

I developed and was Director of the Southwest Minnesota State University Center for Ethics (SMSU CfE) during my time as an Assistant Professor of Philosophy at SMSU (2005-2006). This included:

- Establishing a CfE website, having a home page with categories found in the figure on this page. (The site is now defunct, since the CfE no longer exists.)
- Creating, then vetting, a Mission Statement for the CfE, which in its earliest form looked like this:

"The Center for Ethics exists to promote the interdisciplinary study, teaching, and application

of ethics throughout the Southwest Minnesota State University (SMSU) community. It accomplishes this by: providing resources in ethics education; developing courses and course materials; organizing gatherings, meetings, workshops, lectures, and conferences; preparing publications and presentations; collecting real-world and hypothetical use cases and ethical dilemmas associated with various professions; and interacting with alumni and friends of SMSU, as well as people, businesses, and other organizations that surround the University."



- In order to get a sense of the extent to which ethical matters were being discussed/treated in SMSU classrooms, and as a "teeing up" for further discussions about Ethics Across the Curriculum (a principle focus of the CfE), I circulated a CfE Questionnaire to the Heads of Divisions, Chairs of the respective Departments and Programs, and all faculty members at SMSU. (Beth Weatherby was Dean of Arts & Sciences, while Steve Kramer was Chair of the Department of Philosophy at the time; both have since retired.) The CfE Questionnaire had these elements:
  - o An introduction to the CfE and its Mission and personal introduction
  - o A comment about how one of the leading trends in higher education is to have an ethical component or module incorporated into the professional or occupational course one teaches to supplement the typical, freestanding ethics courses that are usually taught in a philosophy department (general ethics, business ethics, etc.), and how this is a fundamental element of an Ethics Across the Curriculum (EAC) program at a school
  - o The Questions themselves included:
    - Q: Do you provide an ethics-related topic, issue, case, or dilemma in any of the courses you teach? If so, please briefly describe it.
    - Q: Does it work? Do students seem to enjoy it? Find it interesting? Do they "get" it?
    - Q: Would you like some information about ethics-related case studies, videos, and/or other resources associated with your particular discipline?
    - Q: If you currently do not provide an ethics-related topic, issue, case, or dilemma in any of the courses you teach, but think it would be appropriate to do so, would you like to chat with others or me about how best to incorporate something ethics-related in your course(s)?
    - Q: Would you be interested in having someone come into your class and give an ethics-related presentation directly related to your course material?
    - Q: Would you be interested in attending an Ethics Across the Curriculum workshop put on by the CfE where we can discuss ethical principles and ethical decision making as well as go through some cases related to your discipline?
    - Q: Would you be interested in developing an ethics course related to your discipline, but need resources and materials, as well as ideas for topics? The CfE can help you with that.
    - Q: Would you be interested in co-developing/co-teaching an ethics course related to your discipline?
    - Q: Do you have an idea for developing an ethics-related course associated with your discipline, or an ethics-related project associated with your discipline, and would like to know where you might get grant monies for the development of the course or project?
  - o I then collected the questionnaires, compiled my notes into a document that I presented to relevant and interested persons.
  - o Then, with a committee of interested folks, we planned some of our next steps based on the feedback, to include the 1<sup>st</sup> CfE Workshop in the spring of 2006, which surrounded business ethics.

All of the above was accomplished by October 1 of that year, 2005.

- I not only (A) met with the President, David Danahar, and the President's Leadership Team to introduce myself, talk about the CfE, the idea of an Ethics Across the Curriculum Program, ideas they may have for the CfE, for funding of the CfE, for networking, etc., but I also (B) met with the POCs of relevant SMSU Programs and Organizations to introduce myself, talk about the CfE, the idea of an Ethics Across the Curriculum Program, etc.
- I assessed the budget for the 2005-2006 school year and established the budget for the 2006-2007 school year. I put together a CfE Master Budget Spreadsheet that included columns titled Revenues, Expenses, Resource Quantities, Assets, Liabilities, and Cash Flows. Expenses that year included:
  - o Monies for CfE Annual Lecture: honorarium, flight, hotel, food, varia for plenary speaker; refreshments, coffee, snacks, sugar, sweetener, creamer, napkins, plates, etc.; copying expenses
  - o Monies for CfE Colloquium: refreshments, coffee, snacks, sugar, sweetener, etc.; copying expenses
  - o Monies for CfE Workshop: refreshments, coffee, snacks, sugar, sweetener, etc.; copying expenses
  - o Monies for Movies, Morals, and Munchies: munchies like pizza and snacks, napkins, etc.; copying expenses
  - o Monies for day to day running and maintenance of CfE: office supplies; copying expenses

In the interests of full disclosure (and for ethical reasons, too), the CfE Budget was always publicly available to any relevant persons.

- I established something I called Movies, Morals, and Munchies, where once a month the CfE sponsored a get together to watch an ethics-related movie (or TV show, or a documentary). The first movie was *Extreme Measures* from 1995, starring Hugh Grant and Gene Hackman, where Hackman is a spinal surgeon working with an underground group of folks who are grabbing homeless people off the street—against their will—imprisoning them in a facility in New York City, and performing spinal experiments on them that entails giving them a cocktail of new drugs. Grant plays an ER doctor, and one of the homeless guys escapes from Hackman's facility and winds up dying in Grant's care at the hospital and leaving Grant baffled, given he can't figure out the cause of the homeless guy's death. The movie brings out issues such as: Is it ever permissible to cause a few to suffer so as to benefit the many? Do ends justify means? Are some people "worth" more than others? A small lecture was always provided surrounding the particular ethical topic before we watched the movie; in the above case, it was a bit of Kantian-based deontological theory vs. Millian-inspired utilitarian theory. Then, after the movie, we had a set of questions for folks to break into small groups and discuss. We provided munchies, too. As you can imagine, when you put these three together—Movies, Morals, and Munchies—they're a winning combination, for anyone. I've been involved in something like this with various Philosophy Clubs, too.
- I also established something I called Food for Ought... Once a week, students and faculty got together and discussed some ethics-related topic over lunch in the school cafeteria or off campus at the local coffee house/café. When I was in grad school, we used to do something like this with faculty, but it was called Quodlibetalunches (a quodlibet is defined as a "topic for, or exercise in, philosophical or theological discussion").
- I further established the CfE Colloquium, where five times a year, for a one-to-two-hour session during the months of October, November, February, March, and April, there was a colloquium where an SMSU faculty member presented an ethics-related paper or project. I presented my in October titled, "The Kantian, Utilitarian, and Aristotelian Tests for Making Ethical Business Decisions."

The activities in the previous five points above were accomplished by November 1 of that year, 2005.

- I then established the spring CfE Annual Lecture Series. I know a lot of world-famous ethicists, so I was able to secure tentative commitments from folks for future lectures. The first CfE Lecture took place on March 25, 2006, and Kevin Decker, PhD (Eastern Washington University) was plenary speaker. It was a day-long event with presenters responding to the plenary speaker and a panel session.
- I then began discussions with students to create an Ethics Bowl Team at SMSU. The Intercollegiate Ethics Bowl was started by members of Association for Practical and Professional Ethics in the early 2000s. It "gives students a chance to enter an academic competition that combines excitement and fun with an educationally valuable

experience in the areas of practical and professional ethics” (<http://appe.indiana.edu/ethics-bowl/ethics-bowl/>). Dr. Richard Greene is the Intercollegiate Ethics Bowl Board Chair, and I worked closely with him in ramping up our Team. He wrote a confidential letter of recommendation for me that I can have sent to you through Interfolio. I’ve known him since the early 2000s because we have worked on Philosophy and Pop Culture books and articles together since back then.

- I made good on my commitment to upload 5 case studies for each of the following areas to the CfE website: Business Ethics, Bioethics, Environmental Ethics, Engineering Ethics, Science and Research Ethics, Computer and Cyber Ethics, Typical College Experiences. There were 40 uploaded, actually.

The activities in the previous three points above were accomplished by December 1 of that year, 2005.

- I hit the ground running, day one, in the attempt to locate funds for the CfE and CfE-affiliated faculty. I have written numerous research grants, some of which have been successful (see my CV). I put all of the below on the CfE website, with the correct links, as well as announcements for awards. And, I sent out regular University-wide announcements and targeted announcements to relevant faculty related to upcoming funding opportunities and deadlines associated with them.
  - o Grant Databases
    - Research Professional – Searchable funding information database
    - The Grant Advisor Plus – Weekly publication that highlights upcoming grant opportunities
    - Grants.gov – Grants from 26 federal agencies; can subscribe and do RSS subscriptions
    - Grantspace and The Foundation Center – Connects to philanthropic foundations
    - Grantsselect
  - o General Sources
    - The Center for Ethics & Education Research Grants: <http://ethicsandeducation.wceruw.org/research-grants.html>
    - The Institute of Education Sciences (IES) – Postsecondary Education Program – DOE research program contributes to “improving SMSUess to, persistence in, and completion of postsecondary education”
    - Ewing Marion Kauffman Foundation – Higher Education Initiatives – Helps universities to “become more entrepreneurial... in how they operate”
    - Henry Luce Foundation – Higher Education Grants – Strengthens international understanding of American ideas, and “fosters innovation and leadership in academic, policy, religious and art communities.”
    - The Spencer Foundation – Looks at ways “education, broadly conceived, can be improved around the world”
    - Ford Foundation – Educational initiatives
    - Lumina Foundation – Funding for initiatives designed to “increase awareness of the benefits of higher education... increase productivity across the higher education system” —emails or RSS feeds.
    - The Teagle Foundation – Committed to “promoting and strengthening liberal education”
    - John D. and Catherine T. MacArthur Foundation – Digital Media & Learning Initiative
  - o Funding for Humanities and Social Science Education
    - National Endowment for the Humanities – Division of Education Programs
    - National Endowment for the Humanities – Office of Digital Humanities – List of grant opportunities
    - Social Science Research Council
    - American Council of Learned Societies
    - Sociological Initiatives Foundation
    - Society for Professional Journalists (SPJ)
    - National Institute of Justice
  - o Funding for STEM (Science, Technology, Engineering, Mathematics) Education
    - National Institutes for Health (NIH) – R25 Education Projects; also subscribe to the NIH’s weekly email
    - National Science Foundation (NSF) – Directorate for Education and Human Resources (EHR), includes the Division of Graduate Education (DGE), Division of Undergraduate Education (DUE), and Division of Research on Learning (DRL)
    - Alfred P. Sloan Foundation – Science Education
    - Pfizer Grant Program
    - Monsanto Grant Program

- I placed numerous links to professional codes of ethics as well as organizations' codes of ethics, such as:
  - o Association for Practical and Professional Ethics
  - o American Psychological Association Ethical Principles of Psychologists and Code of Conduct
  - o The American Sociological Association Code of Ethics
  - o The American Philosophical Association Code of Ethics
  - o The NEA Code of Ethics
  - o The WHO (not the band ! ☺ )
  - o Association of Clinical Research Professionals
  - o Biomedical Engineering Society
  - o NIH
  - o Nicholas Steneck's "Introduction to the Responsible Conduct of Research"—put out through the Department of Health and Human Services
  - o National Academy of Engineering
  - o National Society for Professional Engineers
  - o US Department of Labor
  - o OSHA's Clinicians Web Page
  - o International Labour Organization, Ethics Office
  - o Others...
  - o Codes of Ethics of the Biggest Companies on the Planet at the Time:
    - Amazon's Code of Conduct or Ethics
    - Dell's Code of Conduct or Ethics
    - Intel's Code of Conduct or Ethics
    - Microsoft's Code of Conduct or Ethics
    - Others...
- I maintained the repository of ethics-related materials composed of videos, case studies, exercises, and other resources. The videos themselves were mostly VHS tapes, if you can believe it! The videos were in the realms of General Ethics, as well as Business Ethics, Bioethics, Environmental Ethics, Engineering Ethics, Science and Research Ethics, Computer and Cyber Ethics, and Typical College Experiences.
- I also placed links to other Centers and Institutes on the CfE site, such as:
  - o Center for the Study of Ethics in the Professions, Illinois Institute of Technology
  - o W. Michael Hoffman Center for Business Ethics, Bentley University
  - o Ethics Institute, Dartmouth
  - o Carnegie Council for Ethics in International Affairs
  - o Cary M. Maguire Center for Ethics and Public Responsibility, Southern Methodist University
  - o Center for Ethics and Business, Loyola Marymount
  - o Center for Ethics and Public Service, University of Miami Law School
  - o Centre On Values and Ethics, Carleton University
  - o Association for Practical and Professional Ethics
  - o The Hastings Center
  - o Many others...

The activities in the previous four points above were accomplished by April 1 of that year, 2006.

- Also, as Director of the SMSU CfE, in my first year, I:
  - o Raised over \$10,000.00 for the CfE, which is actually quite an accomplishment given the size of the University at the time (some 13,000 students) and the fact that Marshall, MN is a three-mile-by-three-mile square with a population of around 13,000 people (at the time) located some 3 hours west of the Twin Cities.
  - o Wrote numerous grants for the CfE, and coached faculty in writing grants for themselves
  - o Received an SMSU grant for my own research that school year
  - o Served on the SMSU IRB regularly reviewing proposals for questionnaires that psychology and anthropology professors wanted to administer to students

## What Exactly is an Ethics Across the Curriculum (EAC) Program?

EAC describes a trend in higher education that calls for the infusion of the study of ethics into all aspects of the academic program in ways that promote ethical inquiry and encourage students, faculty, administration, and staff to take ethics seriously as a developed personal motivation. An EAC Program usually entails establishing an overall plan that coordinates the following:

- Freestanding ethics courses (required or electives): Introduction to Ethics, Business Ethics, Bioethics, Environmental Ethics, Engineering Ethics, Science and Research Ethics, Cyberethics
- Ethics integration projects for mainstream courses where an ethical component or module is incorporated into the actual professional or occupational course
- Special activities such as an annual lecture, workshops, colloquia—the kind of things I mentioned above
- Ethics Bowl Team, if possible
- Repository for case studies, videos, codes of ethics—again, the kind of things I mentioned above
- Repository of research: papers, presentations, course modules
- Funding opportunities, or at least information directing one toward funding

An EAC program benefits students by:

- Providing them with multiple opportunities to discuss & think about ethical issues they will encounter in their personal and professional lives
- Equipping them with the tools to think through ethical issues in a critical and responsible way
- Creating an environment in which they practice “civil” discourse in the presence of differing views and thereby learn to speak civilly to each other, work through disagreements, and treat each other with respect
- Instilling sensitivity to the suffering of others and an inclination to help those in need

I was part of the genesis of the EAC program at Saint Louis University, when I was a graduate student studying for the PhD in philosophy. According to one of my mentors, Fr. John Kavanaugh (rest his soul), an EAC program:

- Identifies efforts across the University that focus on ethics
- Facilitates exchange of information and resources among academic units
- Sponsors lectures and workshops to stimulate conversations about ethics
- Provides developmental opportunities for faculty to become more informed about descriptive/normative ethics
- Offers a supportive environment in which faculty can explore the ethical issues relative to the classes, laboratories and other settings in which they teach and develop curricular materials that focus on these issues
- Builds and sustains a moral community of discourse among the faculty, i.e., fostering a university-wide commitment to the ethical mission of Saint Louis University in faculty research and teaching

An ethics component is part of a course curriculum that helps students identify, understand, and make progress toward resolving moral conflicts. This likely will entail:

- (1) Planning and incorporating an ethically relevant assignment or discussion in your course
- (2) Generating some kind of report noting (A) what ethically relevant assignment or discussion you incorporated in your course, (B) the rationale/reason/justification for teaching it, (C) what worked/was effective about it for students, (D) what could be changed to improve it if you teach it again OR idea(s) for teaching something different

The ethics component can take a variety forms in your class:

- ***It might include case studies that explore some practical ethical issue in your area. Discuss current events in your discipline with an eye to the ethical questions they raise.***

Examples: In computer science, the website [www.computingcases.org](http://www.computingcases.org) gives three case studies along with detailed instructions for their classroom use and supporting material. One case deals with Richard Machado who, at age 19, was the first person in the US to be convicted of an e-mail hate crime. Case studies in chemistry and biology are an excellent way to explore questions of ethical research (What are the limitations of research on human subjects?) as well as the use of research (What are the limitations of genetic engineering or cloning?).

This approach works well for courses in almost any discipline, but they are commonly used in business, nursing, computer science, environmental studies, biology, chemistry, and the social sciences.

- ***It might include a discussion of professional ethics as it coincides with your discipline. This could apply to many of the disciplines we teach. It would be great to expose our students to some of the problems that professionals face in careers they may be contemplating.***

Examples: In business, the Enron case leaps to mind, of course. In accounting, what is the professional code of ethics? What are ethical problems an accountant is likely to face? In outdoor education, how does an educator who is dedicated to wilderness balance the invasive potential of taking a class into a pristine environment with the damage done to that environment in the process of educating students about it? In biology and chemistry, what are a researcher's personal ethical responsibilities in the possible uses of her/her research, if any? In anthropology, students could explore and discuss the topic of fieldwork ethics.

Again, this approach works well for courses in almost any discipline, but they are commonly used in business, nursing, computer science, environmental studies, biology, chemistry, and the social sciences. Another possible, related, approach: if you are interested in exploring professional ethics in disciplines such as business, mathematics, or the sciences, have your students research and discuss codes of conduct in some of the organizations in which they might find themselves working after graduation.

- ***It might do double duty—so to speak. Use a reading, statistical problem, work of art, speech, or film that relates to your discipline and also raises ethical issues. Lead a class discussion on those issues or include the ethical dimensions in the work in a writing or speech assignment.***

Examples: In an art appreciation or art history course, exploration of the works of controversial artists like Robert Rauschenberg or Andres Serrano (of "Piss Christ" fame) raise ethical questions as well as artistic ones. Are there ethical limitations on artistic freedom? Does taxpayer support of the arts involve a right or duty to censor "offensive" art in the public interest? Who decides? Can a play exploring the position of women in Islamic societies be considered "hate speech" and censored on the grounds that it will incite religious violence?

This approach might work for courses in the arts, history, literature, speech, composition, language, or statistics.

- ***It might explore various theories of moral development and have students reflect on their own moral development.***

Example: A psychology class could explore Lawrence Kohlberg's theory of moral development and Carol Gilligan's feminist critique of his model. Which do students most identify with? How would students chart their own moral development on these scales?

This approach might work for courses in psychology, sociology, religion, or nursing.

- ***It might follow a thread of ethical theories and/or issues throughout the course.***

Example: In a world religions course, one can include a specific discussion of the ethical framework of each of the religious traditions that are studied as well as a relating of those frameworks to other aspects of the religions. Another example: A political science course would be a natural arena to discuss the way in which ethical theories like natural law and utilitarianism have influenced political theory and public policy. Discussion of historical events like Hiroshima or the Holocaust naturally raise ethical issues, as do debates on most public policy issues like welfare, just war, environmental regulation, education policy, immigration and many others.

This approach might work for courses in sociology, religion, government, political science, or history.

## Understanding the Reasons Why People Give Money

In order to raise money, one needs to understand the various motivations people have for donating. I agree with this. Here are some of the top reasons why donors give, according to the website Network for Good:

- Someone I know asked me to give, and I wanted to help them
- I felt emotionally moved by someone's story
- I want to feel I'm not powerless in the face of need and can help (this is especially true during disasters)
- I want to feel I'm changing someone's life
- I feel a sense of closeness to a community or group
- I want to memorialize someone (who is struggling or died of a disease, for example)
- I was raised to give to charity—it's tradition in my family
- I want to be "hip," and supporting this charity (i.e., wearing a yellow wrist band) is in style
- It makes me feel connected to other people and builds my social network
- I want to have a good image for myself/my company
- I want to leave a legacy that perpetuates me, my ideals or my cause
- I feel fortunate and want to give something back to others
- I give for religious reasons—my faith teaches me to help others
- I want to be seen as a leader/role model

From "The Secret to Getting People to Give: 14 Reasons Why People Donate" by Network for Good (October 6, 2015): <https://www.networkforgood.com/nonprofitblog/how-to-get-non-profit-donations/>

So, when I raised money for the SMSU CfE (and any other organization in my life), I always looked for opportunities to tap into those motivations. For example, the lady who lives next door to me recently set up a fund in her father's name to assist students with tuition at Rockhurst University in Kansas City. She'll be giving \$1,500.00 a year to this fund. She told me straight out that she wants to "memorialize my dad, who went to Rockhurst."

## Building Relationships

I agree with this from Joe Garecht on The Fundraising Authority website:

The most important thing you can do, as someone who is fundraising, is to build deeper relationships between your prospect and the organization you are fundraising on behalf of. Sure, bringing in a \$100 check is nice, but building a strong relationship that results in 100 volunteer hours, \$1,000 in donations, and several new contacts, all over three or four years, would be much more valuable... Because relationships matter, don't rush your fundraising asks... A better strategy is to, as often as possible, make your first a non-monetary ask. Build relationships with your prospects – ask them to come to a free event, read your case for support, sign-up for your newsletter, volunteer at your office. Get them involved (or at least have one introductory conversation about your charity that is not based on seeking a donation), then ask them to give. Build relationships that last, whenever possible.

From "How to Ask for Anything" by Joe Garecht on The Fundraising Authority website: <http://www.thefundraisingauthority.com/fundraising-basics/how-to-ask/>

Thus, whenever possible, when I was trying to raise money I was networking and hobnobbing with local folks and friends of the University, and I was always inviting folks to CfE events.

## Annual CfE Donor Dinner

As an expression of gratitude to CfE donors, the CfE was on track to establish an annual CfE Donor Dinner. This special evening would have allowed donors to meet and interact with CfE faculty and students, members of the Ethics Bowl Team, and other friends of the CfE. The evening's program would have included a compelling student or alumni speaker, a musical performance, and a keynote speaker who has been instrumental in providing financial support.

However, I had the golden opportunity to work at Florida State University with Michael Ruse in the History and Philosophy of Science Program in the 2006-2007 school year, and I never went back to SMSU. The CfE subsequently fizzled out after three years.