Embedding a Culture of Honor and Ethics

PAE Meeting
January 23, 2020
Three Guiding Questions:

1. **Why** should WFU focus on honor and ethics in the future?

2. **What** ethical capacities and virtues will our students need in the future?

3. **How** can WFU promote and develop the most relevant capacities and virtues?
Discussion #1:

1. **Why** should WFU focus on honor and ethics in the future?
Discussion #1: Why?

- **Intrinsic Reasons**
  - The right thing to do

- **Instrumental Reasons**
  - Academic excellence and integrity
  - Community
  - Moral development in emerging adulthood
  - Preparation for citizenship and leadership
  - Professional development and preparation for career
  - Technology

- **Institutional Reasons**
  - History and tradition
  - Mission
  - Distinctiveness
  - Inevitability
Discussion #2:

1. **Why** should WFU focus on honor and ethics in the future?

2. **What** ethical capacities and virtues will our students need in the future?
Discussion #2: What?

- Possible Capacities
  - Ethical self-awareness
  - Ethical perception
  - Ethical inquiry and understanding
  - Ethical reasoning, deliberation, and decision-making
  - Ethical agency and action
  - Ethical motivation
  - Ethical character
  - Lifelong ethical development
  - Engagement with ethical diversity and disagreement
  - Ethical use of technology and consumption of data
Discussion #2: What?

- Possible Virtues
  - Purpose (vocation)
  - Justice (fairness)
  - Inclusiveness (respect)
  - Honesty (integrity)
  - Empathy (compassion)
  - Generosity (benevolence)
  - Kindness (love, charity)
  - Gratitude (appreciation)
  - Trust

- Temperance (self-regulation)
- Humility
- Patience
- Courage (bravery)
- Resilience (perseverance)
- Hope
- Wisdom
Discussion #3:

1. **Why** should WFU focus on honor and ethics in the future?

2. **What** ethical capacities and virtues will our students need in the future?

3. **How** can WFU promote and develop the most relevant capacities and virtues?
Discussion #3: How?

- **Curriculum Development**
  - Ethics requirement for stand-alone courses
    - Professional Schools
    - College – CCRC proposal (AACU and peer/aspirational schools)
  - Embedded throughout courses across disciplines/schools
  - Course development grants/workshops?
  - Academic advising and mentoring
  - Lifelong learning/continuing education
  - Alumni and parents
  - Research and learning science
Discussion #3: How?

• Co-Curricular Engagement
  • Specialized programming, events, and conferences
    • Honor and Ethics Councils
    • Allegacy Center for Leadership and Character
    • Center for Bioethics, Health, and Society
    • Program for Leadership and Character
    • New centers/programs? AI Ethics?
  • Collaborations with relevant offices
    • Office of Diversity and Inclusion
    • Office of Civic and Community Engagement
    • Chaplain’s Office
    • Office of Sustainability
    • Office of Personal and Career Development/Career Development in Professional Schools
    • Residential Life
  • Student activities and organizations
Discussion #3: How?

- **Institutional Culture**
  - Honor Code and culture
    - Aspirational, not simply focused on compliance or deterrence
    - Education-centered, not simply punitive
    - Student engagement
  - Ceremonies and rituals
    - Opening convocation/honor code signing
  - Prioritization in internal and external communications
    - Institutional Identity
    - Expectations and norms for faculty, staff, and students
    - Orientation
    - Admissions
    - Advancement/Alumni Engagement
  - Role-modelling
  - Architecture/space