administrators who control the ethical climate of their institutions. Academic administrators have the potential of influencing student ethical development and thus the future clinicians. The purpose of this basic qualitative study was to explore faculty perceptions of the educational administration's behavior toward students. The investigation also included faculty perceptions regarding administrators' use of stated principles in the institution's mission statement to guide their actions. Mission statements provide an academic institution's purpose and direction while illustrating its core values and providing guidelines for the behavior of administrators,

faculty, and staff. Faculty members' perceptions were used in this study because they would be the most knowledgeable of both the institution's mission statement and administrator behavior. The Social Learning Theory concepts of social modeling and moral disengagement were the theoretical basis of this proposed study's conceptual framework. This study used a basic qualitative approach because the investigation focused on faculty perceptions of academic administrator functioning. Participants were health science faculty in higher education of greater than one year employment at that institution and recruited through a national database. The National Athletic Trainers' Association (NATA) Qualtrics platform was the means of collecting data through email questionnaires and the analysis incorporated Quirkos software to identify themes.

Educational systems reflect their culture and emphasize societal values. Truth, fact, and honesty have all been highly valued in society and in institutions of higher learning (Gardner & Fischman, 2021). Academic institutions have often included the word "truth" or concepts of truth within their mission statements and some, such as Harvard University, within their school crest (Gardner & Fischman, 2021). The concept of truth has become more obtuse to find in contemporary society given how predominant individual perceptions of reality have pervaded global areas of information exchange such as social media and infomercials. While often a source of social change, academic institutions have a commitment to truth and integrity providing high educational standards and social responsibility (Mattar, 2022).

Accrediting agencies and their accreditation are a means that institutions can be assessed for their adherence to important ethical standards and professional criteria. Academic integrity is a major concern when academic institutions are being considered for accreditation and integrity must be maintained to continue this designation (Council for Higher Education Accreditation, 2022; Mattar, 2022;). The International Center for Academic Integrity was established in 1992 and is committed to what are considered the six values needed for academic integrity: "honesty, trust, fairness, respect, responsibility, and courage" (Academic Integrity, 2022, para. 1). Values that are considered important to our society and culture. These values should permeate all aspects of higher education and there needs to be accountability not only on the students and their behavior but also on the administrators and faculty as a means to ensure academic integrity (Academic Integrity, 2022; Mattar, 2022).

The Council for Higher Education Accreditation in the United States (U.S.) dictates that accredited institutions must follow accreditation standards and must provide public accountability to ensure transparency and document performance along integrity guidelines (Council for Higher Education Accreditation, 2022). Academic integrity needs to be continually assessed since academic communities are always in a state of flux with incoming students, faculty and staff driving the need for transparency (Johnson, 2008). Transparency through accreditation instills public confidence regarding the academic integrity of a given institution and provides an assessment tool to demonstrate compliance with standards.

Unfortunately, noncompliance exists with laws and ethical standards in our society. Academic integrity and educational ethics should promote the autonomy and independence of the entire academic community, yet violations can occur (Mattar, 2022). Educational dishonesty, or a breach of educational ethics, at an institution can occur in varying forms including criminal acts and plagiarism; however, a significant example is a violation of fiduciary duty toward their students (Mattar, 2022). A fiduciary responsibility means that the institution, and its representatives, have an established trust between them and the students requiring the commitment to act in good faith (Johnson, 2008). Faculty and administrators at an institution should focus on the student benefits in their actions and decisions.

Unethical practices at an academic institution often involve administrators and faculty leading to demoralization of students (Johnson, 2008). However, an institution's noncompliance to ethical standards is a threat to students and the entire academic community.

In a seminal document by Johnson (2008) about corruption in education, corrupt, or unethical behaviors are detrimental to the educational institution and its global community including faculty and students. Historically, educational corruption has taken many forms throughout the world including a law school

dean in the Ukraine that was convicted of bribery, a university in China that enrolled unqualified students and granted them fake degrees, professors at a Romanian university that posted the cost of course grades, and needed donations for students to receive admissions in different schools of higher education throughout the world (Johnson, 2008). Educational ethical issues have not just occurred outside our borders. In the U.S., several examples of educational corruption exist as well including a former college president convicted of embezzling millions from funds set aside for student financial assistance, financial aid directors for three universities found to be shareholders in a student loan company to which they referred students, and the recent admissions scandal where wealthy parents secured their children's admission into prestigious colleges through cheating on entrance exams and photoshopping their children in high level athletic competition (Diverse: Issues In Higher Education, 2007). Ethical corruption in education is a global problem.

The entire academic community is a representation of the institution, whether their behavior is good or bad. Leadership should embody the ideals of the institution since they are a prominent visualization of the organization. Administrators should regard their institution's mission statement as a philosophy that they should adopt and exhibit in their persona, actions, and decisions (Alegre et al., 2018; Toh et al., 2022). Ethical leadership is a requirement for an educational institution not only to set an example for faculty and students but also to provide unbiased consequences when violations occur (Johnson, 2008; Toh et al., 2022). Lack of leadership adherence to mission statement principles impacts the academic integrity, staff behavior/morale, and the institution's public identity (Johnson, 2008; Toh et al., 2022). Mission statements then provide a means to assess whether leadership is functioning with academic integrity and following ethical guidelines.

The problem is faculty perceptions about their students' ethical treatment by the institutional administration are unknown. Faculty perceptions are also unknown regarding administrators' use of stated principles in the institution's mission statement to guide their actions. Organizations have mission statements that provide the guidelines for ethical conduct and administrators, as institutional leadership, should be demonstrating moral behavior toward faculty, staff, and students. Some educational administrators may lack ethical practices toward their students and deviate from the institution's stated guidelines. Student's ethical education and socialization into a profession are introduced during their academic career (Buchanan et al., 2022; Fazendin et al., 2019; Shrestha et al., 2021).

Healthcare curriculums include fundamental ethics courses of beneficence, non-maleficence, autonomy, and justice (Fazendin et al., 2019). Identifying ethical problems and developing a moral compass is best developed as early as possible in any educational system (Shrestha et al., 2021). Ethical conscience then matures as the student becomes a young professional interacting with colleagues and observing professional behaviors (Alkathiri & Olson, 2019). Leadership skills of administrations affect work ethics of subordinates and influence the institutions ethical climate (Sakr et al., 2022). The emotional and psychosocial atmosphere experienced at an educational organization is directly related to whether students feel isolated or supported (Buchanan et al., 2022).

The early experiences of students in their academic institutions form the foundation of their future professional ethics; therefore, the academic integrity and ethics of the institution may ultimately influence the profession (Shrestha et al., 2021). The integrity and ethics of healthcare providers are extremely crucial given the need for patients to trust that their medical care will be kept confidential and will be in their best interest, and not that of the provider. Silveira Silva et al. (2022) found that nurses needed a strong educational base in bioethics and ethical functioning in healthcare because ethical dilemmas frequently occurred early in their hospital careers.

It is a necessity that ethics are upheld in education (Buchanan et al., 2022). Despite the need to instill ethical principles in their students by exhibiting established educational ethics, Singer and Krolik (2021) found a recent deviation from this at a university involving medical students. Administrators at this university used the institution's learning management system (LMS) to accuse medical students of cheating; however, this

LMS software was not equipped with the capability for plagiarism detection or "cheating" analytics (Singer & Krolik, 2021). The university administration was not supporting the students ethically and the faculty were the primary individuals to realize this and act as advocates for these students (Singer & Krolik, 2021).

An additional issue with the ethics of this situation was both students and faculty were unaware of the administration's use of the LMS for data analysis on cheating and making decisions about the students' academic careers (Singer & Krolik, 2021). Further investigation showed that while some students may have cheated, conditions were found where computers were not even in use when the LMS produced analytics (Singer & Krolik, 2021). The university gave the affected students less than a 48-hour window to respond to the allegations, did not give the specific data that was interpreted as cheating, and only gave students two minutes of oral response in online hearings (Singer & Krolik, 2021). The university faculty were instrumental in investigating and opposing the administration's position to suspend some of these students once they became aware of the situation (Singer & Krolik, 2021).

Compromises in educational ethics may be present in other academic institutions and there is an increased usage of technology in higher education without significant consideration to ethics compromises that may result (Buchanan et al., 2022). This research study proposed investigating ethical practices toward students by assessing faculty perceptions of the administration's functioning and applying the principles in their mission statement. A mission statement is a formal document that expresses an organization's character, and core values while also delineating its purpose and direction (Toh et al., 2022). Mission statements reveal an organization's ethics and moral compass and should influence administration decision-making and functioning (Cortés et al., 2022; Toh et al., 2022).

Research Questions

The purpose of this basic qualitative study was to explore faculty perceptions of the educational administration's behavior toward students. Investigation of the research also included faculty perceptions regarding administrators' use of stated principles in the institution's mission statement to guide their actions. The following research questions guided this basic qualitative study:

RQ1. What are health professions faculty perceptions about their student's ethical treatment by administration at their academic institution?

RQ2. What are health professions faculty perceptions of their academic institution's administrative compliance with their Mission Statement?

Review of the Literature

Conceptual Framework

The social learning theory was initially conceptualized by Bandura and illustrated in the classic social sciences experiment featuring the actions of children after they had witnessed different behaviors from adults (Bandura, 1977). People form and modify their own behaviors by observing the benefits and consequences to others because of their actions (Bandura, 1977). When students are not held responsible for their bullying behaviors, they often incite similar actions in those who were bullied. This behavior adoption or modification involves the social learning concept of social modeling where children model the behaviors around them (Bandura, 1977). Social modeling can also occur when higher education students observe how administrators function toward them and their fellow students.

Bandura et al. (1961) conducted a landmark study with different groups of children exposed to a visual experience that showed adult men and women exhibiting different behaviors toward a doll. This study found that children who observed aggressive behavior toward the doll demonstrated similarly directed aggressive behavior more than the control group, who saw no adult interaction with the doll, or the non-aggressive group, who observed gentle behavior (Bandura et al., 1961). Children that observed non-aggressive behavior demonstrated this passive behavior more than the control and aggression observation groups

(Bandura et al., 1961). The children learned and adopted the aggressive behavior they witnessed in adults similar to healthcare students integrating behaviors they see and experience from faculty and administrators. Ethical behaviors are learned initially by healthcare students during their academic instruction; upon graduation, healthcare professionals then further develop their moral or ethical compass within the constructs of their employment and colleague interactions (Sakr et al., 2022). Since a student's ethical foundation is built on their early education and experiences, these early experiences will cause them to model their future behavior, either ethically or unethically. Communities want and need their healthcare professionals to act with integrity and in an ethical manner but what is the effect on these providers when their previous academic institution treated them unfairly and with no regard for fundamental ethical concepts, especially those of informed consent and justice?

Good and ethical leadership behavior trickles down in an organization. Subordinates in various settings have improved performance and ethical behavior when they have perceived ethical leadership in their organization (Al Halbusi et al., 2021). Students are in dependent roles in their academic institutions, and the influence of administrators affects their education and future behavior. Students in academia are like employees in an organization because their leadership influences both groups well-being and contentment (Al Halbusi et al., 2021). When a workplace has organizational values that foster workplace spirituality or a culture that facilitates an employee's sense of being connected to the group, there is improved moral judgment, engagement, and ethical climate (Al Halbusi et al., 2021). This improved ethical climate, witnessed by employees, illustrates the social learning theory because increased helping and service behaviors are observed, which are critical qualities in healthcare providers (Bandura, 1977). When there is unethical behavior from an academic institution's leadership or administrators, this will also affect the general community but in a negative way especially if the administrators are morally disengaged and validate their behavior.

The social learning theory also can incorporate the concept of moral disengagement where individuals lose their ability to self-sanction about their own behaviors and find ways to validate what they did to avoid blame or guilt (Bandura, 2016). Individuals who are morally disengaged can convince themselves that their unethical actions were not unethical in this situation, and they are not responsible (Bandura, 2016). Morally engaged individuals will actively identify and correct unethical behaviors and take responsibility to ensure the morality of their organization (Cheng et al., 2022). Moral disengagement exists in many fields but presents a significant problem in healthcare because society needs these professionals to act with integrity and in an ethical manner.

Educational Ethics

Educational ethics are different from conventional ethical theory because these principles are strictly about education and students' plasticity (Forster et al., 2019). Students are not rigid or fixed in their thought processes; thus, education and educators, can profoundly change who a person is, what they care about, and their potential (Forster et al., 2019). The concept of ethics looks at the value of what is considered appropriate and moral behavior (Crowe, 2020). Educational ethics do not apply only to standard moral values but also the ethical significance of student reactions (Bates, 2019). Educational leadership, ethical leadership and social justice need to be present in all levels of education and institutional leadership needs to reflect this (Buchanan et al., 2022). For educational justice to be present, unfair and unethical practices must be identified to be remediated (Buchanan et al., 2022). For academic integrity to be maintained, educational ethics must be inherent in the educational community.

Institutional leaderships' responsibility for educational ethics occurs in the daily actions and judgments made by administrators and faculty members and these individuals need to be aware of the influence of their actions (Bates, 2019). Administrative leadership skills are a model for work ethics and establish the ethical climate (Sakr et al., 2022). In addition, academic administrators must provide ethical support to their faculty, especially with the retirement trend starting in the last decade of 2010, as well as to the students who rely on both groups of institutional staff for their success (Campbell et al., 2021). It is imperative that

these healthcare students learn what ethical behavior is from all facets of academic leadership so they can apply moral principles in the future regardless of what position they may hold. Student success in education is related to several factors. First, the academic environment must facilitate components of social-emotional learning including respect, trust, and patience (Duke & Tenuto, 2020). Students must also believe that the education is relevant to them and will be of value in the future (Duke & Tenuto, 2020). Lastly, students need to perceive that they have the educational ethic of autonomy and can make decisions about their own educational experience (Duke & Tenuto, 2020). Fostering students' sense of autonomy improves the development of many qualities needed in future healthcare providers (Allen et al., 2019). Increased autonomy is directly related to improved clinical critical thinking, confidence, and retaining learning objectives (Allen et al., 2019). Supporting students' autonomy development is also associated with improved psychological outlook and academic experience (Allen et al., 2019). Institutions have a direct influence on student autonomy and thus on future clinicians and patient care.

Contemporary Ethical Compromises in Academia

Educational systems should reflect their culture and emphasize societal values. Truth, fact, and honesty have all been highly valued in society and in institutions of higher learning (Duke & Tenuto, 2020). The International Center for Academic Integrity indicates that there are six values needed for academic integrity, which are "honesty, trust, fairness, respect, responsibility, and courage" (Academic Integrity, 2022; Mattar, 2022). Academic institutions must be committed to following the highest educational standards and recognize their social responsibility in their behavior (Mattar, 2022). Academic integrity and educational ethics should promote the autonomy and independence of the entire academic community, however, compromises can and have occurred (Mattar, 2022).

Educational corruption, or a breach of educational ethics, in academia can occur in varying forms, however, an important consideration is a violation of fiduciary duty toward their students (Mattar, 2022). The institution, with its representatives, has an established trust, or fiduciary responsibility, to the students requiring that the institution has committed to acting in good faith (Johnson, 2008). The student should be the beneficiary of the administrators' decisions and actions; the institution's representatives should not act in a self-serving manner. An institution's noncompliance to ethical standards threatens students and the entire academic community. Just as in society, academic standards, laws, and ethics are not always maintained.

Corruption, or unethical behaviors lead to the deterioration of the institution, faculty, students, and the community. There have been many forms of unethical behavior in academia both globally and in the United States, however, any form of educational corruption only serves to weaken an institution and its community (Johnson, 2008). International examples include law school deans convicted of bribery in Ukraine, unqualified students being given fake degrees in China, money posted and exchanged for grades in Romania, and admissions departments requiring "donations" to admit students (Johnson, 2008). Educational corruption is a worldwide problem affecting many students directly and indirectly.

Development of an Ethical Conscience

College students learn many things during their academic career and not just technical knowledge. Ethical education and socialization into a profession need to be introduced early in a student's academic career (Alkathiri & Olson, 2019; Shrestha et al., 2021). Neill and Weaver (2017) found that millennials have a primarily passive approach when it comes to ethics; while they do not feel competent to advise on ethics issues, they also do not foresee having to deal with ethical dilemmas during employment or have suggestions regarding resolving issues. When provided with several ethical exercises, millennials chose to avoid the situation rather than contributing to a solution (Neill & Weaver, 2017). This is unacceptable behavior for future clinicians who have a duty to ensure that patients are being treated fairly and ethically.

Recognizing ethical issues and building a moral compass is essential to develop early in any educational career path but especially for those going into healthcare (Neill & Weaver, 2017). After the student

graduates and becomes a young professional, this emerging ethical conscience matures through interactions with colleagues and observation of professional behaviors during employment, continuing education, and development opportunities like conferences (Alkathiri & Olson, 2019; Neill & Weaver, 2017). Developing an ethical conscience is dependent on early academic exposure to ethical behavior and the individual's moral growth through their subsequent observations and experiences.

Students taking health sciences in college, which is the group that the participants in this study referenced, generally have a goal of a career in a healthcare profession. The foundation of students' future professional ethics is based on early experiences at their academic institutions so the integrity and ethics of administrators can ultimately impact that profession (Buchanan et al., 2022; Shrestha et al., 2021). These same qualities of ethics and integrity are crucial in healthcare clinicians because patients need to trust that their medical care will be kept confidential, and that the provider will work for the patient's best interest and not self-interest. Healthcare providers need strong ethical foundations upon graduation since ethical dilemmas often occur early in their hospital careers (Gardner & Fischman, 2021). In addition, having a strong ethical foundation reduces the occurrence of ethical distress in new graduate healthcare providers if there is conflict in taking appropriate ethical action because of non-ethical factors such as organizational, societal, or resource constraints (Duke & Tenuto, 2020). The actions of academic administrators can have short- and long-term effects on their students.

Mission Statements

Mission statements are unique and should reflect the characteristics of that organization (Bayrak, 2020; Leggat & Holmes, 2015). For example, a religious academic institution's mission statement may include educating students following desired character traits and Christian values. In contrast, a public institution emphasizes providing quality education for all community members (Cortés et al., 2022). The focus of a mission statement for a hospital should include the provision of care, but there may be some additional concentrations depending on the hospital's designation (Leggat & Holmes, 2015). A private hospital may include fiscal responsibility within its mission statement, while a public hospital may provide care for all community members regardless of payment status (Leggat & Holmes, 2015). Every institution is unique, and its mission statement should reflect its originality and may evolve over time.

The primary focus of this research study was the mission statement of the institution although there may also be additional mission statements under the department and program that were not addressed in this investigation. Mission statements do not provide rigid directives on how every situation should be handled within the academic community. A mission statement provides an organization's moral compass and should affect administration decisions and functioning (Bayrak, 2020; Cortés et al., 2022). Several concepts should be included in a university mission statement consisting of the purpose of the institutions existence, belief system, guidelines for behavior, and strategy for goal completion (Cortés et al., 2022; Toh et al., 2022). General guidelines and strategies are provided in this document; thus, employees and administrators are familiar with the institution's established ethical ideals and performance expectations (Bayrak, 2020; Cortés et al., 2022; Leggat & Holmes, 2015).

Mission statements should be constructed with input from all members of the academic community to ensure that everyone's objectives and contributions are reflected in the written principles (Bayrak, 2020). An academic community is a team, similar to those playing a group sport like football; there is a different objective, however, every member has a role in the team's success. Mission statements that are comprehensive provide a framework for communication between administrators, faculty members, and staff and allow a means to anticipate and understand decisions made on behalf of the institution (Cortés et al., 2022). Hospital mission statements have also been found to improve organizational performance and response during crisis situations (Leggat & Holmes, 2015).

Institutions and organizations that utilize a mission statement philosophy demonstrate unity within all members of the academic community (Bayrak, 2020). Administrators who do not adhere to the principles in their mission statement have the potential to impact the institution's student/staff behavior, ethical

persona, and overall identity (Cortés et al., 2022; Leggat & Holmes, 2015; Toh et al., 2022). Reputations can be destroyed when members of the academic community do not live up to their ideals.

Higher Education Administration

The interactions between faculty members and student interactions are what allow information to be transferred into transformational knowledge, however, this could not occur in higher education without some framework. Academic administrators provide the framework for information exchange within the construct of the institution although some faculty have the perception that administrators are not as valuable to the academic community (Caldwell, 2022). Academic administrators have a generally large range of responsibilities including planning and implementing the institution's direction, developing curriculums, revenue generation or fund raising, developing faculty academic growth, and promoting a business plan (marketing) (Conway, 2022; Webber, 2016). These are general tasks that administrators are assigned although there may be some differences depending on the type and focus of the institution (Webber, 2016). A community college may have more emphasis on general courses and community education while another type of higher education like a university may focus on graduation rates within their colleges and administrators must consider this. A Christian institution may focus on spiritual development of the students as well as on course work. Colleges that include healthcare sciences should be particularly attentive to those ideals that future healthcare providers will need to demonstrate in future practice. Administrators must take the institution's mission statement and goals into consideration. For the ability to follow an organization's direction, administrators need a comprehensive mission statement, strong institutional principles, and objective to guide priorities (Webber, 2016). Good administrative leadership can support good utilization of the institutions' academic plan, however, a disconnect between the institution and administrators can sabotage their academic principles and mission statement (Webber, 2016). Modifications or compromises may need to occur if there is poor alignment between the two entities, or the administrator may need to leave if they cannot fit into the construct of the institution (Webber, 2016). This is similar to most employment situations if the employees and employers do not have the same goals and principles.

Research Design and Methodology

Participants

Twenty health science faculty members of more than one year employed at their institution voluntarily participated in this basic qualitative study. Solicitations for participation were sent out through the NATA distribution system directly to NATA members who identified themselves as faculty. The inclusion criteria for participants to participate in the research must have had greater than one year employment at their current institution. Participants were solicited using the distribution service through the National Athletic Trainers Association (NATA). This distribution list included NATA members from across the United States and the participant solicitation was nationwide. The sample was a nonprobability-based convenience sample from 1000 NATA members who indicated that they are educators at their institution.

Data Collection

A qualitative analysis of this study was done using a semi-structured questionnaire through the (NATA) Qualtrics platform to investigate faculty perceptions of administrator compliance with their institution's mission statement. The instrument as the data source for this qualitative study was a questionnaire written with demographic and in-depth perception questions, indicative of a basic qualitative design (Creswell & Creswell, 2018). A pilot test was conducted to assess implications of each question, question layout, duration to complete the questionnaire, and areas for improvement.

The alignment of this instrument to the research questions and the interview questions investigating faculty perceptions regarding administrator functioning toward students and application of mission statement guidelines are provided in Table 1:

Table 1

Alignment of Interview Questions to Research Questions regarding Academic Administrators' Ethical Functioning and the Application of Mission Statement Principles

Interview Questions	Research Questions
1. How familiar are you with your academic institution's mission statement?	**RQ2 or N/A**
2. Regarding your academic institution, please describe the ethical values reflected in their Mission Statement:	**RQ2**
3. Regarding your academic institution, please describe the ethical values from the Mission Statement that is demonstrated by academic administrators:	**RQ1**
4. Regarding your academic institution's Mission Statement, describe how this was a factor in determining your decision to accept a position at this institution:	**RQ2**
5. Regarding your academic institution, please explain how you feel the administration practices reflect ethical values towards students:	**RQ1**
6. Regarding your employment time at this academic institution, please describe how the administration's practices have changed towards students:	**RQ1**
7. Regarding your employment time at this academic institution, please describe how the administration's practices have changed towards students since the start of the COVID 19 pandemic:	**RQ1**
8. Regarding your academic institution, explain if you perceive that the administration, or policies, limits your ability to act ethically toward your students:	**RQ1/ RQ2**
9. Regarding your academic institution, if you feel the administration is not reflecting ethical values toward students, explain your concerns about supporting the students:	**RQ1**
10. Regarding your academic institution, if you feel the administration is not reflecting ethical values toward students, please describe how you can support the students:	**RQ1**

Data Analysis

The data collection occurred through Qualtrics, and the information acquired was then imported into the Quirkos data analysis software. The participant data was coded by hand and within the Quirkos software. Through the analysis process, four evolving themes, or codes, were identified regarding Research Question 1, investigating faculty perceptions about students' treatment by the administration. The themes identified were: Ethical Citizenship, Supporting and Valuing Students, Faith/Christianity, and No/Inconsistent Ethical Values. Subthemes were then determined, and participant sources with their institution designation are presented in Table 2.

Table 2

Themes, Subthemes, and Participants for Research Question 1

Theme	Subthemes	Participant #
Ethical Citizenship	Support community involvement Developing leaders Formulate a strategic plan/policies and procedures based on their institution's mission statement	4, 5, 7, 10, 12, 13, 14, 16, 20,
Supporting and Valuing Students	Diversity/Equity/Inclusiveness Quality education	1, 2, 3, 7, 8, 9, 16, 19, 20

	Transparent student fees Student focused decision making Fair and clear advertising Increased student resources	
Faith/Christianity	Value mind, body, spirit Service to students	1, 3, 5,
No/Inconsistent Ethical Values	Students treated unequally Failure to execute established policies Lowered academic standards Lack of quality educational experiences Lack of transparency	11, 12, 13, 16, 17, 18,

Through the analysis process, three evolving themes, or codes, were identified regarding Research Question 2, investigating faculty perceptions about administration compliance with their institutions' mission statement. The themes identified were: No Change, Positive Changes, and Adverse Changes. Subthemes were then determined, and participant sources with their institution designation are presented in Table 3. Both sets of themes or codes and subthemes will be discussed under their respective Research Question.

Table 3

Themes, Subthemes, and Participants for Research Question 2

Theme	Subthemes	Participant #
No Change		1, 3, 4, 15, 18,
Positive Changes	Increased support of students More student-centered Increased accommodations/allowances Increased resources for mental health/well-being	6, 9, 11, 13, 16, 19,
Adverse Changes	Increasing enrollment to the detriment of students and faculty Decreased student support (academic and services like mental health) Decreased educational programming/slow return to in-person learning Changing degree requirements Lowered academic requirements/standards More focus on financial/fiscal needs Decreased faculty support/greater faculty demands Administration disconnect with students and faculty	2, 5, 7, 8, 10, 12, 17, 19, 20

Research Question 1
What are health professions faculty perceptions about their student's ethical treatment by administration at their academic institution?

Perceptions of Ethical Values from the Mission Statement Demonstrated by Academic Administrators
For Research Question 1, faculty respondents had to reflect on the behavior of administrators and how their students have been treated. Participants also needed to consider if their behavior toward students was also possibly affected by their administrators. Respondents provided several ethical values from institution mission statements demonstrated by academic administrators. Ten participants across private, religious, and public institutions indicated ethical citizenship, a theme encompassing community involvement and developing leaders.

Ethical citizenship also included the subtheme of forming strategic plans based on the institution's mission statement. For example, one private school faculty member stressed that their administrators respect "The infinite worth of every individual and graduating persons of ability and conviction who draw upon their education and faith to lead principled, productive, and compassionate lives that improve the human condition." Diversity, Equity, and Inclusiveness (DEI) was a frequently stated ethical value and was present in statements by four respondents in public institutions. While DEI could be considered based on ethical citizenship, participants appeared to focus on both concepts separately with statements such as "There is a specific programming for students and faculty surrounding DEI" and "Our dean leads by example here…all our programs discuss humanistic care/health and include ethical citizenship."

Faith and Christianity was a theme expressed by six respondents in all three institution designations with statements of "Strong Christian faith is displayed openly and practiced consistently" and "They value mind, body, and spirit through Christ and in the Church providing service to students." Also included as ethical values demonstrated by administrators were caring, intellectual growth, lifelong learning, increasing educational programming, high teaching standards, and faculty support but only by one or two participants. Negative or adverse perceptions were provided by four participants in public institutions indicating the theme that there were no ethical values demonstrated by administrators or that values were inconsistently demonstrated. One faculty member stated, "Our institution is horrible at upholding any type of ethical standards. I am extremely disappointed by this institution's failure to protect the faculty and students." Another faculty member perceived that "Inclusion is not necessarily given as much thought as it should be; the administration doesn't always think through every decision through a lens of DEI." There were no negative or adverse comments from the private or religious faculty regarding ethical values demonstrated by administrators.

Perceptions of How Administration Practices Reflect Ethical Values Toward Students
The second study question related to Research Question 1 explained how the respondent perceived that administration practices reflected ethical values toward students. The majority of positive practices reflected in the respondents' comments on this question were on the theme of supporting and valuing students and supporting DEI and occurred in all three institutions designations, private, religious, and public. Supporting and valuing students was a value expressed by 12 respondents and included the subthemes of quality education, transparent student fees, student focused decision making, fair and clear advertising, and increased student resources. One public faculty member commented, "They have tried to keep costs down for students. They have helped some with assisting faculty appropriate resources to provide a good education for students." A private school faculty member stated, "Overall, I feel the University Administration is very ethical towards students in the way it advertises its programs and fees, disperses financial aid, provides a quality education for all students and provides multiple organizations programs and activities for every kind of student enrolled." This comment also provides input regarding the DEI value at this institution. Another public-school faculty member specified that "They added more counselors to the health center to support an increase in student needs."

The subtheme of DEI had value in administration practice that was perceived by five faculty included statements such as their administration "Supports a very diverse, 60+ percent diverse, student population which is largely first-generation college students," and "We do have DEI initiatives and there is discussion of how decisions affect the students." One public faculty member commented that "Policies and procedures are outlined; specific offices have been established to support academic integrity DEI." Another faculty member indicated DEI was present at their religious institution; however, there was a disclaimer in her statement, "Sincere effort toward improving DEI but driven by revenue and being risk adverse."

The final subtheme indicating ethical administration practices toward students and the theme of ethical citizenship was the concerted effort by administrators to formulate a strategic plan/policies and procedures based on their institution's mission statement. One respondent, representing the private setting, specifically noted, "Our strategic plan as a university is based on our mission statement." The second respondent to include this was from the public setting and commented, "Policies and procedures are outlined; specific offices have been established to support academic integrity and DEI." In addition, the same two faculty members indicated an organizational effort to provide guidelines beyond their mission statements to ensure ethical behavior by faculty and staff.

The responses to Question 2 were illuminating in that many respondents were able to provide examples of ethical administration practices toward students; however, the perceptions from faculty members in six public institutions perceived that administration practices did not reflect ethical practices or were inconsistent. For example, a faculty member with 2.5 years teaching at their institution stated, "I believe the institution has policies regarding ethical values towards students to say they have something, but they fail to fully execute those policies to actually protect all students." Another faculty member with 30 years of experience at their public institution wrote, "I believe our administration has good intentions, but they have continually made decisions that have significantly lowered academic standards and quality of educational experiences offered to students."

Negative comments indicating inconsistencies in ethical treatment by additional respondents included: "Some students are treated ethically whereas I would question other actions"; "Will say one thing and actually do another"; and "It depends on the administrator - some are student centered therefore looking out for the well-being of the student and some are administration centered making sure policies are upheld regardless of the situation, etc." A final respondent commented, "I think more transparency and communication would be helpful for students." Two participants from the public setting did not provide a specific answer to this question, with unclear responses such as "Very strongly" and "This is really hard to answer - they behave ethically."

Perceptions of How Administration Practices Have Changed Toward Students

The third study question related to Research Question 1 was for the participants to describe their perceptions of how the administration's practices have changed toward students during their employment. Five respondents representing all institutional settings indicated that there had been no change in how students were treated over their range of 2 to 23 years of employment. One faculty member from a private institution stated that their administrators "Continuously strive to give students a world-class VIP experience from a Christ-centered lens." Another private school faculty member indicated that practices have not changed but "Just more of a commitment to it at the graduate level due to changes in accreditation standards."

Participants in all three types of institutions provided positive and negative administration changes toward students; however, overall, there were more negative or adverse changes noted. The primary positive administrative practice change noted in all three settings by six respondents was more student focused. The increase in student focus consisted of being more student centered, increased accommodations for students, and resources for mental health and well-being. A public institution faculty member commented, "I think the majority of administrators are more student centered," and a private school participant stated, "They have been even more focused on student wellbeing." Faculty participants indicated that many of the student accommodations were to just retain enrollment and often to the detriment of the faculty. A faculty member

at a private institution for 12 years stated, "Because our enrollment is way down from previous years, the administration is so afraid of losing students and does everything it can to see it the students' way oftentimes at the demise of a faculty member's career." Student accommodations were also discussed in the following study question regarding Covid-19.

There were 15 negative or adverse administration practice changes toward students during the participants' employment that emerged. The majority of responses, four specifically, indicated a greater focus on enrollment numbers to the detriment of students and faculty. Three responses regarding this theme were from the public sector and one from the private sector. A public institution faculty member of 16 years stated, "I believe that over the years, they have looked to increase enrollment and add new programs but not add appropriate personnel (IT student support) to help with all the needs of the students." Another faculty member of 9 years commented that the "biggest change is due to low enrollment numbers, the faculty are asked to consistently monitor course enrollment which has resulted in dropping class sections which has impacted student life and school schedules." Finally, a faculty member with 30 years at the same public institution commented, "Admission standards have basically been eliminated. Poorly performing students are retained simply for [money/ enrollment reasons; degree requirements] are continuously altered. There are honestly no quality standards at this point. Taxpayers would be appalled."

Aligning with the focus on enrollment numbers, three participants from private and public settings indicated that the administrators focused more on financial and fiscal needs than student needs. For example, a public school faculty member of 19 years stated that the institution "Says student focused but mostly focused on bottom line." Another faculty member from a public institution commented that, "There is more emphasis on the business of the institution and the mission of the administration (which is focused on hybrid learning); something that a lot of our students aren't really that interested in."

Another negative theme regarding administrator practice changes toward students was decreased programming and student support. Six respondents representing all three institution designations provided themes of this occurrence at their school. A private school faculty member commented, "We have cut some programs to assure that we can still meet payroll and so we can continue to carry out our mission." Another faculty from a religious institution stated that their institution was now "Far behind (inadequate) in mental health and disability services and accessibility." Finally, as previously noted, a public school faculty member indicated that institutions were "Dropping class sections which has impacted student life/school schedules." The theme that emerged from these respondents was more focused on institutional success over student success.

Perceptions of How Administration Practices Have Changed Toward Students Since the Pandemic

The fourth study question related to Research Question 1 was for the participants to describe their perceptions of how the administration's practices have changed towards students since the start of the Covid-19 pandemic (March, 2020). Five respondents expressed no perceived change in administrator practices similar to the above question regarding the extended time frame of faculty member employment. A faculty member from a religious institution commented that, "Pandemic period care for students was consistent with the non-pandemic approach." One participant from a public institution was not sure if changes occurred because they joined the faculty after the pandemic had started.

Positive and negative themes emerged from participant responses in all three institutional designations, which were similar to the third study question aligned with Research Question 1. The primary positive administrator practice changes since the pandemic's start toward students were more student focused and accommodating, according to responses from six respondents from the private and public settings. A faculty member in a public institution commented that administrators "Have definitely tried to accommodate for all learning needs and financial needs of the students." A participant from a private institution noted that "With COVID, they have been even more focused on student wellbeing." There was also an implication from a faculty member in a private institution that student accommodations were at the expense of faculty;

this participant stated, "Since the pandemic, the administration makes all kinds of accommodations for students but expects more from the faculty for less (stopped contributing to the retirement accounts)." Similar to the third question, four respondents from public institutions indicated a subtheme of greater focus on enrollment numbers to the detriment of students and faculty. For example, a faculty member with 30 years of experience stated, "My institution was struggling with appointing high quality academic leaders before COVID-19. But since COVID-19, the pressure to recover enrollment has been intense." There were similar thoughts expressed by other public faculty, including "The focus is on low enrollment and getting in touch with students who need to register at all costs." In addition, there was the "Need to minimize attrition yet make decisions that are not in student interests." Another related theme that coincided with increasing enrollment in two participant responses was that administrators were mostly "Focused on the bottom line" and "More focused on fiscal needs than student needs."

Two other adverse practice subthemes that minimally emerged from this study were that students had less academic support, decreased programming, and decreased efforts to restore in-person learning. For example, one faculty participant noted that their religious institution "Lacks significantly in academic support," which is a detriment to student success. Likewise, one respondent stated in the public institution setting that "Efforts to get both student and even faculty re-engaged in quality in-person learning has been slow and minimally effective."

Perceptions of How Administration, or Policies, Limits Ability to Act Ethically

The fifth study question related to Research Question 1 was for the participants to explain their perceptions about the administration or policies that limited their ability to act ethically toward students. The results for this question were generally themed in three different ways, not limited, sometimes limited, and absolutely/definitely limited by administrators. Fifteen participants across all three designations expressed that administrators did not limit the faculty from acting ethically toward their students. All participants from religious institutions and three from private institutions stated that no limits were placed on them, with comments indicating that while no limits existed, "I will act ethically regardless." For example, a participant from a religious institution responded to this question with "No, quite the contrary. I am encouraged to act ethically at all times." Similarly, a faculty member from a public institution commented, "Institutions policies do not limit my ability to act ethically towards students."

Five respondents indicated that they were limited in their ability to act ethically by administrators or their policies. Three participants, all from public institutions, indicated that they were sometimes limited in acting ethically, especially when the faculty member was trying to enforce policies for academic dishonesty. A respondent stated, "I just think that there could be more actions that provide stronger support for my decisions (for example, our academic dishonesty policy is relatively weak and doesn't carry much weight, so there isn't much of a deterrent there even if I do report academic dishonesty)." An experienced faculty member of nine years at their public institution commented that "I needed to be more lenient in my own academic policies per the guidelines from administration… so students who would ordinarily be plenty successful with 3 Cs aren't put in a situation where they can't graduate, and my cohort numbers decrease." Two respondents, one each from a private institution and a public one, indicated they were limited in their ability to act ethically. The private school participant stated, "I think that the administration wants faculty to act in a specific way where the student is always right, which puts the faculty member in a no-win situation." The faculty member from the public institution commented, "It is very difficult to maintain course standards and expectations when you have students who, in some cases, have no prerequisite skills for learning." The faculty member further explained that her program requires graduates to pass a national board examination, but "In trying our best to prepare students to successfully challenge this exam has become very difficult. We have done reading comprehension tests and found many students enrolled have deficiencies in reading comprehension and basic math." This faculty member represents an institution where her perception in previous questions was that the administrators focused more on enrollment numbers since starting employment.

Concerns about Supporting Students if the Administration is not Reflecting Ethical Values

The sixth study question related to Research Question 1 was for the participants to explain their concerns about supporting students if the administration is not reflecting ethical values. Ten respondents had no concerns about supporting students across all three institutional designations regardless of administration ethics. One faculty member from a public institution indicated that when their administration did not meet the ethical values in their mission statement, it was "because of resources either logistical, human capacity, or financial." Still, the faculty member added, "I don't have concerns about me supporting the students." The remaining study participants described a theme of administrator disconnect with students and faculty, which was a cause of concern for them. This theme incorporated varying sub themes, such as administration following their own agenda, lack of faculty training and support, and lack of student support. An example of an administration enforcing its agenda and not necessarily the institution was demonstrated by comments from a public institution respondent that stated, "The institution has a policy to support students and a different board of governance for grievances. They then send out the complaints to a committee to review and decide on action and then submit a decision, which then the institution decides what the outcome is following that. The institution can make an outcome that is in line with the decision or different it's entirely up to them how they decide to do the outcome."

Another participant indicated their private institution had unbalanced priorities changing the ability of faculty to treat all students by stating, "The administration has made a lot of changes to appease a small number of students and in turn has alienated the majority of the students at the institution… This (concern) may be a reason enrollment has been decreasing too (students go to schools where their values are better reflected and supported)." A respondent from a public institution was concerned that "It appears some administrators are more cut and dry on policies instead of looking at the circumstances of the student and making a decision the is best for the student." Lack of administrator support of students was a faculty concern indicated by five faculty members representing all three designations. Comments from public institution faculty included, "I believe more student support is needed such as IT support, more counseling, and other student support" and "I think my main concern is just that there is a strategic plan in place and the administration is not very open to adjusting that plan even if an adjustment would be more beneficial to the students." A faculty member from a religious institution also reflected concern about deficiencies in student support with this statement, "Not much forgiveness or pathway for struggling students who have potential but struggle financially and some academically."

How Faculty Supports Students

The seventh study question related to Research Question 1 was for the participants to explain how they supported students even if the administration is not reflecting ethical values. Eleven respondents, including the 10 with no support concerns from the previous question, indicated that they would not change what they were doing; one respondent from a private institution specifically said, "Currently reflecting ethical values toward students well." Another private institution faculty member stated, "At the moment, I think I have what I need to support my students that are in front of me, and I think that aspect will continue. I work to reflect my own values as an educator who considers the whole students when making decisions." Respondents were able to provide some insight into their strategies to support students even if the administrators were not functioning ethically. A public school faculty member stated, "I spend more time educating about the institution and providing the transparency I wish was from administration." In contrast, another public school participant emphasized, "Just controlling what I can control."

Faculty respondents from all three institution designations indicated that they tried to provide more student support with attention to equity. For example, a participant of greater than 16 years at a public institution commented, "I have an open door policy that allows them to come to a safe place if needed to chat. I am trying to assist them in making the right choices." A religious faculty member with 23 years of employment at their university stated, "Always available and advocate for my students." A participant with 21 years of experience in their public institution emphasized, "I support the students by acting student centered, caring

for students, and being willing to help the students." A respondent from a public institution and almost three years of employment commented: "I continue to provide students with the moral support they need to continue their journeys at this institution... I also provide them with many mental health counseling resources." Two additional respondents from the public sector and greater than nine years of institution employment reflected that they provide "More support in class to encourage earning better grades" and "Equitable support to the students."

Research Question 2

What are health professions faculty perceptions of their academic institution's administrative compliance with their Mission Statement?

Faculty Familiarity with their Academic Institution's Mission Statement
The first study question related to Research Question 2 was to determine participant knowledge of their institution's mission statement. Research Question 2 required faculty to be sufficiently familiar with mission statement principles to have an opinion regarding whether their institutional administrators comply with the values or ethics stated. Respondents working in private and religious institutions all indicated that they were very familiar with their mission statements. In public institutions, five were very familiar, seven respondents were moderately familiar, and two were only slightly familiar, reflected by one statement, "I am aware of it."

Perceptions of the Ethical Values Reflected in their Mission Statement

The second study question related to Research Question 2 described the ethical values reflected in their institution's mission statement, and respondents provided several themes. Ethical citizenship was a predominant theme, with nine of the 20 participants indicating this emphasis in their respective mission statements. One respondent from a private institution and 13 years of experience expressed that their mission statement included "Graduates persons of ability and conviction who draw upon their education and faith to lead principled productive and compassionate lives that improve the human condition." Another respondent from a public institution with 16 years of experience in practice and 11 years at the institution wrote that the mission statement discussed "Practicing ethical citizenship in all aspects of the university life." A non-tenured faculty member with nine years at their public institution indicated the highlighted values in their mission statement were "Supporting the overall public good overall enrichment at every level (society, economy, and culture)."

Another theme frequently expressed by respondents was DEI, which was present in five submissions for this question about ethical values expressed in their mission statement. There were several references to inclusiveness, and a faculty member from a religious institution stated the ethical value of their mission statement included "Cultivating a diverse and collaborative environment." Four respondents also expressed the theme of faith and Christian values in private and religious institution settings. For example, a participant from a private school institution noted their mission statement purpose is to graduate "Persons of ability and conviction who draw upon their education and faith to lead principled productive and compassionate lives that improve the human condition." A religious institution faculty member wrote that they are at "A strong faith-based campus" and their mission statement is "very Christian Biblically-based." Additional frequent themes expressed in institutional mission statements were maximizing student potential (5/20) by public school faculty and collaborative environment by four respondents in all three institutional designations. Comments such as "dedicated to intellectual and personal growth" and the "development of the intellectual and personal qualities of students" indicated the value of maximizing student potential and "Cultivating a diverse and collaborative environment," and "Promote open exchange of ideas" stressed the value of collaboration. Minimally expressed values by two or fewer participants included valuing faculty, mind/body/spirit, and lifelong learning. Three respondents from public institutions only stated that their mission statements did not provide ethical values, with one statement saying, "Nothing about ethical values are reflected in the mission statement."

Perceptions of Mission Statement Influence in Decision Accepting Employment at This Institution

The third study question related to Research Question 2 was how did your institution's mission statement influence the decision to accept employment there? This question provided a perception of the mission statement's importance to sample faculty members. The mission statement had no preference or influence, with ten participants, nine from the public and one from the private. A public faculty member wrote, "I don't remember what it was when I was hired, but I honestly doubt it even crossed my mind." However, faculty from the two religious institutions in the sample indicated that their institution's mission statement was a moderately to very important influencer regarding their employment decision; one participant stated, "I fully embraced the mission statement when deciding to apply and accept a faculty position."

While the majority of faculty in the public institutions felt no influence by the mission statement, five faculty indicated the mission statement had some impact on their employment decision. For example, a faculty member at a public facility stated, "The vision, and mission generally align with my values, and thus I was interested in being a part of this institution." Faculty from private institutions expressed variable importance of the mission statement to their employment decision, although most of this group indicated it was of high importance. For example, one private school respondent noted the importance of the institution's Christian values implemented daily in teaching.

Perceptions of How Administration, or Policies, Limits Ability to Act Ethically

The fourth study question related to Research Question 2 was for the participants to explain their perceptions about the administration or policies that limited their ability to act ethically toward students, and analysis of this was previously addressed as the fifth study question related to Research Question 1. While Research Question 2 investigates the health professions faculty perceptions of their academic institution's administrative compliance with their mission statement, this study question gave insight into the effect of administrators on faculty compliance. This question produced three general themes of faculty being not limited, sometimes limited, and definitely limited in treating students ethically because of their administration. Fifteen participants across all three designations expressed that administrators did not limit the faculty from acting ethically toward their students. Three respondents indicated that they were sometimes limited in their ability to act ethically by administrators or their policies, especially when enforcing policies for academic dishonesty. Finally, two respondents suggested that they were limited in their ability to act ethically and were required to follow whatever the administration wanted, even if they disagreed.

Conclusion

The purpose of this research study was to discover faculty perceptions of the educational administration's behavior toward students and to explore faculty perceptions regarding administrators' use of mission statement principles to guide their actions. Health science faculty with greater than one year employment at their institution were chosen for inclusion in the study because they had the greatest potential for observation and understanding of administrator behavior and spent the most academic, interactive time with the target student population of future health care providers. Two research questions guided the data analysis with the comparison of themes or codes to the literature review in Chapter Two to achieve understanding of participants' experiences and perceptions. Future recommendations encompass broadening the scope of investigations to incorporate the perspectives of health science students regarding their treatment by administrators, and subsequently comparing these perceptions with those of faculty members. Additionally, it is essential to expand investigations to encompass the treatment of faculty and staff as perceived by various stakeholders. Moreover, it is advised to adopt a mixed methods research design that integrates both qualitative and quantitative approaches in order to examine this issue comprehensively. Educational administrators need to reflect ethical behavior and social justice at all levels of education because they influence the ethical climate of the institution (Sakr et al., 2022). An ethical culture is paramount in affecting community decisions and behavior (Sakr et al., 2022). The ethical impacts of

educational leadership had not been well researched, however, there is a responsibility of administrators and faculty to prepare students to be ethical in their future careers (Buchanan et al., 2022). For educational justice to be present, unfair, and immoral practices must be identified through ethical reflection so this behavior can be remediated (Toh et al., 2022). This study provided a means to ascertain if ethical problems exist in an academic institution by assessing institutional leadership's adherence to the guidelines in their mission statement.

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