



*The Kenan Institute for Ethics:
Making Ethics a Cornerstone
of the Duke Experience*

Five-Year Strategic Plan
2006-2011

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Making Ethics a Cornerstone of the Duke Experience

I. EXECUTIVE SUMMARY

This document sets out a plan to *deepen* and *broaden* the Institute's work to promote ethical engagement across and beyond the university. Our aim is to make ethics a cornerstone of the Duke experience and to strengthen Duke's emerging reputation as a model among research universities in its commitment to interdisciplinary ethics research, teaching, and practice.

As technology and globalization magnify the effects of human choices in the 21st century, perennial ethical questions about justice, virtue, and the individual and collective good have taken on even greater urgency, as evidenced by debates over issues such as biotechnology, global health, international justice, and environmental regulation. We need people in all walks of life who are ethically reflective, curious, courageous, and thoughtful. This requires institutions of higher learning to be attentive to the ethical dimensions of teaching, research, and campus life, and to be actively engaged in efforts to confront the moral challenges of our age.

A focus on ethics is integral to Duke's strategic priorities. The university's goals of "enhancing the coherence of the undergraduate experience" and of promoting "knowledge in the service of society" require us to reflect on the core values and purposes of our shared enterprise of creating and transmitting knowledge – to ask, and to help our students ask, what knowledge is good for and what goods are worth pursuing. Given the inherent interdisciplinarity of ethics, a university-wide ethics initiative is a powerful way to strengthen Duke's identity as a center for interdisciplinary innovation. Ethics also plays a prominent role in the Arts & Sciences Strategic Plan, with its emphasis on "individual and collective ethical behavior," as well as in the Pratt School's commitment to strengthening ethics education across the undergraduate and graduate engineering curriculum.

KIE's Goals & Strategic Opportunities

The Kenan Institute for Ethics (KIE) is uniquely positioned to lead Duke's efforts to aim high by making ethics a cornerstone. KIE has already had a significant impact both at Duke and beyond as an ethics "think and do tank" and has served the university in many ways as a consultant, facilitator, and convener for ethics-related activities across the curriculum and in campus life. More recently, in accordance with its 2003 Strategic Plan, KIE has strengthened faculty engagement in its work and has begun developing a scholarly research agenda, launching three interdisciplinary research initiatives on "good and evil," "debating moral education," and "changing institutional cultures," the first two of which are nearing completion as edited volumes. We have also expanded our efforts to promote ethics across the Duke curriculum and in our business and K-12 initiatives. This Strategic Plan seeks to take the Institute to a new level by focusing on four goals:

Goal #1: Leadership

- To make Duke a national model by leading an integrated, university-wide initiative to promote ethics in research, teaching, and practice.

Goal #2: Research & Scholarship

- To make the Kenan Institute for Ethics an internationally recognized center for innovative, interdisciplinary research in three areas: organizational ethics, moral education & development, and civic & global ethics, with particular emphasis on scholarship that bridges theory and practical application.

Goal #3: Teaching & Practice

- To shape an institutional culture at Duke that promotes ethical reflection, deliberation, and commitment through expanded opportunities across the curriculum and in campus life.
- To develop and provide innovative resources for promoting ethics in K-12, higher education, and business.

Goal #4: Evaluation

- To develop approaches to evaluating and improving ethics teaching and practice that set clear benchmarks grounded in research while respecting the complexity of moral development, organizational change, and civic engagement.

In the course of our strategic planning process, we have identified three key strategic opportunities that the Institute must seize in order to reach these goals. The Institute must (1) establish a focused intellectual agenda, (2) develop a strategic effort to infuse ethics into campus life, and (3) formalize its university-wide leadership role in service to ethics at Duke.

[1] Focusing KIE's Intellectual Agenda

This Plan establishes a core intellectual agenda for the Institute focused on three themes: **Organizational Ethics, Moral Education & Development**, and **Civic & Global Ethics**. These themes reflect existing scholarly and practical strengths within KIE and elsewhere at Duke. Each represents an important area for interdisciplinary ethics scholarship, particularly scholarship that pursues research and practical application in tandem, with each shaping and providing critical perspective on the other. The three themes also overlap, creating multiple opportunities for synergy among KIE research projects. All three help us to understand and address the fundamental questions of individual and collective ethical life that frame KIE's work: What is an ethical life? How do organizations and institutions nurture or impede people's ability to lead more ethical lives? And what mechanisms advance or hinder broad-scale change in the ethical cultures of institutions?

Organizational ethics seeks to understand what constitutes an organization's culture, how ethical cultures have changed over time, and how different factors – such as individual leadership, popular mobilization, or government regulation – can improve or corrupt an organization's ethical climate.

Moral education and development examines the means and ends of ethical learning across the life cycle, how critical transitions shape character, moral reasoning, and moral imagination, and what lessons educators can draw from the answers to these questions.

Civic and global ethics seeks to address some of the key ethical challenges of our relationships within and across political and cultural communities. These include debates over human rights at home and abroad, over nationalism and cosmopolitanism, and over how to define and balance our obligations of justice and care to fellow citizens, immigrants, human beings across the globe, and the injustices of the past.

The strategies and tasks outlined in this Plan will build the Institute's capacity to bridge research, teaching, practice, and evaluation across these three thematic areas. They include:

- Expanding Duke's ethics faculty through a cluster of new jointly appointed positions within the Institute
- Creating an interdisciplinary "vertical integration team" of faculty fellows, post-docs, graduate students, and undergraduates around each theme

[2] Infusing Ethics into Campus Life

For ethics to be a cornerstone of the Duke experience, it must be infused in the fabric of campus life. Every community has an ethos, a way of life comprised of beliefs, practices, rules and common purposes. In recent years Duke has become a national leader in its efforts to incorporate ethics into the undergraduate curriculum and to promote academic integrity. Now it has an opportunity to address the informal culture of campus life: what we communicate to students about who we are, what we stand for, and who we expect and want them to be, in everything from campus tours to dorm rules to graduation ceremonies.

This Plan commits the Institute, in collaboration with others at Duke, to a broad strategic effort to infuse ethics into campus culture, especially into undergraduate life. KIE has engaged in a wide range of activities in campus life over the years, especially in the area of academic integrity. Now we are committed to developing a more comprehensive approach. This effort has strong support from the KIE Faculty Council and is closely linked to the Institute's intellectual agenda, since it examines the university's own organizational culture and its effects on the moral and civic development of its students. It is integrally linked to the university's commitment to enhance the coherence of the undergraduate experience, cultivate a robust culture of intellectual discourse, and promote knowledge in the service of society. It is also aligned with the report submitted by the Provost's Working Group on Ethics, which recommended an effort focused on "campus culture and the undergraduate experience," as well as with a recent decision by Student Affairs to focus on character development as a strategic priority.

Several key questions will shape KIE's efforts, including:

- To what extent is Duke helping students develop skills of personal reflection and collective deliberation about ethical and civic issues? How can we expand or enhance existing opportunities to engage a broader cross-section of Duke students?
- What tools and resources can Duke provide to help students:
 - balance the “relentless questioning of assumptions” with opportunities to make meaningful commitments to people, places, and principles?
 - link learning and vocation and think deeply about their social, civic, and global responsibilities?
 - resist troubling elements of undergraduate life, including fragmentation, competitiveness, narrow careerism, loneliness, and behaviors such as tailgating, binge drinking, and “hooking up”?

We outline two strategies for infusing ethics into campus life:

(1) A **Task Force on Undergraduate Campus Ethos**, jointly led by KIE and Student Affairs and composed of students, faculty, staff, and alumni. Its charge would be to assess the norms, values, and ideals communicated to students by Duke's current ethos, to articulate goals and benchmarks for strengthening the climate for moral and civic engagement, and to develop policy proposals and programming initiatives designed to reach a broad cross-section of Duke students.

(2) A cluster of **new KIE programming initiatives** designed to promote ethical reflection, deliberation, and commitment and to establish the Institute as a vibrant resource for ethics-related activities for undergraduates. Potential projects include regular monthly or biweekly events such as Kenan Roundtables, internal Kenan Lectures featuring Duke faculty, and a “Cinethics” series of movie screenings and discussions, as well as “cross-cohort” activities specifically designed to bring together students involved in a variety of curricular and co-curricular programs, such as the undergraduate ethics certificate, research service-learning, the Robertson Scholars program, the American Values project, and the Honor Council.

[3] Formalizing KIE's Leadership Role in Service to Ethics at Duke

Making ethics a cornerstone of the Duke experience will require leadership and coordination of ethics activities across the university. We propose that KIE serve as a university-wide ethics convener through the creation of a formal body such as a Provost's Council on Ethics. A similar idea was proposed by the Provost's Working Group on Ethics, which recommended the establishment of a longer-term ethics group charged with strategic planning and implementation. The Council would enable Duke to position itself as a national leader in integrating ethics-related activities across campus, while maintaining a model of “locally owned and operated” ethics initiatives led by faculty and staff who are highly respected in their field. It would build on and strengthen the university's existing culture of informal collaboration across ethics units and on the many ways KIE has served as a consultant, facilitator, and convener for ethics-related activities in the past.

We envision this Council as comprised of senior administrators, heads of ethics centers and institutes, ethics faculty, and staff with major responsibilities in ethics research, training, or oversight. It would be chaired by the KIE Director and would include the KIE Associate Director and representatives from the KIE Faculty Council. The full Council would meet periodically (perhaps once a semester) to assess progress on strategic goals. The main work of the Council would be done in subgroups, coordinated by KIE, charged with specific tasks linked to university strategic priorities. The membership of subgroups would include Council representatives and other faculty, staff, or students as appropriate to the group's mission and work. For this strategic planning cycle, we propose four subgroups with the following tasks:

1. The **Faculty Recruitment** group would coordinate ethics-related hires across the university, facilitating information-sharing, collaborative fundraising, and cluster-recruitment efforts and enhancing Duke's ability to attract top-quality candidates.
2. The **Faculty Development** group would create a stronger faculty learning community in ethics at Duke, developing and offering opportunities and resources for scholarly engagement, collaborative research, and education and training.
3. The **Research Ethics** group would take inventory of Duke's education and training in responsible conduct of research (identifying overlaps, gaps, benchmarks, and best practices) and offer recommendations to the Provost for ways to better integrate, coordinate, and deepen Duke's commitment to this crucial aspect of ethics education in the modern research university.
4. The **Task Force on Undergraduate Campus Ethos** would be charged with developing a strategic effort to infuse ethics into campus life and culture as described above on page 4.

II. KIE'S MISSION AND HISTORY

The Kenan Institute for Ethics is well-suited to play a leadership role in making ethics a cornerstone of the Duke experience. From its beginnings in 1995, the Institute has grown into one of the most active and respected ethics centers in the country. A university-wide initiative housed under the Provost's Office, the Institute is inherently a cross-cutting institution at Duke. It does not have a particular disciplinary or professional base, but is instead intended to ensure that Duke has a "home" for ethics, and that ethical inquiry is integrated into research, teaching, practice, and community outreach throughout the University. We strongly believe that ethics initiatives across the university must be "locally owned and operated" and led by faculty and

staff who are respected by colleagues in their field. Our role is to serve as a "horizontal" unit that connects departments, schools, and other institutes and centers, many of which are more "vertically" organized into disciplines, fields, or professions.

The Kenan Institute for Ethics began as the Kenan Ethics Program in the fall of 1995 with a five-year grant from the William R. Kenan, Jr. Fund for Ethics. Its founding document, drafted in September 1995, states:

The Program in Ethics will reach broadly through the university and beyond, providing not only formal teaching but occasions for ethical practice, not only reasonable intellectual constructs but opportunities for commitment, not only the transmission of received principles but also the encouragement of ethical innovation in the face of new moral challenges posed by a rapidly changing environment.

Mission Statement
<p>The Kenan Institute for Ethics is a university-wide initiative at Duke University that supports the study and teaching of ethics and promotes moral reflection and commitment in personal, professional, community, and civic life.</p> <p>Our work is guided by the conviction that universities have a responsibility to prepare students for lives of personal integrity and reflective citizenship by nurturing their capacities for critical thinking, compassion, courage, and their concern for justice.</p> <p>Our goals are:</p> <ul style="list-style-type: none">To create and sustain a strong focus on ethics at Duke University in teaching, training, research, and everyday life, encouraging ethical inquiry across the curriculum and moral reflection about campus practices and policies;To support creative innovation in the teaching of ethics at all levels, from K-12 through university, with particular attention to approaches that not only strengthen critical reflection, but also enrich moral imagination and inspire personal integrity and civic engagement;To develop university-community partnerships and institutional collaborations that address ethical challenges of public concern within and across communities.

...At Duke we envision ...a program that permeates the life of the University, from undergraduate to graduate and professional schools, faculty, staff and employees. Equally important, the emphasis of the Trust upon the extension of ethical study and application into the general life of the nearby community and the nation represents a special opportunity. To reach beyond Duke University will allow us not only to make a valuable contribution to our society but to enrich the University as well.

At Duke, KIE played a leading role in the university's strengthened focus on academic integrity (including a new honor code and code signing ceremony), the new two-course Ethical Inquiry requirement for undergraduates, the implementation of a research ethics requirement for all

Ph.D. students (a national first), the creation of the IGSP's Center for Genome Ethics, Law, and Policy, and the launch of *Scholarship with a Civic Mission*, a research service-learning initiative that has grown from 32 to over 500 students in three years. Recently it has launched or supported three faculty research initiatives: a book project, *Naming Evil, Judging Evil*, edited by Ruth Grant; a book project, *Debating Moral Education*, edited by Elizabeth Kiss and Peter Euben; and a new initiative, *Changing Institutional Cultures*, led by Noah Pickus.

Beyond Duke, the Institute has supported the infusion of ethics in K-12 education through four national conferences, a statewide awards program, and a character education program, *Middle School Visions*, currently being piloted in five schools. It has promoted academic integrity nationally and internationally by providing an institutional home and programmatic leadership to the Center for Academic Integrity, a unique organization with members in eight countries. And it has developed a business ethics initiative, *Ethics at Work*, that helps companies improve their ethical culture, as well as a variety of activities focused on conceptualizing and promoting moral leadership in diverse democratic societies. (For a more detailed inventory of KIE accomplishments please see Appendix 3.)

In crafting this Strategic Plan, we have had an opportunity to revisit our mission, to reflect on the meaning of ethics, and to sharpen KIE's priorities and distinctive role in promoting "the study and teaching of ethics" and "moral reflection, deliberation, and commitment in personal, professional, community, and civic life."

III. WHAT IS ETHICS?

Ethical inquiry centers on a set of questions and answers about how we should live and treat one another, about what's good, right, admirable, or fair. Ordinary people engage in ethics whenever they wonder or argue about how to act, what lives to emulate or honor, which obligations to embrace or ideals to pursue. Ethics is also a collective phenomenon. Every human community has an ethos, a way of life comprised of beliefs, practices, written and unwritten rules, and common purposes that define the ethical responsibilities of its members to one another and to outsiders. The term "ethics" thus bridges at least two deep and persistent dualities: the duality between individual and social ethics and the duality between ethics understood as the systematic encapsulation of an existing ethos and ethics as critique. When we say "ethics" at KIE, we mean it in all of these senses.

Several broad patterns emerge from the history of ethical thought and practice across communities, cultures, and religions. Many communities have developed visions of individual and collective virtue. We have such diverse and richly articulated ideals of the good life and the just community as Greek *arête*, Christian humility, and a classless, colorblind society. Similarly, many traditions of ethical thought offer principles for moral decision-making. The remarkable ubiquity of the Golden Rule as a guide to moral action in sources ranging from the Mahabharata and the Confucian *Analects* to the Talmud and the New Testament exemplifies this cross-cultural focus on moral reasoning. Finally, argument itself is a widespread feature of ethical life. While societies vary widely in the degree to which they encourage or tolerate conscious reflection or open debate on "how we ought to live," even highly traditional communities have a class of sages or priests whose arguments over these questions shape the community's *ethos* over time.

Ethics is thus different from academic fields that are solely the province of experts: it is something that ordinary people “do,” sometimes extraordinarily well. Part of KIE’s mission, in our activities both on and off campus, is to create opportunities and resources for such everyday ethical engagement.

Ethics as an Academic Field

Ethics is also, however, an academic field, an arena of teaching and research, and KIE is committed to promoting excellent and imaginative scholarly work in ethics at Duke and beyond. The field of ethics has re-emerged in the past twenty-five years following a period of marginalization in the twentieth century academy. To understand what constitutes the field of ethics today, it’s helpful to consider this history of its decline and re-emergence.

Until the turn of the twentieth century, the teaching of ethics occupied a central place within higher education, as shown, for instance, by the capstone courses in ethics, often taught by the president, that were a graduation requirement at many colleges. Then, a variety of social, intellectual, and institutional trends moved ethics to the periphery of academic concern. These included the rise of the ideal of “value-free” inquiry in the social sciences; the increasing secularization of intellectual life; the development of a more specialized and research-focused professoriate; the decline of interest in normative ethics that accompanied the rise of analytical philosophy; and growing suspicion about the status of ethical claims fueled by otherwise disparate intellectual movements, such as logical positivism, behaviorism, and post-modernism, whose adherents argued that moral language was a mask for subjective preferences or forms of social control.

Resurgence of academic interest in ethics began in the 1960s and 1970s when public debate over civil rights, feminism, war, medicine, and democracy led to an explosion of interest in applied or practical ethics in the professions, policy studies, and natural sciences. Since then, we have seen a “turn to ethics”¹ in many disciplines across the curriculum. Duke’s decision in 2000 to introduce a two-course Ethical Inquiry requirement is a reflection of this trend, as is the explosion in the number of ethics centers and programs across the country.

What constitutes ethics as an academic field today? As with many other disciplines and fields, there is considerable debate over this question. At KIE, we conceive of ethics as an inherently cross-disciplinary and contested enterprise, but not an unbounded one. Ethics teaching and research takes a number of distinct forms or approaches. An understanding of the full range of these approaches, and of the synergies and debates among them, is important for students and scholars of ethics, and we encourage research and teaching that engages multiple approaches as well as thoughtful debates over the meaning and value of the term “ethics” itself. Here are three distinct approaches to ethics research and teaching that help define the field today:

¹ We borrow the phrase from Marjorie Garber, Beatrice Hanssen, and Rebecca L. Walkowitz, eds., *The Turn to Ethics* (New York: Routledge, 2000).

1. Systematic Moral Theories: At the core of the field of ethics are systematic reflections on such central ethical questions as good and evil, virtue and vice, justice and injustice, the nature of moral inquiry or knowledge, and individual and public welfare. This core is most deeply rooted within the disciplines of philosophy and theology. But it can also be pursued in political theory, literature, psychology, and law. Systematic moral theories provide a set of frameworks that any serious student of ethics needs to be familiar with. For example, Aristotle's account of virtue, Kant's categorical imperative, and the utilitarian calculus are important tools for any scholar of ethics, including one who wishes to question their value or validity. At the same time, the field of ethics cannot be limited to systematic moral theory, which is enriched and deepened by other approaches, tools, methods, and contexts.

2. Critical and Empirical Ethics: An important source of such "deepening" in the field of ethics comes from critical and empirical inquiry into what shapes ethical norms, behaviors, and discourses. Disciplines as diverse as psychology, evolutionary biology, sociology, anthropology, history, religion, and literature provide tools for this task. The biological or psychological origins of ethical judgment, the relationship between social power and dominant modes of ethical thought, the structure and social effects of ethical discourse, the influence of character on individual action, the causes of moral catastrophes like genocide, and the effect of ethical norms on organizational behavior are among the many fruitful questions explored by scholars who pursue various forms of critical and empirical ethics. For some, this scholarship takes systematic moral theory as its starting point and seeks to understand its underpinnings or effects, whereas for others, it is animated by (or leads to) skepticism about the legitimacy or relevance of moral theories.

3. Practical Ethics: This approach, the primary legacy of the late twentieth century "turn to ethics," is one of the most vibrant areas of ethics research and teaching. Scholars of practical ethics explore the ethical issues and challenges faced within particular professional, political, or policy contexts. Major examples include bioethics, media ethics, legal ethics, and engineering ethics, each of which has become a defined sub-field. The ethics of war and violence, environmental protection, human rights, race relations, immigration and citizenship, animal rights, education and welfare policy, and criminal justice are other examples. As these suggest, practical ethics often addresses questions of great urgency in a world where technology and globalization magnify the power and effects of human decisions and actions. In isolation, however, practical ethics can become excessively particularized, turning into a series of discrete "ethics and" areas of teaching and research with little linkage to one another or to systematic or critical/empirical ethics. At its best, it is genuinely interdisciplinary and diverse in its methods, drawing on the insights of both theorists and practitioners and employing multiple approaches, including questions of institutional design, political process, incentives, and voice.

An important subset of practical ethics, of special significance within the academy, is *Academic Ethics*. It focuses on the ethical issues raised by academic research and includes topics such as the protection of human and animal research subjects; academic integrity, plagiarism, and authorship; the ethics of textual interpretation; and the broader social or political responsibilities of scientists, historians, engineers, anthropologists, and other scholars. Academic Ethics also encompasses questions about the ethics of teaching, such as debates over whether faculty should model moral commitments or strive to be "neutral," as well as over

which teaching methods are most effective at promoting ethical reflection, commitment, and development.

Each of these three approaches brings something distinctive to the field of ethics, and a university-wide commitment to ethics requires us to strengthen all three, as well as to foster fruitful collaborations, conversations, and debates among them. Bridging these approaches in ethics teaching and research will both foster capacities for reflection, moral imagination, and a deep and rigorous understanding of moral issues, and play an immensely important role in Duke's vision of putting knowledge in the service of society. At the same time, we must avoid fostering a situation where students and faculty can speak eloquently to every side of an issue but are committed to none. The relationships between intellect and ethics and between ethical critique and commitment are complicated, and ethics scholars need to be mindful of the pitfalls of arms-length claims of moral "expertise." This is one reason why it is so important for KIE and Duke to engage with ethical issues in the university's own life and practice.

Ethics in University Life

We are concerned both with ethics as a subject of study and with ethics as a set of norms and practices governing relations within the university. A strategic plan for ethics at Duke is thus different, and broader, than an initiative in Global Health or Mind and Brain, for example. Such a plan must necessarily focus on the entire fabric of the university, on who we are as a community, on what our responsibilities are, and so forth. Every community has an ethos: a way of life comprised of beliefs, practices, rules and common purposes. Because Duke is a university, it has a particular ethos shaped by its purpose as a community dedicated to inquiry and education. Taking ethics seriously requires us to reflect on what we communicate to students about the ethos of the university – about who we are and what we stand for, and who we expect and want them to be – in everything we do from campus tours to admissions brochures to graduation ceremonies. This is especially important because the undergraduate and graduate/professional school years are an intensely formative period when core beliefs are questioned, ambitions redefined, and new habits formed.²

Our goal is to shape an institutional culture that promotes the kind of ethical reflection, deliberation, and commitment that is appropriate to a modern university. Duke should be a place in which students and faculty are simultaneously made uncomfortable by the relentless questioning of assumptions and the difficulty of coming to a fixed position, while also experiencing what it means to make meaningful commitments to people, places, and principles. It is our firm conviction that this lived aspect of ethics education during the college years is a crucial element of preparation for leading an ethical life.

² William G. Perry, Jr., *Forms of Ethical and Intellectual Development in the College Years* (San Francisco: Jossey-Bass, 1999). See also Anne Colby, Thomas Ehrlich, Elizabeth Beaumont, and Jason Stephens, *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility* (Carnegie Foundation for the Advancement of Teaching and Jossey-Bass, 2003).

For undergraduates on a residential campus, powerful elements of campus culture range from the honor code to the intellectual climate of the classroom to who cleans up living spaces after a party. The challenge is to bridge classroom and dorm and to find powerful ways to communicate and debate the core values and purposes of a university. We aspire to shape a university culture characterized by high standards for behavior, robust intellectual debate, and opportunities to link learning and vocation and to think deeply about, and act on, our social, civic, and global responsibilities.

IV. KIE'S COMPETITIVE ENVIRONMENT

The Kenan Institute for Ethics has become one of the most active university-based ethics centers in the country. Over the past two decades, dozens of new ethics centers and hundreds of ethics courses have been created at colleges and universities across the country. Currently, over 100 ethics centers – the majority founded since 1990 – are institutional members of the Association for Practical and Professional Ethics, the flagship national organization for university-based ethics programs.³

In establishing the Kenan Institute for Ethics in 1995, Duke decided to create an ethics initiative that was distinctive in its breadth and university-wide reach. Many ethics centers around the country focus on a specific profession or field of ethics, such as bioethics. Some of the most prestigious centers (such as those at Harvard and Princeton, or the free-standing Hastings Center) have missions primarily dedicated to supporting scholarly research on ethics. While recognizing the value of these efforts, Duke wanted to do something different: to create a university-wide initiative that would infuse the life of Duke University students, faculty, and staff, “yet also have a clear focus outward” to the larger community, striving for a true “melding of theory and practice.”

In pursuing this vision, KIE has become a pioneer among ethics centers in several respects: in its focus on undergraduate life both inside and outside the classroom, in its efforts to foster deliberation about the ethics of everyday campus policies and practices, and in its outreach work, particularly in K-12 and business ethics. It has been cited as a prime example of a renewed willingness among educators to assert that colleges and universities can and should promote students' ethical development, to pursue not only theoretical knowledge but practical wisdom. For instance, in a 1999 article on “A renewed focus on student ethical development,” the journal *Synthesis: Law and Policy in Higher Education* mentioned the establishment of KIE as a “tangible development,” reflecting the views espoused by such leading educators as former Harvard President Derek Bok and Dartmouth President James Freedman that colleges and universities need to confront their responsibilities to promote “character development.”⁴ In the 2003 book *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility*, KIE was described as “an important institutional spark plug for the focus on

³ For a list of these centers, see <http://www.indiana.edu/~appe/>.

⁴ Gary Pavela, “From the Editor: A Renewed Focus on Student Ethical Development,” *Synthesis: Law and Policy in Higher Education*, Vol. 10, No. 3 (Winter 1999), p. 734.

moral and civic concerns” at Duke.⁵ And in 2004, the Institute was awarded the North Carolina Groundbreakers in Character Education Award from the Department of Public Instruction “in recognition of ... outstanding efforts and dedication to the children, schools, and families of North Carolina.”

More recently, and in large part because of efforts arising out of its 2003 Strategic Plan, the Kenan Institute for Ethics has become a vibrant center for faculty engagement in interdisciplinary explorations of ethical issues. These have resulted in three interdisciplinary research initiatives: a book project, *Naming Evil, Judging Evil*, edited by Ruth Grant; a book project, *Debating Moral Education*, edited by Elizabeth Kiss and Peter Euben; and a new initiative, *Changing Institutional Cultures*, led by Noah Pickus.

What are KIE’s comparative strengths and weaknesses among centers? A comparison between the Kenan Institute for Ethics today and a dozen ethics centers with broad interdisciplinary missions, many of them located at Duke’s peer institutions, reveals several comparative strengths and weaknesses (please see Appendix 2 for more information).

V. KIE’S STRENGTHS, WEAKNESSES, & “GROWING EDGES”

Strengths

- **Breadth, Institutional Integration, and Collaborative Ethos:** KIE is deeply engaged with campus and community and has had more campus-wide influence and impact than most ethics centers, many of which occupy a more isolated campus niche.
- **University-Wide Ethics Service and Consulting:** KIE has played a leadership role in ethics-related activities across the university, from setting up the Center for Genome Ethics, Law, and Policy to providing lectures and workshops to a wide range of groups and units, including new faculty, resident advisors, Student Affairs, University Development, Fuqua, and the Law School.
- **Diversity of Voices and Perspectives:** KIE has promoted conversations and programs that are interdisciplinary and intellectually diverse. While many ethics centers have a fairly narrow disciplinary, methodological, or even political identity, KIE has sought to bring diverse perspectives into dialogue. This diversity is also reflected in the membership of its Faculty Council (please see Appendix 4).
- **Bridging Theory & Practice:** KIE has also sought to bridge theory and practice in multiple ways, from bringing scholars and practitioners together to developing pedagogies of engagement such as research service-learning.
- **Curricular Innovation:** KIE has launched or contributed to a number of curricular innovations at Duke, several of which are considered national models. These include the EI requirement, the research service-learning initiative *Scholarship with a Civic Mission*, the undergraduate certificate in the study of ethics, and responsible conduct of research training for all incoming Ph.D. students

⁵ Anne Colby, Thomas Ehrlich, Elizabeth Beaumont, and Jason Stephens, *Educating Citizens: Preparing America’s Undergraduates for Lives of Moral and Civic Responsibility* (Carnegie Foundation for the Advancement of Teaching and Jossey-Bass, 2003), pp. 56, 78.

- **Academic Ethics & Academic Integrity:** KIE has been a catalyst for Duke's increased attention to academic integrity, leading a major self-study in 2000-2001 which led to the formation of the Academic Integrity Council, the drafting of the new Duke Community Standard, and the creation of an honor code signing ceremony for first-year students.
- **Community Outreach & Engagement:** KIE has created several community projects that translate research on moral education and organizational ethics into practice, most notably *Ethics at Work* (a business ethics program that has provided ethics consulting services to several North Carolina companies and has delivered ethics training to a major accounting firm in partnership with Duke Corporate Education) and *Middle School Visions* (a character education program currently being implemented in five North Carolina middle schools).

Weaknesses and "Growing Edges"

- **Activities Spread Too Thin:** In its early years (which one review committee called its "heroic founding phase"), KIE launched a myriad of activities and found itself spread too thin for true distinction. The 2003 Strategic Plan began a process of focusing KIE around a smaller number of Signature Projects. The current Plan, by identifying three thematic areas of focus, enhances this process of identifying and building on strengths.
- **Lack of a Clear Research Agenda:** By design, KIE began as more of a "do tank" than a "think tank." With its 2003 Strategic Plan, we began to focus on developing a research agenda and engaging faculty in scholarship on ethics, leading to three interdisciplinary research initiatives launched or supported by the Institute. The current Plan, by identifying three areas of scholarly focus, articulates a research mission which is linked to faculty interests and practical projects and through which KIE can seek true distinction.
- **No Strategic Vision or Goals for Campus Life:** While its mission calls for the promotion of ethics beyond the classroom in everyday campus life, this dimension of KIE's activities, beyond a strong focus on academic integrity, have tended to be opportunistic and sporadic. This Plan proposes a broad strategic effort to infuse ethics in campus life.
- **No Clear Articulation of the Institute's University-Wide Role:** While KIE has always been a university-wide initiative and has engaged in activities across schools and units, it has not had a clearly defined and demarcated university-wide leadership role. This Plan proposes to remedy this gap by outlining a formal leadership role for KIE as convener of a newly-created Provost's Council on Ethics.

VI. KIE'S STRATEGIC OPPORTUNITIES

This summary of the Institute's strengths and weaknesses points to three strategic opportunities that have emerged out of our planning discussions. Seizing these opportunities, we believe, is the key to enabling KIE to fulfill its mission and make ethics a cornerstone of the Duke experience. Over the next five years, the Institute must (1) establish a focused intellectual agenda, (2) develop a strategic effort to infuse ethics into campus life, and (3) formalize its university-wide leadership role in service to ethics at Duke.

[1] Focusing KIE's Intellectual Agenda

This Plan identifies a core intellectual agenda for the Kenan Institute for Ethics focused around three themes: **Organizational Ethics, Moral Education & Development**, and **Civic & Global Ethics**. These themes reflect existing strengths and interests within KIE and elsewhere at Duke. Each theme is linked to the research initiatives KIE has launched to date, on "changing institutional cultures," "debating moral education," and "good and evil." They also build on the expertise developed through the Institute's programmatic initiatives, including its K-12 character education program, *Middle School Visions*; its business ethics program; its many conferences, workshops, and lectures, including a public television program on moral leadership; and its curricular projects, such as the *Humanitarian Challenges at Home and Abroad* FOCUS program and the research service-learning initiative *Scholarship with a Civic Mission*.

Each of the three themes represents an important area for interdisciplinary ethics scholarship, particularly scholarship that pursues research and practical experimentation in tandem, each shaping and providing critical perspective on the other. The themes also overlap, creating multiple opportunities for synergy among KIE research projects. All three help us to understand and address the fundamental questions of individual and collective ethical life that frame KIE's work: What is an ethical life? How do organizations and institutions nurture or impede people's ability to lead more ethical lives? And what mechanisms advance or hinder broad-scale change in the ethical cultures of institutions?

Organizational ethics seeks to understand what constitutes an organization's culture, how ethical cultures have changed over time, and how different factors – such as individual leadership, popular mobilization, or government regulation – can improve or corrupt an organization's ethical climate.

Moral education and development examines the means and ends of ethical learning across the life cycle, how critical transitions shape character, moral reasoning, and moral imagination, and what lessons educators can draw from the answers to these questions.

Civic and global ethics seeks to address some of the key ethical challenges of our relationships within and across political and cultural communities. These include debates over human rights at home and abroad, over nationalism and cosmopolitanism, and over how to define and balance our obligations of justice and care to fellow citizens, immigrants, human beings across the globe, and the injustices of the past.

The strategies and tasks outlined in this Plan are designed to build the Institute's capacity, in partnership with others at Duke, to bridge research, teaching, practice, and evaluation across these three thematic areas.

[2] Infusing Ethics into Campus Life

For ethics to be a cornerstone of the Duke experience, it must be infused in the fabric of campus life. Every community has an ethos, a way of life comprised of beliefs, practices, rules, and common purposes. Duke is committed, in this new strategic plan, to enhancing the coherence of the undergraduate experience and to promoting knowledge in the service of society. Both of these goals are inseparably linked to considerations of ethics and to the Socratic ideal of living an examined life. In recent years Duke has achieved national recognition for its efforts to incorporate ethics into the undergraduate curriculum and to promote academic integrity. Now it has an opportunity to address the informal culture of campus life: what we communicate to students about who we are, what we stand for, and who we expect and want them to be, in everything from campus tours to dorm rules to graduation ceremonies. Similarly, the Institute has engaged in a wide range of activities in campus life over the years, and now has an opportunity to take a more comprehensive and intentional approach.

We propose to undertake, in collaboration with Student Affairs and others, a broad strategic effort to infuse ethics into campus life at Duke, with a primary focus on the undergraduate experience. This effort, which has strong support from the KIE Faculty Council, is closely linked to the Institute's intellectual agenda, since it examines the university's own organizational culture and its effects on the moral development and civic engagement of its students. We will pursue this effort through two avenues:

First, we propose to launch a **Task Force on Undergraduate Campus Ethos**, jointly led by KIE and Student Affairs and composed of students, faculty, staff, and alumni. The Task Force would include members of the KIE Faculty Council, as well as representatives from Duke Chapel, the Council on Civic Engagement, the Academic Integrity Council, and other relevant groups. Its charge would be to assess the norms, values, and ideals Duke communicates through its campus culture; to define goals and benchmarks of moral and civic engagement appropriate to Duke; and to develop policy proposals and programming initiatives designed to reach *every* Duke student, not just the "usual suspects" who gravitate toward ethical and civic discussions and activities.

Second, and in tandem with the work of this Task Force, a subcommittee composed of members of the KIE Faculty Council and KIE staff will develop a cluster of **new KIE programming initiatives** designed to promote ethical reflection, deliberation, and commitment and to establish the Institute as a vibrant resource for ethics-related activities for undergraduates. Potential projects include:

- Regular biweekly or monthly events designed to attract students, including Kenan Roundtables, Kenan Lectures featuring Duke faculty discussing their approach to teaching ethics, and a “Cinethics” series cosponsored with Film & Video
- “Cross-cohort” activities designed to bring together students involved in a variety of curricular and co-curricular programs, such as the undergraduate ethics certificate, research service-learning, the Robertson Scholars program, the American Values project, and the Honor Council
- An annual lecture on ethics and the university’s core values presented to all FOCUS students by a Duke faculty member
- A series of “white papers” on ethics and campus ethos written by students, faculty, and staff and employed as a prompt for wider discussion and debate
- Expansion of KIE’s “Intergenerational Ethics” project, which brings undergraduates and Duke Institute for Learning in Retirement participants together for collaborative study of ethics
- A project on “your money and your values” to engage students in thinking about the ethical dimensions of their personal philanthropy, investment, and consumption

Our faculty and Advisory Board planning group also raised possible policy recommendations and fundraising targets for further discussion, including:

- Expanding the reach of the Duke Community Standard beyond coursework to include issues such as dorm cleanup after parties
- Abolishing 1st year (or 1st semester) grades as a way of easing grade pressure and encouraging intellectual adventurousness among first-year students
- Creating a scholarship program designed to recruit students to Duke who have a strong intellectual and vocational interest in ethics

Both the Task Force and the Institute’s own programming in campus life will be framed by several key questions:

- What do we communicate to students about Duke’s ethos and about the purposes of a university in everything we do, from campus tours and admissions brochures to the graduation ceremonies?
- What standards and expectations for behavior should be set and enforced?
- To what extent is Duke helping students develop skills of personal reflection and collective deliberation about ethical and civic issues? How can we expand or enhance existing opportunities to engage a broader cross-section of Duke students?
- What tools and resources can Duke provide to help students:
 - balance the “relentless questioning of assumptions” with opportunities to make meaningful commitments to people, places, and principles?
 - link learning and vocation and think deeply about their social, civic, and global responsibilities?
 - resist troubling elements of undergraduate life, including fragmentation, competitiveness, narrow careerism, loneliness, and behaviors such as tailgating, binge drinking, and “hooking up”?

[3] Formalizing KIE's Leadership Role in Service to Ethics at Duke

Making ethics a cornerstone of the Duke experience will require leadership and coordination of ethics activities across the university. We propose that KIE serve as a university-wide ethics convener through the creation of a formal body such as a **Provost's Council on Ethics**. A similar idea was proposed by the Provost's Working Group on Ethics, which recommended the establishment of a group charged with strategic planning and implementation. The proposed Council would enable Duke to position itself as a national leader in integrating ethics-related activities across campus while maintaining a model of "locally owned and operated" ethics initiatives led by faculty and staff who are highly respected in their field. The Council would build on the university's existing culture of informal collaboration across ethics units and on the many ways KIE has served as a consultant, facilitator, and convener for ethics-related activities in the past.

We envision this Council as comprised of senior administrators, heads of ethics centers and institutes, ethics faculty, and staff with major responsibilities in ethics research, training, or oversight. It would be chaired by the KIE Director and would include the KIE Associate Director and representatives from the KIE Faculty Council, as well as representatives from Arts & Sciences, Pratt, Student Affairs, the professional schools (including the Medical Center), the Center for Genome Ethics, Law, and Policy, the Center for the Study of Medical Ethics and Humanities, the Institute for Care at the End of Life, and the Fuqua School's Center on Leadership & Ethics. Other members could include representatives from the IRB, from Duke Hospital's new Clinical Ethics committee, and from the Graduate School's Responsible Conduct of Research training initiative.

The full Council would meet periodically (perhaps once a semester) to assess progress on strategic goals. The main work of the Council would be done in subgroups charged with specific tasks linked to university strategic priorities. The membership of subgroups would include Council members, as well as other faculty, staff, or students, as appropriate to the subgroup's mission and work. For this strategic planning cycle, we propose four subgroups with the following tasks:

Faculty Recruitment: Over the next five years, a series of ethics-related faculty hires are planned or contemplated at Duke. In addition to the seven positions proposed in this Strategic Plan, these include the Crown and Trent Chairs in bioethics and medical history, the Lamb Chair in business ethics (Fuqua), a proposed Environmental Ethics position shared by Divinity and the Nicholas School, a Global Health Ethics position, and a Neuroethics position, among others. By leading a coordinated effort, the Kenan Institute for Ethics would facilitate information sharing, collaborative fundraising, and cluster-recruitment efforts that will enhance Duke's ability to attract top-quality candidates.

Faculty Development: An important way to draw new ethics faculty to Duke and to deepen faculty engagement with ethical issues is by offering opportunities and resources for training, scholarly engagement, and cross-unit collaboration. KIE is proposing a number of such faculty development activities, including a Faculty Associates program, a Practical and Professional

Ethics Faculty Roundtable, and seminars for faculty who teach “Ethical Inquiry” courses. A Council subgroup would broaden this effort and draw on ideas, resources, and leadership across the university to help craft and implement a set of programs designed to support faculty engagement with ethics.

Ethics Training Activities: Duke is the first university in the country to make training in the Responsible Conduct of Research (RCR) a requirement of the Ph.D., and there is a plethora of other ethics training activities going on around campus, including IRB certification, grant-related training requirements, academic integrity training, and training on research compliance and conflict of interest and commitment, among others. A Council subgroup would be charged with inventorying these efforts, identifying overlaps, gaps, benchmarks, and best practices, and offering recommendations to the Provost for ways to better integrate, coordinate, and deepen Duke’s commitment to this crucial aspect of ethics education in the modern research university.

Task Force on Undergraduate Campus Ethos: This group, charged with developing a strategic effort to infuse ethics into campus life and culture, is described on page 15.

Beyond the work of these subgroups, the Kenan Institute for Ethics, through its leadership of the Provost’s Council, can help provide a university-wide intellectual infrastructure for *ongoing* critical reflection and assessment of the proper role of the university in developing ethics as a field of inquiry that is necessarily linked to practical ethical commitments. The danger of highlighting ethics as a strategic goal in the short term is that, if “ethics” becomes the order of the day, everyone will seek to characterize their activity as ethics. And if everything is ethics, soon enough, nothing distinctive will be. Moreover, if it lacks a strong identity and focus, ethics will easily become devalued once it has had its fifteen minutes of fame. KIE welcomes the opportunity to engage faculty and others in an *ongoing* discussion about the goals of ethics in higher education and in efforts to assess how Duke and KIE are meeting those goals with openness, curiosity, and integrity.

VII. KIE'S GOALS, STRATEGIES, & TASKS

In this section, we outline the goals, strategies and initial tasks the Institute will pursue over the next five years to make ethics a cornerstone of the Duke experience.

Goal #1: Leadership

To make Duke a national model by leading an integrated, university-wide initiative to promote ethics in research, teaching, and practice.

Strategy 1a: Establish a Provost's Council on Ethics charged with the coordination of ethics activities across the university

Rationale: Please see pages 17-18.

Initial tasks:

- Draft Council's charge, authority, reporting responsibilities, and bylaws
- Draw up a proposed Council membership list and leadership structure for Provost's review
- Establish administrative support structure and budget for the Council and its subgroups

Strategy 1b: Set up four subgroups of the Council (Faculty Recruitment, Faculty Development, Research Ethics Education, Undergraduate Campus Ethos) charged with specific tasks linked to university strategic priorities

Rationale: Please see pages 17-18.

Initial tasks:

- Draft each subgroup's charge, authority, reporting responsibilities, and timelines
- Draw up a proposed membership list and leadership structure for each subgroup
- Set up staffing and budget support required

Goal #2: Research & Scholarship

To make the Kenan Institute for Ethics an internationally recognized center for innovative, interdisciplinary research in three areas: organizational ethics, moral education & development, and civic & global ethics, with particular emphasis on scholarship that bridges theory and practical application.

Strategy 2a: Expand Duke's ethics faculty by recruiting a cluster of scholars with joint appointments within KIE and another department or school

Rationale: KIE's research agenda presents an opportunity for Duke to build strength in ethics research and scholarship. Compared to its peer institutions, Duke has attained a strong reputation for ethics across the curriculum with a relatively small number of faculty members who have a primary research and teaching interest in ethics. But achieving distinction in

interdisciplinary ethics research will require a strategic expansion of ethics faculty. Such expansion will also help KIE meet the growing demand across campus for ethics teaching, training, and consultation (often beyond the ability of its current leadership and other core ethics faculty to fill). We propose to recruit a cluster of ethics faculty jointly appointed between KIE and another department or school.

Faculty with a 50% appointment within KIE will have specific responsibilities to contribute to the Institute's research, teaching, practice, evaluation, and service. The balance of specific activities will vary from individual to individual. Examples of a faculty member's KIE responsibilities could include teaching in the undergraduate certificate program or in other key curricular areas like research ethics, contributing to a Vertical Integration research team (described on p. 22), or leading the Practical and Professional Ethics Faculty Roundtable.

Initial tasks:

- Submit a proposal to the Academic Council to extend joint faculty appointment authority to the Kenan Institute for Ethics
- Pursue collaborations with departments and schools on joint hires
- Identify university resources available to support these positions
- Identify and pursue fundraising opportunities in collaboration with University Development, A&S Development, and other development offices, as relevant

Here is a list and brief description of Proposed Joint Faculty Appointments within KIE. For a chart with additional information about how these appointments link to university, school, department, and program priorities, please see Appendix 1.

▶ **Organizational Ethics (Mackowski Chair)**

This position will enable KIE to recruit a scholar whose work contributes to our understanding of the ethical culture and behavior of organizations, especially businesses. He or she will play a leadership role in shaping KIE's Organizational Ethics research and practice. The position will be filled through the Mackowski Chair, a gift from John and Ruth Mackowski, which is on schedule for a search to begin as early as the fall of 2006. Sociology, public policy, and philosophy are potential joint appointment sites.

▶ **Moral Education**

This position will enable KIE to recruit a scholar whose work addresses the means, ends, and contexts of moral education and places moral learning within broader pedagogical, institutional, historical, or political frameworks. He or she will contribute to the Institute's work in the curriculum and campus life as well as to its research initiative on moral education and development. Potential joint appointment sites include education, anthropology, history, psychology, and sociology.

▶ **Moral Development**

This position will enable KIE to recruit a scholar of moral development whose work illuminates how moral capacities develop across the life cycle, with particular emphasis

on the critical transitions that are the focus of KIE's work in K-12 and higher education. He or she will help link the Institute's practical efforts in K-12 with a broader research agenda. Psychology, anthropology, and women's studies are potential joint appointment sites.

▶ **Civic Ethics**

This position will enable KIE to recruit a scholar whose research and teaching focuses on some aspect of civic engagement in diverse democracies and who can provide intellectual leadership to a variety of KIE and Duke projects, including research service-learning, global health, and the Duke Human Rights Initiative. Potential joint appointment sites include sociology, public policy, and political science.

▶ **Ethics & International Relations**

This position will enable KIE to recruit a scholar whose work addresses global ethical challenges raised by relations across political communities, such as human rights, international criminal justice, immigration, terrorism, and global health inequality. He or she will help to shape the Institute's research and teaching agenda in Global Ethics and contribute to other Duke priorities in human rights and global health. Political science is a potential joint appointment site.

▶ **Comparative Ethics**

This position will enable KIE to recruit a scholar whose work advances our understanding of how ethical norms, practices, beliefs, and visions vary across cultural traditions and addresses the theoretical and practical implications of these differences in an increasingly cross-cultural global society. In addition to shaping KIE's research agenda in Global Ethics, this person will enhance the Institute's efforts to promote robust cross-cultural and interdisciplinary dialogue about ethics. Possible joint appointment sites include philosophy, cultural anthropology, religion, and history.

▶ **Ethics & Epistemology**

This position would enable KIE to recruit a scholar who would be an "agenda setter" in developing ethics as a cross-disciplinary area of study at Duke. His or her work would focus on intellectual debates over the status and grounding of ethics, addressing such issues as, for example, whether scientific knowledge of ethics is possible and whether any other sort of knowledge is worth having, whether ethical norms have any independent status or are always a reflection of power structures that ought to be the true focus of our research, and how social and cultural factors shape ethical knowledge and the moral imagination. Philosophy, history, and sociology are among possible joint appointment sites.

In addition, through the Faculty Recruitment subgroup of the proposed Provost's Council on Ethics, KIE would assist in coordinating other ethics-related faculty searches that are currently being planned or contemplated across the university, including:

- ▶ Crown Chair in Bioethics
- ▶ Trent Chairs in Medical History and Humanities

- ▶ Environmental Ethics & Theology
- ▶ Global Health & Ethics
- ▶ Neuroethics
- ▶ Engineering Ethics
- ▶ Legal Ethics

Strategy 2b: Establish a “vertically integrated” KIE research team of faculty, post-doctoral fellows, practitioners, graduate students, and undergraduates for each theme

Rationale: We propose to use interdisciplinary, “vertically integrated” research teams as the primary mechanism for pursuing each of KIE’s core themes (organizational ethics, moral education & development, civic & global ethics). The first of these will be created as part of KIE’s current organizational ethics research initiative, *Changing Institutional Cultures*, while the second will likely focus on moral education & development and be a follow-up to our book project, *Debating Moral Education*, which is now nearing completion. Vertical integration teams will enable us to recruit faculty as intellectual leaders of KIE projects and to offer mentored research opportunities to young scholars (post-docs, graduate students and undergraduates in the ethics certificate program). While team composition may vary from project to project, a typical team will include faculty members, practitioners, a post-doctoral fellow, graduate students, and undergraduates. Faculty team leaders will include scholars who hold a joint appointment within KIE as well as Duke faculty or external visitors supported through a variety of mechanisms, including course buy-outs, mini-sabbaticals, and research contracts.

Initial tasks:

- Develop a timeline for phasing in “vertical integration” teams for our three themes over five years
- Identify and pursue university resources available to support these teams
- Identify and pursue additional fundraising opportunities through grants and gifts

Goal #3: Teaching & Practice

To shape an institutional culture at Duke that promotes ethical reflection, deliberation, and commitment through expanded opportunities across the curriculum and in campus life

To develop and provide innovative resources for promoting ethics in K-12, higher education, and business

Rationale: The teaching and practice of ethics lie at the heart of the Institute’s mission and work. Taking ethics seriously requires us to practice what we teach and preach. Since its inception, KIE has supported ethics across the curriculum and has developed programs that address the ethical problems confronting three institutions: business, K-12, and higher education. At Duke, our goal for the next five years is to broaden and deepen our impact on Duke’s institutional culture through curricular innovation, faculty development, and a focus on infusing ethics in campus life. Beyond Duke, our goal is to enhance the quality and visibility of our K-12 and business initiatives and to integrate them more closely with the Institute’s intellectual agenda, making it possible for us to pursue research and practice in tandem, with each shaping and providing critical perspective on the other.

Strategy 3a: Expand curricular opportunities in ethics for Duke undergraduate, graduate, and professional students

Rationale: While the EI requirement ensures that all Duke students have some exposure to ethics in the curriculum, those students who develop an interest in ethical questions need structured opportunities to deepen their engagement. Two curricular projects are already in process. We anticipate being able to identify additional opportunities to expand ethics course offerings and fill curricular gaps through the work of the Provost's Council and the recruitment of new ethics faculty.

Initial Tasks:

- **Launch undergraduate certificate program** in the study of ethics. This program, scheduled for an A&S Council vote in March or April 2006, will provide students with a rigorous interdisciplinary introduction to ethics, ranging from systematic ethical theories to practical ethics to ethics in different religious, cultural, and historical contexts. Certificate courses will be paired with co-curricular opportunities including social/intellectual events hosted by faculty and a research symposium showcasing student work.
- **Pursue ethics across the engineering curriculum:** KIE is collaborating with the Pratt School of Engineering on two initiatives to enhance ethics education at the undergraduate and graduate level: an NSF-funded project on nanoethics and an undergraduate research service-learning initiative under consideration by a donor.

Strategy 3b: Launch a faculty development initiative that enhances ethics teaching and practice at Duke by creating opportunities for faculty learning and collaborative teaching and research.

Rationale: An important way KIE can support ethics teaching and practice at Duke is by deepening and enhancing curricular efforts already underway. To do this, we will engage faculty in reflection on ethics teaching and the ethical dimensions of academic life, and provide resources for collaborative teaching and research. Members of the KIE Faculty Council and ethics faculty holding joint appointments within KIE will play a key role in these activities, which will be coordinated through the Faculty Development and Research Ethics subgroups of the Provost's Council on Ethics.

Over the past year, in accordance with KIE's 2003 Strategic Plan, we have been working to transition the Research Service-Learning (RSL) office from KIE to A&S. Once this move takes place in July 2006, KIE's role will shift from providing core administrative support to developing resources to enhance and evaluate RSL as a vehicle for moral and civic development. Priority areas for faculty development over the next five years are: (1) improving responsible conduct of research training (RCR), (2) expanding and evaluating RSL as a pedagogy for ethics, (3) developing a summer institute for faculty teaching Ethical Inquiry courses, (4) promoting interdisciplinary faculty teaching, and (5) supporting discussion of practical and professional ethics, including such issues as conflict of interest/conflict of commitment.

Initial Tasks:

- Convene Research Ethics subgroup and inventory current RCR training across the university, identifying needs and gaps
- Develop training resources linked to moral learning outcomes for faculty who teach RSL courses and mentor students pursuing community-based research
- Plan inaugural Summer Institute for ethics faculty for summer 2007
- Launch a Kenan Faculty Associates Seminar and a Practical and Professional Ethics Faculty Roundtable

Strategy 3c: Establish a Task Force on Undergraduate Campus Ethos to develop policy proposals and program initiatives for infusing ethics into campus life

Rationale: Please see pp. 15-16.

Initial Tasks:

- Convene Task Force on Campus Ethos
- Develop a plan for assessing the norms, values, and ideals Duke promotes through campus life
- Develop a plan for engaging students, faculty and staff in a process to articulate goals and benchmarks for undergraduate moral and civic engagement

Strategy 3d: Launch a cluster of KIE programs in campus life

Rationale: Please see pp. 15-16.

Initial Tasks:

- Plan and launch initial KIE campus life programming (Kenan Lectures or Roundtables) for 06-07

Strategy 3e: Strengthen *Ethics at Work (EAW)* and *Middle School Visions (MSV)* in order to enhance their quality and visibility and integrate them more closely with KIE's scholarly focus on organizational ethics and moral education & development

Rationale: These two signature projects represent major opportunities for community outreach and visibility and for translational research, since they function as practical "arms" of KIE's research agenda in organizational ethics and moral education & development. At present, because each is managed by a core KIE staff member with many other responsibilities, it is difficult to realize these opportunities for practical impact and scholarship. ..

Initial Tasks:

- Establish clearer timelines and benchmarks for success for *EAW* and *MSV*, including a "learning agenda" for each project
- Strengthen *EAW* and *MSV* by hiring project leaders for each

Strategy 3f: Reassess partnership with the Center for Academic Integrity (CAI)

Rationale: Since 1997, KIE has provided an institutional home and programmatic leadership for the Center for Academic Integrity, an international organization of colleges, universities, and secondary schools. We are in the process of reassessing this relationship and deciding whether to assist CAI in “spinning off” to a new institutional home or to incorporate them more fully within KIE’s infrastructure and intellectual agenda.

Initial Task:

- Convene small leadership group in March 2006 to explore and assess organizational options for CAI

Goal #4: Evaluation

To develop approaches to evaluating and improving ethics teaching and practice that set clear benchmarks grounded in research while respecting the complexity of moral development, organizational change, and civic engagement.

Strategy 4a: Create a Standing Committee on Research drawn from the Institute’s Faculty Council to assist KIE in designing research that will enable us to assess the quality of our efforts, especially *Ethics at Work* and *Middle School Visions*.

Rationale: It has been a hallmark of KIE’s approach to ask constantly whether we are pursuing the right questions, addressing the most important substantive issues, and operating with sufficient awareness of the historical and social contexts within which the modern ethics enterprise takes place. We have already made progress on identifying ethical learning outcomes and assessment measures for several projects. Now, we need to develop self-assessment processes that cut across KIE projects. A faculty standing committee will help us to subject our goals to regular and rigorous critical examination and to develop sophisticated ways of asking whether our efforts are meeting these goals, with the understanding that many of the most important ethical outcomes will be difficult to measure.

Strategy 4b: Conduct a strategic review of *Ethics at Work* (EAW) and *Middle School Visions* (MSV) to identify ways to incorporate both projects into KIE’s research initiatives on organizational ethics and moral education and development.

Rationale: Achieving the potential of *EAW* and *MSV* as vehicles for KIE’s intellectual agenda will require us to identify key research questions arising out of these two projects and to integrate these questions into our research initiatives

Strategy 4c: Develop a longitudinal comparative study of several major ethics curricular and/or training initiatives (RCR training, ethics certificate, RSL, ethics across the engineering curriculum) based on work already begun to assess ethical learning outcomes of research service-learning. This project would be developed in collaboration with Arts & Sciences, the Pratt School of Engineering, and the Graduate School.

Strategy 4d: Launch a Professional and Graduate Education Purpose Project that would design and test tools to assess whether and how graduate and professional education shapes students’

ethical standards and understanding of the purpose of their chosen profession. This project is linked to the Institute's Organizational Ethics theme and is an exciting opportunity to collaborate with Duke's Social Science Research Institute (SSRI) and the Center on Leadership and Ethics (COLE) at the Fuqua School of Business.

Initial Tasks:

- Convene KIE Standing Committee on Research
- Recruit participants and establish timeline for strategic reviews of *MSV* and *EAW*
- Develop a proposal for a Purpose Project planning grant to submit to the Templeton Foundation

VIII. RELATIONSHIP TO DUKE'S STRATEGIC PRIORITIES

The Institute's strategic plan is closely aligned with Duke's institutional priorities, particularly those focused on strengthening interdisciplinarity, enhancing the coherence of the undergraduate experience, and promoting knowledge in the service of society.

Ethics is an interdisciplinary field *par excellence*, and creating a campus climate conducive to the study and teaching of ethics and to **INTERDISCIPLINARITY** goes hand in hand. The Institute's work has always been shaped by a broadly interdisciplinary vision of ethics, one that builds on but is not bound by the traditional disciplines of ethics scholarship in philosophy and religion. We do not, however, envision all interdisciplinary interactions as equally fruitful. Where interdisciplinarity means interactions among scholars in different disciplines who share the same basic approach, dominant paradigms are only reinforced. Interdisciplinary interactions are most fruitful when scholars bring various approaches characteristic of different disciplines together in ways that generate something new – for example, when philosophers and social scientists, engineers and theologians, artists and policy analysts, or scholars and practitioners explore an ethical problem together and learn from one another. Our understanding of ethical issues benefits greatly from interdisciplinarity of this latter sort. A university-wide ethics initiative of the kind proposed in this plan is a powerful way to strengthen Duke's identity as a center for interdisciplinary innovation.

Many KIE projects (including the undergraduate certificate program, research service-learning, and our new campus life initiative) support Duke's emphasis on **ENHANCING THE COHERENCE OF THE UNDERGRADUATE EXPERIENCE**. We also believe that the goal of coherence is important for graduate and professional students, and that the Institute's focus on research ethics and the proposed "Purpose Project" to assess the impact of professional school on students' sense of purpose and vocation can help Duke pursue greater coherence in graduate and professional education as well.

Many KIE initiatives advance Duke's emphasis on **KNOWLEDGE IN THE SERVICE OF SOCIETY**. Research Service-Learning students are beginning to provide valuable research for community organizations; *Middle School Visions* is developing strategies to stem cheating and bullying in schools; and *Ethics at Work* offers sophisticated diagnostic tools and a range of program options

for organizations seeking to strengthen their ethical climate. The Institute's *Changing Institutional Cultures* initiative, like the broader focus on Organizational Ethics that it has helped to initiate, is fundamentally focused on understanding how we can promote positive organizational change. A focus on ethics can also serve this priority in a different way, by generating robust discussion of the value and the dangers of an explicit ethos of service in a research university.

Two other Duke priorities, diversity and internationalization, also have strong relevance to KIE. The Institute has had a sustained commitment to **DIVERSITY** along a number of dimensions, including support for diverse approaches to ethical thought and teaching; a longstanding interest in issues of race, gender, sexual orientation, and interfaith dialogue; an emphasis on moral deliberation and leadership in the face of disagreement, and an emerging focus on the need to understand and confront political bias in teaching and research and to analyze the relationship between good teaching and scholarship, on the one hand, and political commitment and engagement, on the other. All of these issues are relevant to KIE's intellectual themes of organizational ethics, moral education & development, and civic & global ethics. Diversity in hiring is a key component of organizational ethics, and we are committed to working closely with Nancy Allen and others to develop proactive strategies for attracting a diverse pool of applicants to the Institute's new faculty positions.

KIE's focus on civic & global ethics is linked to Duke's emphasis on **INTERNATIONALIZATION** and our proposed joint appointments in comparative ethics and ethics & international relations would enhance the university's efforts in this area. In addition, the Institute has helped to launch several projects, including the *Humanitarian Challenges at Home and Abroad* FOCUS program and *Scholarship with a Civic Mission*, that provide Duke students with opportunities to learn about global issues by working and conducting research in collaboration with underserved communities at home and abroad.

Ethics clearly plays a prominent role in the Arts & Sciences Strategic Plan, with its emphasis on **INDIVIDUAL AND COLLECTIVE ETHICAL BEHAVIOR**, as well as in the Pratt School's commitment to **STRENGTHENING ETHICS EDUCATION ACROSS THE ENGINEERING CURRICULUM**.

While this Plan does not have an overall focus on the **ARTS**, we are pleased that several art history courses are included in the undergraduate ethics certificate program and are eager to explore other collaborative possibilities linking art and ethics. In our campus life initiative, we plan to cosponsor programs on popular culture, as well as a film series, *Cinethics*. Our research initiatives on organizational ethics and civic & global ethics will also consider the role of the arts as vehicles of moral and cultural change. Additionally, we would also be interested in exploring questions about the ethics of representation in graduate RCR training.

Finally, and perhaps most importantly, the university's goals, particularly those focused on the coherence of the undergraduate experience and on knowledge in the service of society, are inherently linked to ethical concerns, since they require us to reflect on the core values and purposes of our shared enterprise of creating and transmitting knowledge – to ask, and to help our students ask, what knowledge is good for and what goods are worth pursuing. By

highlighting the ethical dimensions of these institutional priorities, the Kenan Institute for Ethics can be a valuable resource to the Duke community.

IX. INFRASTRUCTURE & RESOURCES REQUIRED

Infrastructure Needs

The Institute's ability to achieve the intellectual and leadership goals articulated in this plan will depend on three key changes in infrastructure:

- ▶ Joint faculty appointment authority is essential to the Institute's ability to recruit a cohort of ethics faculty to contribute to its research, teaching, and practice. We plan to submit a proposal to Academic Council this spring to request this authority.
- ▶ The Institute's formal university-wide leadership role in service to ethics at Duke depends on the willingness of senior administrators to support the idea of a Provost's Council on Ethics and to endorse KIE's role as the Council's convener.
- ▶ This plan envisions a substantial expansion in KIE activities as well as growth in the number of faculty, staff, and students closely involved in its work. This will require a significant expansion in the Institute's space footprint on campus.

This academic year, KIE staff are housed in three separate locations: the main office suite on the first floor of West Duke, a suite of three offices in the basement of West Duke, and a shared temporary office in the Old Art Museum. The activities outlined in this plan will require expanded space to house KIE staff, faculty, and fellows. Ideally, KIE could be housed in one location in a core academic building with easy access for members of the general public. We propose a phased plan as follows:

- ▶ Phase One (2006/07): Expansion to a second location on East or West Campus to serve the Institute's immediate expansion needs
- ▶ Phase Two (2008/2009): Co-location with other ethics-related units (GELP and CSMEH) in the Old Chemistry Building on West Campus. We estimate that KIE will need at least 4,000 sq ft in Old Chem. to house its expanded operations. Depending on what is available in Old Chem, we may need to keep our current office suite on the first floor of West Duke.
- ▶ Phase Three (2011-2012): Location of all KIE staff and faculty, perhaps with other ethics-related units, in a dedicated ethics building.

Funding History and Needs

The Institute's current annual budget is approximately \$1.5 million. Of this, we receive around \$600,000 annually from the William R. Kenan, Jr. Fund for Ethics, with the remainder coming from other sources. Since 1995, the Kenan Trust and Funds have contributed a total of \$5.7 million to the Institute. In this same period we have received approximately \$850,000 toward

operations expenses from Duke, including \$230,000 in recent commitments to cover two core staff members. A variety of Duke units have contributed over \$1.7 million during the same period in support of joint programming efforts. Overall, the Institute has leveraged a total of \$17.9 million in gifts, grants, partnerships, and pledges from Duke, individual donors, foundations, government agencies, and corporations.

Over the past several months, the Institute has worked with University Development staff and the KIE Advisory Board to develop an advancement strategy. These efforts will culminate in a fundraising initiative with a projected goal of \$7.5 million over five years to secure new endowment and operating resources. Identified funding needs include endowed professorships, program support (with emphasis on the certificate program and on business and K-12 initiatives), fellowships for scholars, practitioners, graduate students and undergraduates, resources for evaluation, and operating support.

This Strategic Plan envisions a substantial expansion in the Institute’s leadership, service, and scholarly role at Duke, and will require a new level of financial investment by the university in the Institute’s work to supplement our external fundraising efforts. We are requesting university support in three areas which are central to both KIE’s and Duke’s priorities: faculty recruitment and development, vertical integration teams, and project and administrative support.

Faculty Recruitment & Development

Startup salary for six new positions phased in over five years:

Two faculty @ \$75,000/year for five years	750,000
Two faculty @ \$75,000/year for four years	600,000
Two faculty @ \$75,000/year for three years	450,000

We anticipate that subsequent funding for these positions would come from a combination of regular A&S budgets, external fundraising, and university strategic funds.

Recruitment budget for seven positions @ \$15,000 (Includes Mackowski Chair)	105,000
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Faculty Development @ 45,000/year (Includes Summer Institutes, Practical & Professional Ethics Roundtable, and grants for collaborative teaching and research)	225,000
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TOTAL for Faculty Recruitment & Development	\$2,130,000
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Vertical Integration Research Teams

Faculty course buy-out	12,000
Visiting fellowship	50,000
Graduate fellowship	15,000
Two undergraduate fellows	8,000

Team Support	15,000
TOTAL per Team per year	100,000

One Team in Y2, Two in Y3 & Y4, Three in Y5 = \$800K

TOTAL for Vertical Integration Teams	\$800,000
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Project & Administrative Support

Staff support for vertical integration teams and Campus Life programming	35,000
Staff support for Provost’s Council (incl. Subgroups) and faculty searches	35,000
Staff support to strengthen EAW and MSV as sites for translational research	80,000
TOTAL per year	150,000

TOTAL for Project & Administrative Support	\$750,000
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TOTAL OVER FIVE YEARS	\$3,680,000
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X. BENCHMARKS FOR ASSESSMENT

The next stage of the Institute’s Strategic Planning process will focus on setting year-by-year timelines for implementation of the Plan, as we did with our 2003 Strategic Plan (please see Appendix 5, pp. 21-30). These timelines provide a useful mechanism for annual reports to the KIE Advisory Board and Faculty Council on progress toward achieving strategic goals.

Benchmarks will be quantitative, qualitative, and structural. Key quantitative measures include the number of faculty, students, departments, and schools involved in KIE projects. Qualitative measures include student moral learning outcomes and faculty self-reports on their use and understanding of ethics pedagogy. Structural measures include the establishment of new processes and groups and implementation of policy recommendations.

Some preliminary benchmarks for our strategic goals, to be elaborated and refined through our subsequent discussions, include:

Leadership

- Establishment of Provost’s Council and Subgroups
- Accomplishments of Subgroups

Research & Scholarship

- Recruitment of new faculty
- Research projects launched; grants and publications

Teaching & Practice

- Successful launch of new curricula (ethics certificate, ethics modules in engineering)
- Number of students and faculty involved; assessment of student learning and accomplishments
- Expansion and integration of RCR activities across Duke University
- Development and dissemination of resources for faculty education
- Launch of Summer Institute for ethics faculty; number of faculty involved; alumni accomplishments (new courses, publications, etc.)
- Launch of KIE campus life initiatives; levels of participation
- Establishment and achievement of benchmarks for *Ethics at Work* and *Middle School Visions*
- Successful resolution of CAI-KIE partnership issues

Evaluation

- Launch of Standing Committee on Research
- Development and implementation of evaluation processes across KIE projects
- Development and implementation of evaluation processes across ethics curricula
- Launch of "Purpose Project"

XI. CONCLUSION

This Strategic Planning process has enabled us to build on our accomplishments, especially those flowing from our implementation of the 2003 KIE Strategic Plan. We have set our sights higher and developed a roadmap for how the Institute, and Duke, can achieve true distinction in ethics research, teaching, and practice. We believe that an investment in the goals and strategies outlined in this Plan will not only promote Duke's strategic priorities, but by making ethics a cornerstone of the Duke experience, will give Duke a unique identity among its peers.



The Kenan Institute for Ethics
Strategic Plan

APPENDICES

APPENDIX #1: PROPOSED JOINT APPOINTMENTS IN THE KENAN INSTITUTE FOR ETHICS

POSITION	Link to KIE Priorities & Programs	Link to University & School Priorities	Link to Duke Departments/Programs/ Initiatives	Potential Joint Appointment Sites
Organizational Ethics [Mackowski Chair]	<ol style="list-style-type: none"> 1. Organizational Ethics 2. Theme Initiative #2 3. <i>Ethics at Work</i> 4. Certificate program 	<ol style="list-style-type: none"> 1. Individual & Collective Ethical Behavior (A&S) 2. Knowledge in the Service of Society 3. Coherence in Undergraduate Experience 	<ul style="list-style-type: none"> • Fuqua/COLE • Markets & Management 	<p>Sociology Public Policy Philosophy</p>
Moral Development	<ol style="list-style-type: none"> 1. Moral Development & Education 2. Theme Initiative #1 3. Certificate Program 4. <i>Middle School Visions</i> 	<ol style="list-style-type: none"> 1. Coherence in Undergraduate Experience 2. Individual & Collective Ethical Behavior (A&S) 3. Ethics across the Curriculum (Pratt) 	<ul style="list-style-type: none"> • Center for Child & Family Policy • Mind/Brain/Behavior • Women’s Studies • Neuroethics 	<p>Psychology Anthropology Women’s Studies</p>
Moral Education	<ol style="list-style-type: none"> 1. Moral Development & Education 2. Theme Initiative #1 3. RSL 4. Certificate Program 5. <i>Middle School Visions</i> 	<ol style="list-style-type: none"> 1. Knowledge in the Service of Society 2. Coherence in Undergraduate Experience 3. Individual & Collective Ethical Behavior (A&S) 4. Ethics across the Curriculum (Pratt) 	<ul style="list-style-type: none"> • Hart Leadership Program • Trinity College (EI) • Pratt School 	<p>Psychology Anthropology Program in Education Women’s Studies History</p>
Civic Ethics	<ol style="list-style-type: none"> 1. Civic & Global Ethics 2. RSL 3. Certificate Program 	<ol style="list-style-type: none"> 1. Knowledge in the Service of Society 2. Arts 	<ul style="list-style-type: none"> • Hart Leadership Program • Sanford Institute 	<p>Political Science Public Policy Sociology</p>
International Relations & Ethics	<ol style="list-style-type: none"> 1. Civic & Global 2. Organizational Ethics Certificate Program 3. Theme Initiative #2 	<ol style="list-style-type: none"> 1. Global Health 2. Knowledge in the Service of Society 3. Individual & Collective Ethical Behavior 	<ul style="list-style-type: none"> • Duke Human Rights Initiative • Center for Health Policy 	<p>Political Science</p>
Comparative Ethics	<ol style="list-style-type: none"> 1. Civic & Global 2. Moral Education & Development 3. Certificate Program 4. Theme Initiative #1 	<ol style="list-style-type: none"> 1. Knowledge in the Service of Society 2. Individual & Collective Ethical Behavior 3. Transcultural Studies 	<ul style="list-style-type: none"> • Duke Human Rights Initiative • Area Studies Programs • Divinity School Center for Reconciliation & Peace 	<p>Philosophy Cultural Anthropology History Religion</p>
Ethics & Epistemology	ALL	<ol style="list-style-type: none"> 1. Individual & Collective Ethical Behavior 		<p>Philosophy History Sociology</p>

**Appendix #2:
KIE Competitive Analysis at a Glance**

Organization	Degree-Granting, including minors/certificates	Faculty Appointments within Center	Fellowships	Conducts Research	Opportunities for Research	Supports Undergrad Curriculum	Supports Grad/Prof Curriculum or Training	Organizes Campus Life Activities	Publication Series	Newsletter	Lectures, Colloquia, Forums etc.	Engages in Community Partnerships/Outreach
Kenan Institute for Ethics (Duke)	√ (coming soon!)	√		√	√	√	√	√	√	√	√	√
Center for Human Values (Princeton)		√	√	√	√	√	√	√	√		√	
Safra Foundation Center for Ethics (Harvard)			√		√	√	√			√	√	
Ethics Institute (Dartmouth College)			√		√	√	√	√		√	√	
Center for Ethics (Emory University)	√ (minor)		√	√	√	√	√	√		√	√	√
Poynter Center (Indiana University)			√	√	√				√	√	√	
Markkula Center (Santa Clara University)	√ (character emph.)		√	√	√	√	√	√	√	√	√	√
Stanford Center on Ethics	√ (honors program)			√	√	√		√	√	√	√	√
Program on Ethics and Public Life (Cornell University)	√ (concentration)	√				√	√			√	√	
Center for Ethics (University of Montana)						√				√	√	
International Center for Ethics, Justice and Public Life (Brandeis)			√	√	√	√		√	√	√	√	√
Robert J. Rutland Center for Ethics (Clemson University)			√		√	√		√			√	√
Institute for Global Ethics				√	√				√	√		√
The Hastings Center			√	√	√		√		√	√	√	

Appendix #3: Kenan Institute for Ethics Selected Accomplishments 1995-2005

Undergraduates

- Spearheading the new *Honor Code Signing Ceremony at First-Year Convocation*, now in its sixth year;
- Heading up the *Academic Integrity Assessment Task Force* in 2000-2001 that led to the establishment of the Academic Integrity Council and the drafting of the new Duke Community Standard;
- Helping to develop Duke's two-course *Ethical Inquiry* requirement, instituted in 2000, and proposing an *Undergraduate Certificate in the Study of Ethics*;
- Creating (in partnership with the Hart Leadership Program) an innovative 3-stage model for *Research Service-Learning* that prepares undergraduates to pursue research that benefits community partners. This year, the program involves over 500 students and 24 faculty in 14 departments, working with 72 local, national, and international community partners;
- Supporting innovative curricular and co-curricular projects such as a focus on *Moral Deliberation and Disagreement* in the first-year writing course, an *Interfaith Dialogue Project*, and a unique house course on *Intergenerational Ethics* that pairs undergraduates with retirees.

Graduate & Professional Students

- Awarding a *Kenan Dissertation Fellowship* and *Instructorship* since 1997 and running an interdisciplinary *Graduate Colloquium in Ethics* since 2000. These programs have involved students from eleven departments and schools;
- Working with the Graduate School to develop and implement Duke's *Responsible Conduct of Research* training, making Duke the first university in the country to institute such training as a formal requirement for the Ph.D.;
- Partnering with the Fuqua School's *Center on Leadership and Ethics (COLE)* on a variety of projects, including a one-day ethics workshop for incoming M.B.A. students;
- Collaborating with the *Center for the Study of Medical Ethics and Humanities* on a range of projects, from public events to the development of on-line ethics training tools;
- Speaking at numerous events, including the *Law School's* new ethics orientation and the inauguration of the *Center for Interdisciplinary Engineering, Medicine, and Applied Sciences (CIEMAS)*.

Faculty & Staff

- Developing a *Session on Academic Integrity at New Faculty Orientation*, now in its sixth year;
- Consulting on ethics training for *Research Cost Compliance*;
- Designing and delivering ethics training and consultation for a wide range of Duke units, including *Student Affairs, Development*, and the *Alumni Association*.

University-Wide

- Developing initial proposals and providing initial leadership for the *Center for Genome Ethics, Law, and Policy* as a core component of Duke's Institute for Genome Sciences and Policy.
- Launching or providing major support to three interdisciplinary research initiatives:
 - *Naming Evil, Judging Evil* (book project edited by Ruth Grant, to be published by University of Chicago press)
 - *Debating Moral Education* (book project edited by Elizabeth Kiss and Peter Euben, under consideration by Duke University press)
 - *Changing Institutional Cultures* (Common Fund project led by Noah Pickus)

Beyond Duke

- Providing a home since 1997 to the *Center for Academic Integrity*, an international consortium with over 400 member universities, colleges, and high schools. CAI is the only organization in the world focused specifically on promoting academic integrity in teaching, learning, and research. KIE played a key role in developing CAI's *Academic Integrity Assessment Guide*, which has been used on 100 campuses, and in launching a research initiative, the Templeton Scholars program, funded by the John Templeton Foundation;
- Launching *Ethics at Work*, a customized business ethics program that helps companies go beyond compliance and promote a more ethical workplace culture;
- Launching *Middle School Visions*, a whole-school reform initiative focused on nurturing more civically engaged, service-oriented, compassionate and reflective 6th-8th graders;
- Creating and running the *North Carolina Character Educators of the Year* Awards for six years;
- Running four national conferences on *Moral Education in a Diverse Society*;
- Co-producing with UNC-TV a two-part public television series *The Struggle for Moral Leadership* that aired on over 40 public television stations nationwide;
- Launching the *William C. Friday Award in Moral Leadership*, presented every two years to a North Carolinian Community who has exhibited exemplary moral leadership (the most recent winner, in 2003, was Martin Eakes, founder of Self-Help);

- Developing programs on moral leadership, integrity, and civility in the face of deep disagreement for a wide range of organizations, including the *American Leadership Forum* in Charlotte, the *Wildacres Leadership Initiative* in Durham, the *Harry S. Truman Scholarship* in Washington, D.C.;
- Numerous other ethics trainings and workshops for varied audiences, from children to educators to journalists and public officials.

Awards & Recognitions

- 2003: KIE described as “an important institutional spark plug for the focus on moral and civic concerns” at Duke¹ in the book *Educating Citizens: Preparing America’s Undergraduates for Lives of Moral and Civic Responsibility*, which singled Duke out among research universities for its focus on moral and civic education
- 2004: KIE awarded the **North Carolina Groundbreakers in Character Education Award** from the Department of Public Instruction “in recognition of ... outstanding efforts and dedication to the children, schools, and families of North Carolina.”
- 2005: KIE website named a “Leading Site for Social Entrepreneurs” by Changemakers.net
- 2006: Betsy Alden, KIE Coordinator for Service-Learning, receives the inaugural **Robert L. Sigmon Award** from North Carolina Campus Compact for “significant contributions to service-learning”
- 2006: Duke singled out by the *Christian Science Monitor* in a March 2 editorial for having “long run a campus program to support students in moral reflection and personal integrity”

¹ Anne Colby, Thomas Ehrlich, Elizabeth Beaumont, and Jason Stephens, *Educating Citizens: Preparing America’s Undergraduates for Lives of Moral and Civic Responsibility* (Carnegie Foundation for the Advancement of Teaching and Jossey-Bass, 2003), pp. 56, 78.

KIE Faculty Council

Phil Costanzo, Psychology (Chair, 2006-)
Allen Buchanan, Philosophy & Public Policy
Peter Burian, Classical Studies
Tina Campt, Women's Studies
Robert Cook-Deegan, GELP and Public Policy
Peter Euben, Kenan Distinguished Faculty Fellow in Ethics
Ruth Grant, Political Science (Chair, 2002-2005)
Malachi Hacoheh, History
Stanley Hauerwas, Divinity
Toril Moi, Literature and Romance Studies
Sim Sitkin, Fuqua School
David Wong, Philosophy
Gregson Davis, *ex officio*
Elizabeth Kiss, *ex officio*
Noah Pickus, *ex officio*
Robert Thompson, *ex officio*

KIE Advisory Board

Richard Brodhead, Durham, NC (Chair)
Lawrence Blum, Boston, MA
Jean Bethke Elshtain, Chicago, IL
Joel Fleishman, Durham, NC
J. Rex Fuqua, Atlanta, GA
William Galston, College Park, MD
Julian Harris, Philadelphia, PA
Joseph Harvard, Durham, NC
Kimberly Jenkins, Chapel Hill, NC
William Johnson, Raleigh, NC
James A. Joseph, Durham, NC
Rushworth Kidder, Camden, ME
Matt Mackowski, San Francisco, CA
John Medlin, Winston-Salem, NC
Dennis Meyer, Washington, DC
Gary Pavela, College Park, MD
William Raspberry, Durham, NC
Nancy Rich, Durham, NC
Wyndham Robertson, Chapel Hill, NC
Mary D.B.T. Semans, Durham, NC
Jeanne Tannenbaum, Winston-Salem, NC
Phil Costanzo, *ex officio*
Elizabeth Kiss, *ex officio*