

The Madison Collaborative: Ethical Reasoning in Action

Quality Enhancement Plan

For the Southern Association
of Colleges and Schools
Commission on Colleges

On-Site Review

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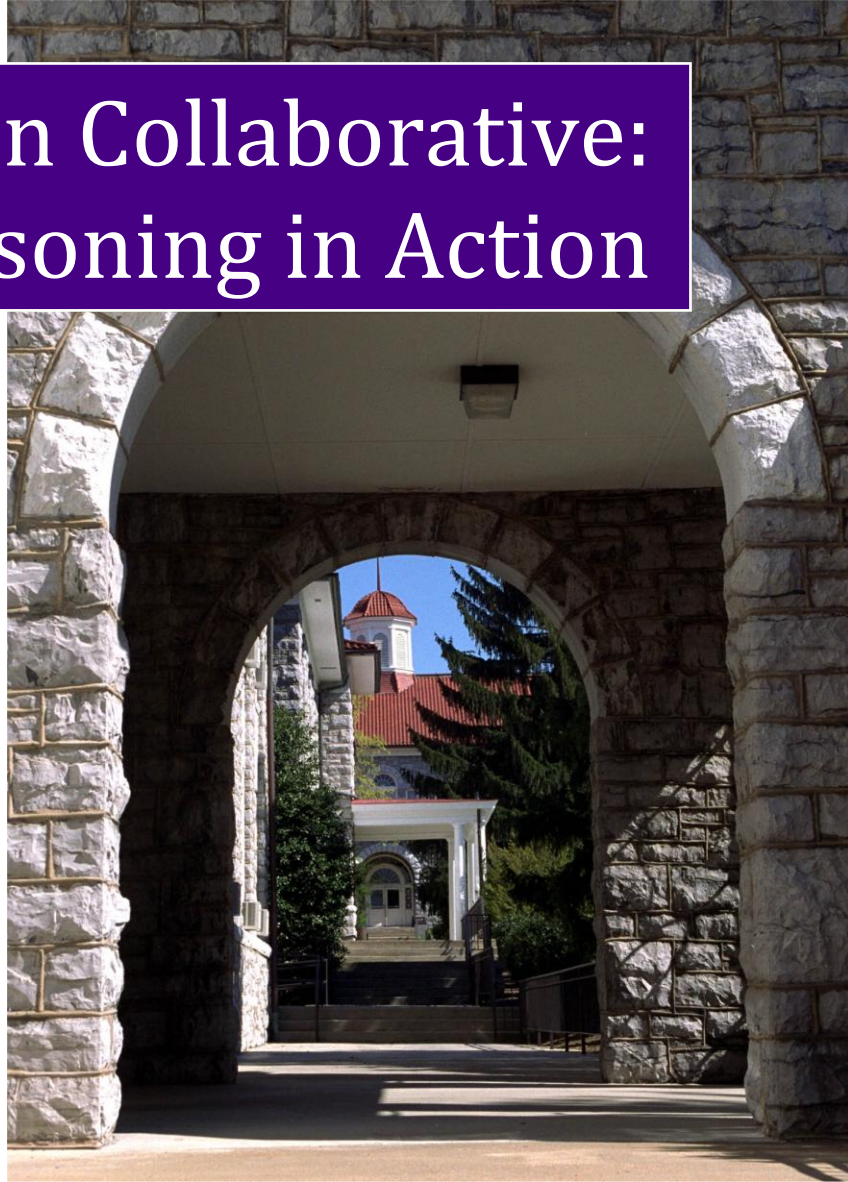


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Abbreviations and Glossary of Terms

Advanced Placement	AP
Association of American Colleges and Universities	AAC&U
Association for Practical and Professional Ethics	APPE
Center for Assessment and Research Studies	CARS
Defining Issues Test	DIT
Deliberate Psychological Education	DPE
Eight Key Questions	8KQs
Ethical Reasoning Identification Test	ERIT
Ethical Reasoning Skills	ERS
General Education	GenEd
Graduate Assistant	GA
International Baccalaureate	IB
Madison Collaborative Freshman Course	MCFC
Office of Residence Life	ORL
Quality Enhancement Plan	QEP
Southern Association of Colleges and Schools Commission on Colleges	SACSCOC
Student Affairs and University Planning	SAUP
Student Government Association	SGA
Student Learning Outcomes	SLOs
<i>The Breeze</i>	JMU's student newspaper
The Madison Collaborative	MC

I. Executive Summary

The James Madison University Quality Enhancement Plan, The Madison Collaborative: Ethical Reasoning in Action, embodies and complements the university mission as we promise to prepare students to be “educated and enlightened citizens who lead productive and meaningful lives.” Through coordinated and enhanced curricular and co-curricular opportunities employing a new eight-question ethical reasoning framework, grounded in centuries of philosophical thought and developmental psychology, this QEP connects related activities and broadens their reach to elevate ethical reasoning as a priority for undergraduate student learning. This QEP inspires the university to define and measure the underpinning concepts put forth in the Mission Statement, Defining Characteristics, and motto “Be the Change,” resulting in greater alignment between our aspirations and our actions.

After receiving 76 proposals from the university community detailing ideas that would enhance student learning, a committee pared down this astounding number to five striking ideas. White Paper committees composed of faculty, staff, and administrators delved into further detail, fleshing out the final five ideas and gathering feedback from students and colleagues. Following review of the final White Papers and presentations to senior leadership, two related ideas, “Educating for Responsibility” and “Citizenship for the 21st Century,” were combined and eventually evolved into the final topic: ethical reasoning.

JMU already values and promotes integrity within its community, as is reflected in our Mission Statement, Defining Characteristics, and motto “Be the Change.” Yet the complex society which our graduates enter calls us to do more. JMU plans to answer this call wholeheartedly by explicitly defining and including an ethical reasoning framework, which is an applied form of critical thinking, in undergraduate curricular and co-curricular experiences. Over the five-year period, the university will support with a \$2.5 million budget a newly-developed administrative structure, The Madison Collaborative, and its efforts to embed ethical reasoning into the JMU culture.

As its foundation, The Madison Collaborative has set the goals of elevating the campus-wide understanding and discourse on ethical reasoning as a teachable, evaluative process; providing a unifying framework that aligns campus efforts to teach and assess ethical reasoning; and encouraging multiple avenues of intentional connection among personal, professional, and civic application of ethical reasoning skills in the classroom, co-curricular activities, and student life. Beginning with an earnest

education effort focused on the basics of the eight-question ethical reasoning framework, select university faculty, Student Affairs professionals, and administrators will become well versed in the foundational concepts and nuances of The Madison Collaborative in a Core Curriculum Workshop. Following that, targeted audience-specific workshops will help further define and direct the application of the eight-question framework. These foundational educational experiences will drive the overall implementation as the concept of ethical reasoning becomes more intellectually accessible to a greater number of people at JMU and in the larger community.

Highlights of the implementation activities include a first-year student experience during 1787 August Orientation, where Student Affairs professionals and student employees will facilitate discussions on an ethical reasoning case study, to be followed by discussions in campus residence halls. A first-year online learning module will enable students to grapple more deeply with each of the eight perspectives in the framework. Numerous General Education, Honors, and major-specific faculty will alter their courses and assignments to include the Eight Key Questions. In addition, the Office of International Programs, Judicial Affairs, and the Libraries, among others, have expressed interest in including MC-related content. Finally, a comprehensive assessment protocol will be used throughout the five years to determine progress and inform future activities.

II. Process Used to Develop the Quality Enhancement Plan (QEP)

This section presents a snapshot of the larger JMU constituency and the university's liberal arts foundation, followed by a chronological progression of the development process from selection of the QEP Planning Committee through to the campus-wide appeal for participation and interest in the implementation efforts set to begin in summer/fall 2013. The broad-based campus involvement in planning for and developing the JMU QEP was essential to the entire process: conducting early research, soliciting proposals, molding an original idea into a measurable and valuable set of outcomes that will affect student learning, and garnering support for the topic.

Background/History

James Madison University, a public, comprehensive university established in 1908, offers undergraduate, master's level, educational specialist, and doctoral degree programs, with total student enrollment of almost 20,000. More than 900 full-time instructional faculty, 360 part-time instructional faculty, and 1,200 classified staff and

administrative faculty support the JMU student community. JMU provides students a well-rounded educational experience — one that has a broad range of the liberal arts as its foundation and encompasses an extensive variety of professional and pre-professional programs, augmented by a multitude of learning experiences outside the classroom (JMU, 2012a). At the heart of these activities, and guiding the institution, is our Mission Statement: “We are a community committed to preparing students to be educated and enlightened citizens who lead productive and meaningful lives.”

Formation of the QEP Planning Committee

In the summer of 2010, university administration appointed Lee Sternberger, Ph.D., associate provost for Academic Affairs and executive director of the Office of International Programs, to lead the process. She began by speaking with colleagues at peer institutions and researching the literature on the QEP process, from first steps to calls for submissions and on through to selection, development, and implementation.

Sternberger engaged a Planning Committee composed of 30 faculty, administrators, staff, and students (Appendix I) in September 2010 to learn about the overall QEP process and to begin building the structure for proposal topics, submission, and selection. Her initial e-mail to the Planning Committee stated that the QEP is

A chance to engage in an open and transparent dialogue with the university community, review our mission and value statements and strategic plan (and other ‘priority’ documents), and critically examine the fit between our aspirations and practices with regard to student learning and the student learning environment. We have the rare opportunity to be creative and innovative in how, what, when, and where our students learn. We have the chance to enhance teaching and learning in a way that can change the campus culture (L.

Sternberger, personal communication, September 10, 2012).

Three subcommittees were asked to conduct independent research to help inform the long-term approach. Building on Sternberger’s idea of “fit” between aspirations and practice as a foundation for topic selection, Internal Data Subcommittee members conducted an internal environmental scan, critically examining the mission, strategic plan, and Defining Characteristics. With reference to the QEP guidelines in the SACSCOC *Handbook for Institutions Seeking Reaffirmation*, specifically how to enhance student learning at JMU, the subcommittee recommended that QEP proposals must align with at least one of the Defining Characteristics, which describe what JMU strives to become. Any ideas to enhance student learning should be linked inextricably to the

larger university mission. The External Data Subcommittee surveyed the literature and identified trends in three major areas that could influence higher education and JMU over the next decade: supply and demand of college students related to demographics and employment, pedagogical concerns including students' diverse ways of knowing and accountability in student learning, and administrative concerns of environmental stewardship and funding. The Solicitation Process/Communication Subcommittee constructed a plan for publicizing the QEP process and promoting the call for submissions of QEP proposals. Each group summarized its suggestions and findings in reports for the benefit of the larger Planning Committee.

QEP Awareness and Proposal Requests

Once the Planning Committee developed a foundational understanding of the QEP undertaking, its members began publicizing the QEP course of action through in-person presentations to a wide variety of groups: students, Faculty Senate, upper-level administration, academic departments, administrative units, student government and other student groups, and the Board of Visitors. As awareness and momentum for the QEP were building, the second publicly-broadcast step was the call for proposals. QEP proposals were solicited via e-mail communications to students, faculty, staff, alumni, parents, and the surrounding community. News articles appeared in the *Harrisonburg Daily News-Record*, in *The Breeze*, and in *Madison* (the alumni magazine) (see Appendix II). WHSV, the local ABC affiliate, interviewed Lee Sternberger on two occasions. Previous JMU President Linwood Rose, in a video, called for proposals to be submitted via the new QEP website.

Using the slogan "What's Your Big Idea?" the QEP Planning Committee's call for proposals reached thousands of people. Those who wanted to submit their ideas were asked to complete a simple, yet explicit, four-question web form that linked the idea to the mission and demonstrated the potential to affect student learning. The 14-person Internal Data Subcommittee identified applicable criteria that applied most closely to the QEP, supported by internal data documents (mission, vision, values statement, Defining Characteristics, and six-year institutional plan) that would also later be used to guide the initial review of the proposals.

Specifically, submitters were asked to address:

- a. The topic's potential to transform an issue related to student learning at the institutional level
- b. How the proposed topic is congruent with the mission and strategic plan

- c. Student learning outcomes: what students should be able to think, know, or do as result of the proposed topic
- d. Possible avenues for implementation

Emblematic of JMU's "Be the Change" spirit, the JMU internal and extended community made the effort to share their Big Ideas to enhance student learning. Expecting a few good ideas by the January 15, 2011, deadline, the QEP Planning Committee was gratified with 76 proposals that showed promise for further development. The community had the opportunity to view and comment on all 76 proposals, which were anonymously displayed on the QEP blog. Proposals spanned a wide range of topics: citizenship, applied liberal arts, leadership, digital media, technology, General Education, personal and social responsibility, financial education, learning environments, and global engagement.

Initial Proposal Evaluation and Selection

Members of a new subcommittee, the Phase 1 Proposal Recommendation Subcommittee, used the Qualtrics survey tool to conduct a blind review of all 76 proposals, ranking them as exemplary, acceptable, or unacceptable in five defining areas: vision; level of need and importance; focused, yet has broad interest and relevance to the JMU community; congruence with JMU mission and goals; and possible avenues for implementation. The subcommittee members were also asked to identify potential connections in objectives or actions among the 76 proposals. Based on this initial evaluation and scoring, the proposals were narrowed to 21 possible QEP topics. A second review organized ideas and relevant proposals into seven categories: Enhancing Citizenship, Enhancing Academic Engagement through Creativity, Enhancing Academic Engagement through Application and Relevance, Enhancing Courses through Technology, Enhancing Civic Engagement, Enhancing Environmental Stewardship through a Local Pedagogy of Place, and Enhancing Character.

The results and recommendations were presented to the full Planning Committee on March 2, 2011, and then to Academic Council, a standing administrative group including the provost, vice provosts, associate provosts, deans, general counsel, Academic Affairs financial officers, a Student Success representative, and a Research and Public Service representative. The committee requested that six of these authors further develop their ideas into five White Papers, combining two of the original proposals.

White Paper Development

Sternberger individually contacted the authors of the original proposals and requested that they develop a 10-15 page White Paper to flesh out the ideas and create a detailed picture of potential implementation. The committee developed White Paper guidelines to aid the authors and made multiple resources available via Blackboard. Each of the authors had the expertise of an internal “coach” from the QEP Planning Committee and were encouraged to add faculty, staff, administrators, and students from the JMU community to their teams. The authors had approximately two-and-a-half months to gather their teams and produce the White Paper by June 20, 2011. Sections of the White Paper were to address relevant QEP topic concerns: vision, congruence with mission and goals, student learning (goals and objectives, sample learning outcomes and assessment tools, other outcomes, outputs), implementation (process and activities, building support), resource requirements (to develop the proposal further, five-year plan, sustainability of program beyond five years), and references. During a Center for Faculty Innovation event, May Symposium, each team was offered collaboration space for a “lockdown” to encourage paper development and to provide consultation with Keston Fulcher, the associate director of the Center for Assessment and Research Studies (CARS), and Diane Stamp, the assistant vice president for the Office of Budget Management. Teams sent drafts of the papers to other faculty, staff, and students for feedback to gather a wide array of thoughts and suggestions to incorporate into the papers prior to final submission. Even team members of other proposals were asked to be reviewers for their peers’ White Papers (see Appendix III for the final topic categories, titles, authors, coaches, and teams).

The White Papers were posted on the QEP blog in July 2011, and anonymous comments were solicited from the campus community on each further refined proposal. In the meantime, Academic Council and university leaders read each White Paper in preparation for presentations in September.

Selection of Final Topic(s) by University Leadership

To ensure that each White Paper proposal could be fully understood and the potential impact on student learning illustrated, each team presented its idea to senior leadership including the president, four vice presidents, and the assistants to the president in September 2011. Over two days, representatives from the five teams had 20 minutes to present their ideas and 10 minutes for questions and discussion. Then the leaders deliberated on which idea to carry forward as the JMU Quality Enhancement

Plan. Because all five ideas were so well developed and could have a significant effect on student learning, the decision was difficult. In fact, the senior leadership asked the larger Academic Council to make the final decision. In the end, two ideas were chosen to be combined as one comprehensive, yet manageable, QEP topic.

Combining Two Big Ideas into One Unifying Concept

The culmination of a year-and-a-half of planning, solicitation, and selection was an opportunity to combine two proposals: “Citizenship for the 21st Century” and “Educating for Responsibility,” itself the combination of two original proposals (“Program for Personal and Public Responsibility” and “Implement a Comprehensive Student Character Development Program”). Though the two White Papers had similar implementation approaches, a new unifying concept needed to be refined before work could begin on the five-year plan.

A new QEP Task Force was formed, chaired by Sternberger, including the original authors of the proposals, their coaches, a student representative, a Student Affairs representative, an assessment expert, and a communications expert. All divisions of the university were represented as well as the student voice. After a series of meetings to clarify the conceptual similarities between proposals, the committee saw “ethical reasoning” at the core and three areas of application on which to focus: personal, professional, and civic. This topic relied heavily on the content of the “Educating for Responsibility” proposal, thereby subordinating the “Citizenship for the 21st Century” proposal and its specific focus on civic engagement. The new Task Force believed this clarity and purity of topic was essential to forward progress.

Next, the Task Force, led by the resident ethicist and original author of one of the proposals selected, Bill Hawk, worked to envision and define ethical reasoning at JMU. Several Task Force committee meetings and discussions yielded an ethical reasoning framework of Eight Key Questions, or 8KQs, to be used by students when evaluating an ethical situation. These questions were later vetted with faculty familiar with ethics theory and scholarship, as well as approximately 30 students in a philosophy course. One student commented

As a first-year student with an emerging understanding of moral imperative, I think it would be rather interesting and thought-provoking if every class included or at least featured discussions or assignments on the moral component of decision making (anonymous student, personal communication, February 2012).

This questioning framework will serve as the heart of JMU's QEP. Keston Fulcher, the associate director for CARS, led the Task Force through several sessions to elicit specific student learning outcomes related to the 8KQs and what a student ought to be able to know or do as a result of the QEP. Section IV gives further details. The Task Force also began early discussions on which people or structures on campus would support the implementation and long-term success of ethical reasoning curricular and co-curricular interventions and assessment. The group proposed The Madison Collaborative (MC), a new collaborative structure to house the activities and administration of the greater QEP effort.

Communicating about the Chosen Topic

Sternberger began a series of presentations to university leadership in the spring of 2012 to describe the new, unifying concept of ethical reasoning, the relevance of the topic to JMU and beyond campus borders, its areas of application, the Eight Key Questions (8KQs), and the Student Learning Outcomes (SLOs). Audiences included the president, vice presidents, deans and department heads from all colleges, Student Affairs and University Planning directors, General Education administrators, Faculty Senate, Academic Council, Libraries and Educational Technologies faculty, the Graduate Council, the Board of Visitors, and the Parents Council (see Appendix IV). Student representatives on the Task Force discussed the topic with their peers in their student organization meetings and in informal settings.

Dr. Brian Schrag, the former executive director of the Association for Practical and Professional Ethics, a senior scholar at Indiana University, and senior research associate at the Poynter Center for the Study of Ethics in American Institutions, visited JMU in March 2012 to serve a dual purpose. His evening Visiting Scholar lecture, "The Penn State Scandal and Other Cases: Why Ethics Should Be the Core of University Education," gave the QEP topic an internal kick-off. Earlier that day, he acted as a consultant for the Task Force, discussing prepared comments on JMU's idea and sharing his personal expertise on developing ethics centers. His enthusiasm for the topic and his feedback were encouraging and helpful, and he provided the Task Force with numerous contacts and resources to aid in further clarifying the idea.

Focus groups with invited and volunteer participants were held in May 2012 to initiate discussions about implementation ideas and structure. At the university-sponsored week-long educational program, May Symposium, open to all faculty and staff, Task Force members held a series of presentations and a workshop to share the topic of

ethical reasoning, the 8KQs, and the SLOs. Student Task Force member Katie Stolp introduced the sessions as she described the student perspective. During the workshop, attendees divided into two focus groups to discuss the concept in more depth and to elicit implementation strategies. Feedback was varied, from the potential negative perception of having another administrative structure pulling dollars from the budget to positive support for naming and attending to ethical reasoning and related concepts in order to raise their profile and coordinate efforts. Implementation ideas included programs at orientation and in residence halls, a student competition for presenting ethical scenarios or personal stories via an artistic medium, and incorporating content into existing courses.

Development of Five-Year Implementation Plan

To kick off the implementation planning process, Lee Sternberger invited Human Resources Associate Vice President Rick Larson to facilitate a workshop helping the Task Force to define the mission, vision, and values of The Madison Collaborative. This half-day workshop also served as a reminder to Task Force members of the true purpose of the QEP and why each person's contribution matters in the effort to make a difference in the lives of students. The resulting statements provided, in written form that could be communicated to the university community, the intention of the overall Quality Enhancement Plan effort. The mission, vision, and values are discussed in Section IV.

Task Force Expansion

New expertise and broader involvement were needed as the objective of the Task Force moved from concept development to the crafting of the five-year implementation plan. New Task Force members and members of newly-formed committees were identified via personal interest shown during May Symposium and as a result of a request to college deans to suggest participants. The expanded Task Force (see Appendix V) encompassed a greater number of people from the Student Affairs division, as well as the Faculty Senate speaker, who also teaches ethical reasoning in several classes. Toward the beginning of the fall 2012 semester, another student joined the group as well as a representative from Libraries and Educational Technologies.

Committee Creation

Several committees were created to help distribute the planning workload and intentionally pursue several intervention ideas, with a Task Force member chairing each committee (see Appendix V). While some committees proved to be vital to the larger

mission, others were combined or collapsed together as planning progressed.

Curriculum Committee (and Professional Development)

One vitally important committee, the Curriculum Committee, was charged with defining the curricular integration of ethical reasoning throughout course work. Composed of faculty from multiple disciplines (see Appendix VI), the Curriculum Committee began meeting in late spring 2012. After initial discussions about the 8KQs and their philosophical and scholarly foundations, the group realized the need for professional development for anyone participating in the implementation of The Madison Collaborative. The complexity of the concept requires foundational knowledge for all and a grounding in the definition. Given this shared interest, the Professional Development Committee was collapsed into the Curriculum Committee. This group met regularly to plan professional development workshops for faculty and staff and to conceive of additional curricular interventions.

General Education Committee

A robust General Education (GenEd) program, labeled “The Human Community,” is required of all undergraduate students and “promotes the cultivation of habits of the mind and heart that are essential to informed citizens in a democracy and world community” (JMU, 2012b). Students must complete 41 credit hours in five different clusters: Skills for the 21st Century, Arts and Humanities, The Natural World, Social and Cultural Processes, and Individuals in the Human Community. The GenEd program is at the crux of JMU’s liberal arts education. The GenEd Committee chair, Fletcher Linder, collaborated with the GenEd cluster coordinators and the associate dean in charge of General Education to identify potential courses that may be a philosophical “fit” for future implementation of The Madison Collaborative’s 8KQs and ethical reasoning content. Roughly nine courses, each with numerous sections, were suggested initially. Continued discussions and planning helped to solidify courses and recognize instructors who are interested in some level of course redesign.

Student Affairs Committee (and Residence Life)

The Student Affairs Committee soon combined with the Residence Life Committee as the connections among co-curricular interventions became clearer. Committee members worked with other directors and administrators within the Student Affairs division to identify targeted interventions using existing program structures and to envision new ideas to affect student learning. Many offices and programs that have significant direct contact with the majority of incoming first-year and on-campus student

residents fall under the leadership of Student Affairs. This team also understands the average level of cognitive and emotional development at which students enter the college environment, and therefore their level of potential receptivity to the 8KQs and their application. This committee introduced the intervention ideas of a 75-minute introductory program at 1787 August Orientation for all incoming first-year students, “It’s Complicated: Ethical Reasoning in Action,” followed by varied residence hall programs and facilitated discussions on the 8KQs. See Section VI for more information on co-curricular interventions.

Student Committee

Matt Klein, SGA president and chair of the Student Committee, continued to discuss the 8KQs, ethical reasoning, and proposed intervention ideas with his SGA colleagues and other students around campus. In one specific request to the SGA Academic Affairs Subcommittee in early October 2012, he asked members to comment on how students would respond to the idea of ethical reasoning on campus, if this would be an easy task, how to engrain this into the JMU culture, what student leaders and the SGA could do to assist, and if the chosen name at the time suited the program. In general, students responded that they believed this would be a large task and be received variably across campus, mainly dependent on students’ majors (if they were hard science or business majors versus liberal arts majors) and the extent to which their classes and discussions focused on ethics or morality. This quick compartmentalization reflects students’ perception of ethics and ethical reasoning as being specific to majors or professions or to stated codes or prescriptive rules to follow, rather than as a global approach to evaluating any ethical situation. They also emphasized the need to make the content and process fun for students and to include some type of reward. In considering how students could promote the idea, one student responded:

I think that if students approach students about ethical reasoning, then we can find more honest answers. This can either be done through surveys, one-on-one contact, and we could definitely find a way to implement the QEP in Student Engagement Week to see how students would respond to it. We could also host open forums where members of SGA provide an open discussion about ethical reasoning with other JMU students. We could gather those involved with student organizations from all over campus and start a conversation. We could target student organizations such as honors, community service, businesses, and social fraternities (per e-mail correspondence with Matt Klein, anonymous quote).

Klein recruited another student, Abby Ware, to become part of the QEP Task Force. As a philosophy and political science double major and SGA Academic Affairs Subcommittee chair, Ware brought a different and important perspective to discussions and implementation proposals.

Summer Registration/Orientation Committee

The Summer Registration/Orientation Committee is an existing organization at JMU charged with planning and determining changes to orientation programming and the class registration process that occurs for first-year students during summer orientation. Meg Mulrooney met with the group on several occasions to pursue ideas for interventions during the summer orientation programs, and the group, including the dean for University Studies (who oversees the General Education program), was amenable to including the MC in its programming. Soon after this suggestion the director of Orientation, Tisha McCoy-Ntiamoah, joined the QEP Task Force.

Communications Committee

In cooperation with the Task Force, the Communications Committee determined the communications plan for the MC. Led by Andy Perrine, this committee was composed of staff from the Office of Communications, Marketing, and Public Affairs, including marketing strategists, communications content specialists, video producers, and web developers. The committee produced a video that features members of the Task Force describing the topic of ethical reasoning and why it will work at JMU. The video was shown initially to the Board of Visitors and will be used on the QEP website. The committee also produced a series of short videos of Task Force members and ethics experts on campus describing the theoretical and foundational concepts from which the 8KQs derived. These videos will be used for professional development of faculty, staff, and students. See Section VI for more information on the communications plan.

Advancement Committee

Bob Kolodinsky discussed The Madison Collaborative and the possibilities for future external funding with one of the senior-level administrators from the fundraising arm of JMU, University Advancement. Although the MC is fully funded through the university budget, the Task Force wanted to explore the potential and marketability of the idea for external funding and specific donors. Dialogue regarding external funding is ongoing.

Technology/Computer-Based Training Committee

In May 2012, the Technology Committee had an initial brainstorming meeting, which resulted in several innovative ideas and also made clearer the relationship between

technology and the delivery of the interventions. This committee may be active during implementation to support defined interventions, including the Curriculum/Professional Development Committee's idea for a first-year online learning module and a yearly student-produced video competition.

Assessment Committee

Led by the associate director of CARS, this committee was charged with designing the assessment plan and timeline (see Section IX), guiding the Task Force through SLOs definition, engaging Task Force members and ethical reasoning experts in assessment instrument development, integrating the new MC-specific assessment measures into the existing JMU Assessment Day protocol, educating the Task Force and others on the relationship between interventions and assessment, and piloting new items and instruments. Bo Bashkov, the graduate assistant (doctoral student in assessment) assigned to help with QEP-related assessment, summarized findings from piloted items and provided this aggregate information to the Task Force.

Library Committee (later addition)

The Library Committee, led by librarian Jenne Klotz, brainstormed possible topics and ideas of integrating the content into existing library activities that could reinforce the Eight Key Questions for smaller groups of students. One such activity is the JMuse Café, a program “that merges social learning and the academic expert model, in a venue that proactively urges engagement among students, faculty, staff, and the Harrisonburg community on topics of global and local import” (Jenne Klotz, October 2012). The café may provide an easily-duplicated model for civic interaction centering on the 8KQs, with the intent of promoting diversity, understanding, discovery, social responsibility, and the role of different individuals in addressing challenges. This committee will also support several interventions outlined in Section VI, specifically the first-year online learning module and the student video series.

Preliminary Budget Preparation

Throughout the summer and fall of 2012, Lee Sternberger discussed the budget with Charlie King, vice president for Administration and Finance, and his staff from the Office of Budget Management. After the Task Force engaged in a long dialogue about curricular and co-curricular intervention budget needs, and Sternberger consulted with senior leadership for final decisions, the MC preliminary budget was drafted to reflect the anticipated personnel costs, operational costs, and fixed costs associated with the five-year plan. Based on current salaries at the university, expectations for the qualifications

of the MC staff, and the timeline for hiring, the salaries for the full-time MC staff were estimated. The Curriculum/Professional Development Committee submitted budget estimates for its intended interventions, with much of the funding earmarked for faculty redesigning courses or creating new ethical reasoning professional development workshops. The Student Affairs Committee, following an off-site retreat for the division leaders, provided estimates of co-curricular interventions. The Communications Committee estimated costs for video production, signage, and website development.

Multiple administrative structures as well as different types of interventions were considered to keep the overall numbers close to the allocated funding. While many great ideas emerged, budget considerations helped the Task Force to choose the essentials that would help make the MC successful and truly enhance student learning. The budget is discussed in detail in Section VIII.

Ongoing Meetings and Dialogue

The QEP Task Force met weekly during the fall of 2012 to solidify the interventions, budget, and assessment and communications plans, and to define the professional development workshops. The Curriculum/Professional Development Committee held a pilot professional development workshop with the Task Force in early December and used feedback to adjust the workshop flow and content to meet the needs of future attendees.

SGA President Matt Klein and SGA Academic Affairs Subcommittee Chair Abby Ware continued to attend the regular meetings and take items back to their peers for discussion and reporting back to the Task Force. Tim Louwers from the Task Force attended an SGA Academic Affairs Subcommittee meeting in late October 2012 to help Ware reinforce and articulate the concept of The Madison Collaborative.

Lee Sternberger maintained ongoing dialogue with the senior leadership, Academic Council, and Parents Council, and gave presentations to the Board of Visitors in September and Academic Council in December 2012. In January 2013, Fletcher Linder met with faculty teaching in General Education Cluster Four, the American Experience area, who are committed to integrating ethical reasoning content into their courses. QEP Task Force members have planned presentations with various university constituencies during the spring 2013 semester that aim to invigorate the campus for this effort. President Alger's inauguration week, March 11-15, 2013, will include two panel discussions featuring QEP Task Force members. One panel will consider how ethical reasoning can be used in community engagement and civic engagement as panelists

and audience members discuss, “How do we work together and repair an ailing society?” Another panel will highlight The Madison Collaborative’s process and plan.

Piloting the Eight Key Questions

Several professors on the Task Force piloted the Eight Key Questions in classes during the fall 2012 semester. Bob Kolodinsky, a management professor, integrated the 8KQs into two classes, one undergraduate and one MBA-level, that use a case analysis approach, both titled “Business Ethics and Social Responsibility.” Previously, Kolodinsky applied Hosmer’s (2011) framework, where one step uses various theoretical frameworks to analyze ethical scenarios and the people affected. For the pilot, Kolodinsky replaced Hosmer’s eight ‘ethical systems’ with the 8KQs, where some overlap exists. While he anticipates having to adjust a few details, he believes the 8KQs “are quite comprehensive and are usually sufficient to analyze cases” (B. Kolodinsky, personal communication, November 30, 2012). Tim Louwers, an accounting professor, included the 8KQs in his spring 2013 MBA course, “Business Ethics and Corporate Social Responsibility.”

David McGraw, an integrated science and technology (ISAT) professor, piloted the 8KQs in three classes in fall 2012: “Topics in Computer Science – Social and Ethical Issues”; “Ethics, Law, and Intelligence Analysis”; and “Ethical, Legal, and Social Implications of Biotechnology.” Students were mostly seniors majoring in ISAT and had not previously taken a course in ethics. McGraw formerly began the classes with a module on ethical theory and ethical reasoning skills to form the basis for later topics, where those reasoning skills were applied to problems relevant to the students’ major. For the pilot, McGraw reorganized the ethical reasoning module around the themes of the 8KQs. In some cases, this was a minor tweak (a previous lecture on utilitarianism required relatively few changes to become “outcomes”), while topics such as “liberty” and “rights” required more thought and new content. He commented that

the reorganization went well and the ethical reasoning component of the course was successful, as evidenced by student performance on essay exams that was roughly the same as in previous years. The advantage to this approach is that many of the key questions represent easy-to-grasp, intuitive approaches to ethics, and thus students can organize their thinking about ethics around these ideas (D. McGraw, personal communication, November 30, 2012).

Bill Hawk, professor of philosophy, is piloting the 8KQs during spring 2013 in “Ethical Reasoning,” a course designed to fulfill the critical thinking requirement for the General

Education program. Previously when teaching this course, Hawk taught ethical theories and encouraged students to apply theories to cases while attending to critical thinking concepts. The 8KQs provide a pragmatic framework for analyzing ethical situations, and he believes that choices and decisions are, as a result, better and more critically informed.

III. Significance and Identification of Topic

Examining the external relevance of ethical reasoning skills and the internal institutional context is essential in understanding how ethical reasoning, as a QEP topic, will enhance student learning at JMU and transform the university community.

Significance and Institutional Context

College students face increasingly complex decisions as they graduate and join the workforce and their communities. Often these decisions have ethical complexities and implications and require sophisticated reasoning abilities. Decisions made by individuals played a large role in the recent crises in the banking and mortgage industries, the war in the Middle East, Trayvon Martin's killing in Florida, and the Penn State sexual abuse scandal. These examples emphasize the importance of teaching college students not just about their personal and professional ethical code but also about how to apply ethical reasoning skills to evaluate such issues individually and collaboratively.

The ethical reasoning skills of college students are relevant to numerous higher education constituents and policymakers who have a stake in students' learning how to reason through complex ethical problems. *Society* looks to higher education institutions to prepare students to be change-makers, community-builders, and innovators. *Employers* expect that college graduates will have the skills and disposition to understand and tackle problems within the context of economic, cultural, global, and personal challenges. Some *parents* depend on colleges to continue character-building practices to further their children's personal and moral development. *National organizations* such as the Association of American Colleges and Universities developed a set of Essential Learning Outcomes that include "ethical reasoning and action," a component of personal and social responsibility (AAC&U, n.d.a). AAC&U further urges that the "higher education community needs to match its commitment to educating responsible and ethical citizens with learning practices, in both the curriculum and cocurriculum, that help all college students engage their responsibilities to self and others" (2007, p.38). The Association of American Medical Colleges, a *professional*

organization, proposed revisions to the Medical College Admission Test (MCAT) to “enrich the exam by giving attention to concepts that future physicians are likely to need,” including the ability to analyze ethical considerations (AAMC, 2011). The *federal government* focused on the similar concept of character development in the 1998 Amendments to the Higher Education Act of 1965, where it suggests that Congress “urge colleges to affirm that the development of character is one of the primary goals of higher education” (U.S. Department of Education, n.d.). Ethical reasoning is a renewed focus of higher education (Dalton & Crosby, 2011), providing an impetus for this QEP topic.

Closer to home, the JMU mission statement calls us to prepare “educated and enlightened citizens who lead meaningful and productive lives.” A popular slogan urges students to “be the change.” A beloved quote from James Madison reminds people to “be their own governors.” These words aim to inspire us as a university community; however, we realize we need to do more to teach our students *how* to bridge the gap between inspiration and application; *how* to work collectively to achieve the highest common good. Our society still struggles to reach that state of full human flourishing, that level of social congruence wherein we balance independence and interdependence, self-awareness and other-awareness, and self-serving decisions and choices that best serve our community.

These societal and institutional expectations call us to develop in our students specific capacities that help them strive for this balance – skills they can apply to their personal, professional, and civic lives throughout their college years and beyond. Prompted by the QEP process, JMU conceived ethical reasoning as a basis on which to build these capacities in students. Ideally, we would have existing student learning outcomes data to ascertain the degree to which students currently exhibit ethical reasoning skills, where a deficiency would suggest a need for additional or different curricular or co-curricular foci and provide an assessment-based reason for the topic.

Though JMU has not collected data on ethical reasoning specifically, we have 20 years of data on critical thinking, the parent construct under which ethical reasoning is subsumed. In particular, in the past five years after moving from a universal critical thinking test to a discipline-specific test, JMU has collected pre- and post-test data on students enrolled in courses on critical thinking in history and philosophy. Based on a sample of 200 students each semester, the difference between the pre-test scores and the post-test scores ranged from statistically non-significant and of negligible magnitude

to statistically significant, but of small magnitude ($d \sim .25$). The small magnitude suggests that students may benefit from increased “intervention” of critical thinking education and therefore ethical reasoning education.

Additional support for the topic of ethical reasoning is evident in JMU’s existing curricular and co-curricular activities. Through the White Paper process and subsequent Task Force data analysis, we discovered a breadth of current pockets of ethical reasoning, moral development, or ethics content in General Education and the majors as well as in co-curricular and extracurricular activities that were not aligned toward a common purpose. More than 100 course descriptions over a five-year catalog review included the words “moral,” “ethical,” or “ethics.” Many Greek organizations include ethics or the related concept of integrity in their bylaws. Student social and academic organizations mention integrity, values, or character in their mission statements and descriptions. From this multitude of activity, we infer that many people at JMU care about this topic and that, through the QEP, we can elevate the focus on ethical reasoning to a campus-wide level and begin weaving it consistently into student learning opportunities.

Along with redesigned and new curriculum, complementary co-curricular ethical reasoning content, and a robust assessment plan, JMU will build a cohesive community that instills in our students the capacities to bridge the gap between inspiration and application and become the human beings our mission calls upon us to create.

Defining Ethical Reasoning

Everyone faces difficult ethical choices in his or her personal, professional, and civic lives. The Madison Collaborative: Ethical Reasoning in Action aims to equip students with reasoning skills to help them make these difficult choices.

The Madison Collaborative will focus on enhancing students’ ethical reasoning skills, not on ensuring that they embrace or act in accordance with any particular version of right and wrong. By acquiring such cognitive skills, students will gain confidence in their own ethical decision making in personal, professional, and civic areas. As a special subset of critical thinking skills, ethical reasoning skills focus on the typical and distinctive reasoning processes associated with ethical issues. Current neurological research shows that humans do most things without conscious reflection or intervention. However, deliberation and reflection may effectively intervene into otherwise non-conscious processes to influence or determine some decisions. In ethical matters, adequate deliberation is frequently absent. Many ethical failures can be traced to

inadequate contemplation of relevant ethical concerns. Explicit emphasis on cognitive skills may increase the effect that ethical considerations have upon actual decision making. The use of ethical reasoning skills, while not assuring any specific decision in ethical matters, does ensure that a broader range of ethical considerations play into decision making. Better-informed decisions make for better decisions.

Some contend that ethics cannot be taught. This may or may not be true, but we are not trying to teach ethics. As noted above, The Madison Collaborative is trying to teach a *reasoning process* that focuses on ethical decision making. Central to this reasoning process are eight areas of thought, accompanied by guiding questions that provide the analytical framework to help students evaluate the ethical dimensions of a problem. The Eight Key Questions are:

Outcomes – What are the short-term and long-term outcomes of possible actions?

Fairness – How can I act equitably and balance all interests?

Authority – What do legitimate authorities (e.g., experts, law, my god[s]) expect of me?

Liberty – What principles of freedom and personal autonomy apply?

Rights – What rights (e.g., innate, legal, social) apply?

Responsibilities – What duties and obligations apply?

Empathy – How would I respond if I cared deeply about those involved?

Character – What actions will help me become my ideal self?

Each question raises a type of ethical consideration. The terms used to describe each type index in a general way the range of considerations included in a much larger set of ethical frameworks. For example, “outcomes” includes both utilitarian (e.g., “greatest good for the greatest number”) and non-utilitarian causal models (e.g., Buddhist notions of cause-and-effect, or karma).

Though these Eight Key Questions are neither exhaustive nor mutually exclusive, they are useful in that they capture a wide range of considerations that deemphasize behaving in one’s narrow self interest. In addition, the 8KQs provide a practical juxtaposition of perspectives, underscoring the fact that each ethical question requires its own particular thought processes and framing. To understand these competing perspectives is to understand how some people might privilege some ethical concerns over others, and to remind ourselves that all ethical rationales, even ones we hold dear, are narrow in scope and are thus tied to a limited *and limiting* set of concerns. Although the questions are phrased in English and generated in the contemporary United States,

every effort has been made to make them sufficiently broad for historical and cross-cultural application.

Beyond the utility noted previously, the Eight Key Questions empirically capture the range of ethical considerations normally raised when content experts and students alike deliberate complex ethical cases. For instance, when encountering the classic *trolley car problem* (see Appendix VII), the ethical concerns typically raised by experts and novices tend to mirror those contained within the 8KQs. JMU field tested these considerations in classes, and while the descriptive terms used by students may have varied, the core considerations easily fell within the domain of the 8KQs.

In addition to the Eight Key Questions' ability to capture empirically the normal range of ethical considerations raised by complex cases, each has a rich and deep intellectual heritage. The **authority** question, for example, attempts to capture *conventional* ethical reasoning as practiced by many who take their ethical guidance from some external authority such as a conception of God or the law. Note that Lawrence Kohlberg identifies obedience to authority as the first stage of moral development and terms it "pre-conventional." Various positions on authority abound and are commonly presented through such classic works as Plato's *Crito*, Sophocles' *Antigone*, and Thoreau's essay on civil disobedience.

Each in a different way, the questions concerning **responsibility, rights, and liberty** draw attention to Kantian considerations. Kant saw that natural *duties* (what humans owe to each other as rational human beings) and *obligations* (moral connections created by voluntary agreements or actions) were essential to ethical reasoning and were captured by asking about responsibility. For example, Prince Charles has a duty to William because William is a human being with the capacity to govern his own behavior (liberty, autonomy, consent nexus) and is, as such, a rights holder worthy of respect. Charles also has special obligations to William, his son, as a result of the voluntary action of being his father.

John Stuart Mill believed that proper ethics leads to a better world (outcomes, consequences) as measured by utility, aggregated happiness, or preference satisfaction for all concerned (i.e., the greatest good for the greatest number). This ethical concern is marked by the question highlighting short- and long-term **outcomes** as ethically relevant. Aristotle maintained that ethical reasoning is concerned with one's own **character** and habituating virtues that actualize one's personal potential. For Aristotle,

ethical reasoning requires choices in order to become a certain type of person (self-actualized) who acts in ethical ways (virtuously).

Moral development psychologists Lawrence Kohlberg and Carol Gilligan attempted to show as an empirical matter how fully mature ethical reasoners behaved. For Kohlberg, they demonstrated an impartial and objective concern for justice and **fairness** (following the theoretical work of John Rawls). For Gilligan, they showed a committed caring connection with others demonstrated by **empathy** (developed by Nel Noddings). The empathy and fairness questions that raise these ethical concerns shape much of the contemporary empirical research into the biologically-based motivations for ethical conduct.

As noted, while students (and faculty and staff) who become adept at using the Eight Key Questions cannot be sure that they will do the right thing as judged subsequently by others or even themselves, they can be confident that they will take into account ethical considerations essential to making informed judgments and actions. Moreover, the entire academic community may rightly expect to become more skilled at ethical reasoning specifically and critical thinking more generally. We expect that the practice of raising key questions in ethical contexts will stimulate more careful and reflective question asking in other domains. Furthermore, the 8KQs promote a common focus and language for communicating across campus. Everyone faces tough ethical decisions, and the 8KQs lend themselves to being asked in all important contexts: the personal and private; professional and work related; and in the civic arena, where democratic societies air deeply felt differences over ethical reasoning and action.

IV. Mission, Goals, and Desired Student Learning Outcomes

Mission, Vision, and Values Definition

During an on-site retreat facilitated by JMU's Associate Vice President for Training and Performance Rick Larson, the Task Force went through experiential exercises to define the mission, vision, and values of The Madison Collaborative. A pre-retreat survey conducted by Larson extrapolated what each member of the Task Force believed the MC should do and served as early brainstorming for all three levels of definition. The retreat and a few clarifying meetings of the Task Force resulted in the following statements:

Mission Statement: The Madison Collaborative prepares enlightened citizens who apply ethical reasoning in their personal, professional, and civic lives.

Vision Statement: The Madison Collaborative will transform JMU into a community recognized for producing contemplative, engaged citizens who apply ethical reasoning to confront the challenges of the world.

Values Statement: In the application of ethical reasoning to our personal, professional, and civic lives, we value

- *challenging* unexamined thought patterns and behaviors to evaluate complex issues and diverse perspectives;
- *engaging* individuals and groups in intellectual inquiry, respectful dialogue, and meaningful action;
- *fostering community* through collaboration; and
- *positively transforming* ourselves, our communities, and our world.

These broad statements will mesh well with the specific Student Learning Outcomes and the goals of The Madison Collaborative. James Madison University’s overarching goals for the QEP are to:

- Elevate the campus-wide understanding and discourse on ethical reasoning as a teachable, evaluative process to apply to personal, professional, and civic issues.
- Provide a unifying framework that aligns campus efforts to teach and assess ethical reasoning.
- Encourage multiple avenues of intentional connection among personal, professional, and civic application of ethical reasoning skills in the classroom, co-curricular activities, and student life.

These goals set the agenda for the greater implementation effort and support the achievement of Student Learning Outcomes.

Student Learning Outcomes

Understanding the ethical reasoning Eight Key Questions framework is a result of serious study, critical thought, and open discussion with others, and this understanding is marked by intellectual positions that can accommodate complexity and convincingly address competing points of view. Applying the 8KQs hinges first on students’ ability to identify and understand the questions. Using the questions to help determine the best course of action in an ethical situation involves determining the relevance of each question, assigning weights to the answers, and honestly communicating (not necessarily “defending”) the ethical reasoning and decision-making process.

The Madison Collaborative will evaluate student learning related to ethical reasoning using the 8KQs based on the SLOs defined below. SLOs 2 through 5 are intended to be applied to personal, professional, and civic issues and considered in individual and group contexts.

Cognitive SLOs

1. Students will be able to state, from memory, all Eight Key Questions. Alternate assessment: From a list of ways of conceptualizing issues, students will correctly identify the Eight Key Questions.
2. When given a specific decision and rationale on an ethical issue or dilemma, students will correctly identify the Key Question most consistent with the decision and rationale.
3. Given a specific scenario, students will identify appropriate considerations for each of the Eight Key Questions. Alternate approach: Students will be able to provide the specific considerations raised or rationale implied when applying every Key Question to an ethical situation or dilemma.
4. For a specific ethical situation or dilemma, students will evaluate courses of action by applying (weighing and, if necessary, balancing) the considerations raised by Key Questions.
5. Students will apply SLO 4 to their own personal, professional, and civic ethical cases. NOTE: Implied within this SLO is the students' ability to identify an ethical situation, based on the belief that the process of ethical reasoning increases discriminatory capacities. This will be addressed via the assessment rubric.

Attitudinal SLOs

6. Students will report that they view ethical reasoning skills as important.
7. Students will report increased confidence in their ability to use the ethical reasoning process.

The SLOs are structured so that more complex outcomes build on basic skills demonstrated in simpler outcomes. SLOs 1 – 5 attempt to capture the extent to which students know, understand, and apply the ethical reasoning skills associated with the 8KQs. Beginning with SLO 1, each SLO builds upon the previous SLOs and attempts to measure challenges of increasing difficulty.

Knowledge of the 8KQs is measured by recall in SLO 1. While we consider information recall the lowest level of student learning, students' ability to recall the key questions is essential to the more demanding thought processes involved in SLOs 2-5.

SLO 2 asks students to go one step beyond recalling the 8KQs. It asks them to match correctly a specific rationale with the specific Key Question that would require such a rationale. SLO 2 is important because students need to be aware that each particular ethical question demands its own particular considerations and reasoning. All ethical rationales are thus limited in scope and linked to a particular set of concerns.

SLO 3 goes one step further than SLO 2 by asking students to contemplate a specific ethical situation in relation to each Key Question considered independently. This requires ethical decision makers to shift perspectives on a single ethical issue and consequently recognize that situations are framed differently depending on the ethical concerns brought to bear on that situation.

SLO 4 complicates SLO 3 by asking students to consider a specific ethical situation from multiple Key Questions at once. This step is important in helping students grapple with competing ethical concerns and how and why someone might privilege some ethical questions over others.

SLO 5 then attempts to measure how well students can identify and apply abstract ethical reasoning skills to the complex realities of their own lives. SLO 6 and SLO 7 will elicit students' attitudes toward and confidence with evaluating ethical situations. Interventions are expected, over time, to increase students' confidence in their ability to evaluate ethical situations, though as students come to understand the realities and complexities of decision making, confidence could decline.

V. Literature Review and Best Practices

In an annotated bibliography presented to the Task Force, Dr. Brian Schrag, ethics expert and JMU's QEP consultant, summarized a study conducted by the Hastings Center on teaching ethics in higher education. In *Ethics Teaching in Higher Education*, a 1980 book highlighting the results of the study, editor Daniel Callahan suggests that ethics-related education should focus on the development of several distinct capacities/dispositions rather than on learning facts or mastering a body of literature. Schrag supports the six objectives argued by Callahan, saying, "Many of us who do practical ethics think that these objectives, broadly speaking, have stood the test of time and have these in the background when we design and teach courses." The objectives:

1. Stimulate the moral imagination.
2. Recognize ethical issues.
3. Develop skills in analyzing and reasoning about moral situations.

4. Elicit a sense of moral obligation.
5. Increase toleration for moral disagreement and moral ambiguity.
6. Strengthen skill in bringing all these factors to bear in practical deliberation and practical ethical decision making.

The JMU Quality Enhancement Plan will focus mainly on objectives 3, 5, and 6, though all are inherently addressed in several interventions defined in Section VI.

Ethical Reasoning Models

Multiple models and frameworks emerged from the Task Force review of existing methods of teaching ethical reasoning, primarily focused on a sequential decision-making process. JMU recognizes that ethical reasoning is a process with a beginning and an end, usually resulting in a decision. However, the university is choosing a less prescriptive model on which The Madison Collaborative will focus, mainly because this generation of students is often expecting step-by-step direction to reach a goal. To encourage greater discourse and contemplation, the MC will enhance student learning by challenging that expectation, as one of our value statements proclaims: “*challenging* unexamined thought patterns and behaviors to evaluate complex issues and diverse perspectives.” The JMU model will focus on the perspective-taking part of an overall process, similar to the objectives described above.

Best Practices

The Markkula Center for Applied Ethics at Santa Clara University employs a five-step reasoning model called “A Framework for Ethical Decision Making.” This process-oriented model begins with recognizing an ethical issue, getting the facts, evaluating alternative actions, making a decision and testing it, and finally acting and then reflecting on the outcome (Santa Clara University, 2009). Akin to the MC’s 8KQs, the Markkula model poses five questions in the evaluating alternative actions step, each representing a different philosophical approach: utilitarian, rights, justice, common good, and virtue.

Another well-respected institution in the field of ethical reasoning education, the Josephson Institute, has six pillars of character and a decision-making model that the institute promotes to youth and organizations as a method of teaching ethical reasoning. The six pillars of character include trustworthiness, respect, responsibility, fairness, caring, and good citizenship and are “the basis of ethically defensible decisions and the foundation of well-lived lives” (Hanson as quoted by the Josephson Institute, 2012). The decision-making model includes seven steps: Stop and think, clarify goals, determine facts, develop options, consider consequences, choose, and monitor and modify. The

8KQs will encourage students to stop and think and *consider* consequences, though perhaps using a broader array of perspectives than is implied by “consequences.”

Michael Davis, an applied ethicist from the Center for the Study of Ethics in the Professions at the Illinois Institute of Technology, also developed a seven-step format for ethical decision making (2011):

1. State problem.
2. Check facts.
3. State specifications (constraints, e.g., laws, professional codes).
4. Develop a list of at least five options.
5. Test options (harm, publicity, reversibility, rights, virtue, professional, colleague, organization).
6. Make a tentative choice based on steps 1 – 5.
7. Make a final choice, act, and then ask: What could make it less likely that you would have to make such a decision again?

Placing the JMU QEP under Davis’ lens will concentrate the focus on understanding specifications, though with a slightly different bent, as well as on conducting the various “tests” by using a questioning format bringing to light a diverse set of perspectives.

Susan Wolcott, an accounting professor and consultant, along with former colleague Cindy Lynch, who was a developmental psychologist prior to her death in 2002, developed a problem solving approach to ethical reasoning. The team combined King and Kitchener’s reflective judgment model based in cognitive development theory (Evans, Forney, Guido, Patton, & Renn, 2010) with Fischer’s dynamic skill theory (Fischer & Yan, 2002), a cognitive and emotional development theory, to create its own model of critical thinking. With a professional focus on educating others and assessing higher-order thinking skills, Wolcott (2005) suggests four steps for ethical reasoning:

1. Become more aware of ethical problems that can arise.
2. Objectively consider the well-being of others and society when analyzing alternatives.
3. Clarify and apply ethical values when choosing a course of action.
4. Work toward ongoing improvement in personal, organizational, and social ethics.

This model most closely resembles the MC’s 8KQs and overall approach with its focus on critical thinking and applied ethical reasoning.

Reasoning through ethical situations is not a tidy process. The Madison Collaborative hopes to inspire a deeper level of critical thinking about ethical issues

rather than have students simply memorize a process. Given the freedom and encouragement to do so, some faculty and Student Affairs professionals involved in the implementation may couch the Eight Key Questions within a larger decision-making process, as well as within multiple disciplines and domains, often including reflective practices. These diverse presentations of and references to the 8KQs should enrich the students' overall integration of the concepts and ways of thinking.

Ethical or Moral Development

Moral and Cognitive Development Theory and Research

Providing support for the idea that ethical reasoning is an applied form of critical thinking is the noted connection between moral and cognitive development that is acknowledged by several developmental theorists from the 1960's William Perry to the 1990's King and Kitchener and is backed by strong empirical evidence (Pascarella & Terenzini, 2005). Cognitive structures and social perspective taking are considered a prerequisite for growth in moral reasoning; therefore, a certain level of cognitive development can help create a fertile environment for growth (Pascarella & Terenzini, 2005). Perry's theory of intellectual and ethical development suggests a nine-position continuum of development – ranging from duality to evolving commitments – that is representative of how people view their experiences in the world (Evans et al., 2010). In both cognitive development and moral reasoning theories, the individual uses “internal cognitive structure” to make sense of his or her experiences as measured by a progressive series of stages or positions (Hood & Deopere, 2002, p. 229).

The Madison Collaborative's Eight Key Questions are grounded not only in the ability to think critically but also in moral development theory. Kohlberg's six-stage theory focuses on moral reasoning using the principle of justice to determine what cognitive processes individuals use to understand moral dilemmas and social problems (Pascarella & Terenzini, 2005) or how people construct meaning and reality (Rest, 1994). The early stages are dominated by “self-interest and material advantage,” and decisions in the later stages are characterized by an “internalized, conscience-based set of moral principles” (Pascarella & Terenzini, 2005, p. 42). We anticipate that students enter college closer to the self-interest stage and that their growth on the similar construct of moral reasoning will be enhanced by the MC interventions.

James Rest extended Kohlberg's theory of moral reasoning with his Four Component Model, adding moral sensitivity, moral motivation, and moral action to complete the construct of moral behavior (Evans et al., 2010). As part of her Ethical

Skills Assessment tool, Narvaez (2009) defines these three components: moral/ethical sensitivity is “interpreting the situation according to who is involved, what actions to take and what possible reactions and outcomes might ensue”; moral/ethical reasoning is “reasoning about the possible actions in the situation and judging which action is most ethical”; and moral motivation is “prioritizing the ethical action over other goals and needs (either in the particular situation, or as a habit).” The Eight Key Questions framework and related cognitive SLOs (1-5) encompass all three components of moral sensitivity, moral motivation, and moral judgment. We anticipate that moral behavior becomes more likely when students apply the 8KQs to real-world situations.

Rest developed the Defining Issues Test (DIT) as a measure of individual development of three schemas, rather than six stages, of moral development with a heavy focus on societal structure and laws rather than everyday life and relationships (Rest, Narvaez, Thoma, & Bebeau, 1999). The moral development construct is similar to what the MC will measure; however, the MC’s custom-developed assessment tools will be focused on students’ ability to apply multiple ethical perspectives (the 8KQs), whereas the DIT is “not intended for assessing the multiple objectives of a practically-based ethics curriculum” (Bebeau, 1993, Moral Judgment section, para. 1).

Moral Development in College Students

College provides an environment ripe for stimulating growth in moral development, because the moral reasoning process is in line with highly valued and widely taught critical thinking skills (Mayhew & King, 2008). Research suggests that statistically significant gains in moral reasoning over the college years are not due simply to maturation or age (Finger, Borduin, & Baumstark as cited in Pascarella & Terenzini, 2005, p. 359; Maeda, Thoma, & Bebeau, 2009; Rest, 1994). One of the most informative contributions to student moral development was McNeel’s (1994) meta-analysis including 21 studies using the DIT. Later, the raw data were reanalyzed by Pascarella and Terenzini (2005). Both analyses confirm the association between exposure to postsecondary education and moral reasoning; however, the research to understand what conditions best foster this growth is just emerging (Mayhew, Seifert, & Pascarella, 2010). On an institutional level, liberal arts schools – specifically small, private liberal arts colleges – show greater levels of development; women show slightly greater gains than men; and findings among particular majors or disciplines are inconsistent (Maeda, Thoma & Bebeau, 2009; Pascarella & Terenzini, 2005).

Ethics across the Curriculum and Co-Curriculum

Reviews of empirical studies about the effectiveness of ethics education in college usually focus on specific pedagogical approaches to teaching ethics or ethical reasoning and course content. Mayhew and King (2008) examined moral reasoning development in the context of undergraduate student classrooms, specifically looking at the effect of explicit and implicit course content and pedagogical strategies (to stimulate moral reasoning). They conclude that explicit moral content may “give students more practice wrestling with moral issues, as well as a vocabulary and sets of concepts that assist in the development of their moral reasoning” (p. 34). Pedagogical strategies without moral content did not produce significant gains in moral reasoning (Mayhew & King, 2008). In particular, in a study of the effectiveness of an ethics curriculum in a dentistry school, Bebeau (1993) suggests that the moral content must be reflective of the problems with which students are currently struggling, rather than “more exotic problems that may be of interest to educators” (Lessons Learned That May Be Useful In Teacher Education section, para. 3).

Particular pedagogical approaches were tested within majors, including case-based analysis with engineering students (Keefer & Ashley, 2001) and dentistry students (Bebeau, 1993) and Deliberate Psychological Education (DPE), an intentional approach to teaching ethics, with business students (Schmidt, McAdams, & Foster, 2009). Bebeau (1993) purports that while using dilemma discussion techniques helps promote moral reasoning, students must also have the opportunity to practice using these techniques and receive feedback in order to elicit the relativistic viewpoints often possessed by college students. DPE also emphasizes the importance of feedback via reflective practice. DPE, a model derived from cognitive developmental principles, incorporates five learning conditions present in a student: a new role-taking experience that causes some cognitive disequilibrium, continuous opportunities for guided reflection, a balance in intensity between the experience and guided reflection, a sustained intervention time period, and appropriate support and challenge from the instructor (Schmidt, McAdams, & Foster, 2009, p. 318). The study conducted by Schmidt, McAdams, and Foster (2009) using the DPE in a quasi-experimental design with business students over a semester showed statistically significant increases in principled moral reasoning as measured by the DIT-II. The researchers suggest that “engaging students in deliberate exercises to stimulate reflection on the moral aspects of their learning may enhance their ability and

potential to reason through ethical courses of action with greater complexity when faced with dilemmas in future practice” (Schmidt, McAdams, & Foster, 2009, p. 328).

Wilhelm (2010) looked at both instructional strategies and content in non-ethics classes led by instructors not trained in business ethics. He emphasizes the amount of time that must be spent by the professor and the students to analyze ethical scenarios specific to their discipline, that individual written analyses showed more increases in moral reasoning than group analysis alone, and that students need motivation, such as grades, to use an ethical decision-making framework put forth by the instructors.

Much of the curricular intervention research centers on certain professions with their own ethical codes, such as accounting (Dellaportas, Cooper, & Leung, 2006); business (Bigel, 2002; Bosco, Melchar, Beauvais, & Desplaces, 2010; Waples, Antes, Murphy, Connelly, & Mumford, 2009; Wilhelm, 2010); and health-related professions, including nursing (Duckett & Ryden, 1994), dentistry (Chambers, 2011; Erratt, 2011), social work (Joseph & Conrad, 1989), pharmacy (Cain & Smith, 2009), and medicine (Maeda, Thoma, & Bebeau, 2009). Significant differences have been found between freshmen and seniors, where greater growth was evident for psychology, nursing, English, and social work than for education and business, which had only a moderate effect size (McNeel, 1994). Due to inconsistent findings across studies, major field of study as an effect on moral reasoning has proven inconclusive (Pascarella & Terenzini, 2005). According to McNeel, “It has become increasingly clear that moral issues are integrally bound up in the content of the various disciplines, and that an adequate higher education will require ‘ethics across the curriculum’” (1994, pp. 27-28).

Ethics Centers

The Task Force completed an evaluation of university ethics centers’ websites and reviewed a compilation of papers from the Ethics Center Colloquium resulting from several years of annual meetings of the Association for Practical and Professional Ethics (APPE). This review prompted clarification of the mission of The Madison Collaborative. According to the APPE papers, funding for new ethics centers is a primary concern. Many ethics centers have evolved out of private or grant-funded monies (e.g., Rutland Institute for Ethics at Clemson University, The Kenan Institute for Ethics at Duke University, and The Markkula Center for Applied Ethics at Santa Clara University), while others began with only a few interested ethics professors with a small stipend. JMU is in a unique position to initiate the MC with university financial support assured for the five years of the QEP with the intention of keeping it a base-budgeted effort into the future.

Other differences noted in ethics centers were whether the ethics-related education was general, aimed toward a particular profession, or interdisciplinary; if the center's staff was expected to be active in research and publishing; if the staff should act in a consulting role to the community or serve primarily the university community; and if fundraising was a need. Ethics centers' missions and strategic directions are as varied as the institutions that host them. This range provided JMU with an expanse of best practices on which to draw and consider.

Higher Education Transformational Change

In an effort as comprehensive as the implementation of a QEP, understanding the nuances of organizational change in Higher Education institutions is essential. The MC is positioned to be a *transformational* change at JMU. Eckel and Kezar (2003) define transformational change as "affecting institutional cultures, as deep and pervasive, as intentional, and as occurring over time" (p. 27). Eckel and Kezar (2003) also suggest several structural and cultural "evidences" that indicate transformational change (p. 40). Structural evidence in the MC that will signify transformational change includes: changes to the curriculum, changes in student learning and assessment, policy changes, new institutional structures, and budget changes.

The pervasive changes that could result from the MC will affect the university at several levels: individual, group, intergroup, and organizational. Many of these changes have occurred during the planning stages and should continue throughout the implementation process.

Change at the individual level, which is "when people learn skills...education and training" (Anderson, 2010, p. 61), will occur as faculty, staff, and students encounter the Eight Key Questions and have the opportunity to apply them in scenario-based learning modules. Because the topic of ethical reasoning is generally not studied across the university, a foundational educational experience communicating the intent and nuances of the 8KQs is necessary for anyone who will be touched by the change. Deeper change and understanding can emerge when faculty and Student Affairs professionals immerse themselves in curricular or co-curricular programming changes that embed ethical reasoning and the 8KQs as core elements. When people consider how to teach others about this naturally complex topic, a new depth of understanding inevitably will emerge.

Changes can also occur at the group level when individuals find new ways to work together, define goals, and work through conflict (Anderson, 2010). From the formation of the QEP Planning Committee through to the Task Force, the various groups involved

in the development process have been figuring out how to work together, defining interim goals to keep the process moving, and working through conflict that arises.

Another level of change, intergroup change, is less evident in this process but will be important as the curricular and co-curricular changes occur and The Madison Collaborative administrative structure is established. The interdependent efforts and collaboration between Academic Affairs and Student Affairs could greatly enhance the effect of ethical reasoning education. Classroom learning and co-curricular programs can work in tandem to reinforce and apply the 8KQs in different areas of students' lives, presenting them with more "practice" with this new and somewhat complex material.

Change at the organizational level is the overall intention of the MC, specifically related to student learning. According to Eckel and Kezar (2003), organizational change means "developing new strategies and processes, visions for a new desired future, and major system practices that affect all organizational members" (p. 61).

Summary of Literature Review

The literature review and ethics centers' websites yielded several ethical reasoning frameworks that aided in the clarification of our structure and approach and will guide MC best practices. Literature on cognitive and moral development highlighted the developmental readiness of college students, who are "primed" for several formative years of exposure to diverse views and challenging ethical perspectives. Empirical studies suggest that pedagogical approaches including ethical reasoning content should include reflective practice and be sustained over a period of time, which is valuable information to integrate into our professional development modules as detailed in Section VI for faculty redesigning courses and Student Affairs professionals creating and augmenting programs.

VI. The Madison Collaborative Implementation Plan

JMU will implement The Madison Collaborative using a comprehensive approach, described below in chronological order of implementation: 1) a communications plan; 2) three professional development modules for faculty, Student Affairs professionals, administrators, and student leaders; 3) complementary curricular and co-curricular interventions beginning with a 75-minute session during 1787 August Orientation for freshmen, then an online course for freshmen spanning eight months of the academic year, facilitated programs in residence halls, and GenEd and major-specific courses

including the 8KQs; 4) incorporation of the MC into the JMU strategic priorities; and 5) a new organizational structure to support and sustain the effort.

The MC implementation actions are intended to ensure students achieve the SLOs. Regarding SLOs, some aspects of the implementation plan *directly* affect students' learning, while others have an *indirect* effect. For example, in designated GenEd courses, faculty will require students to grapple with an ethical issue using the 8KQs. This intervention will *directly* affect student learning. In order for faculty to integrate the KQ technique into their classrooms, they must attend professional development workshops on the 8KQs. These workshops are considered *indirect* interventions because they indirectly affect students via how well faculty have integrated the KQ process in their classes. Appendix VIII illustrates the links between specific MC interventions and SLOs. Further, we delineate whether a particular action directly or indirectly affects students.

Communications Plan and Overview of Interventions

This communications plan takes its direction from the vision statement developed by the QEP Task Force for the MC: "The Madison Collaborative: Ethical Reasoning in Action will transform JMU into a community recognized for producing contemplative, engaged citizens who apply ethical reasoning to confront the challenges of the world."

Achieving such a vision will reshape the university's campus culture, identity, and reputation. While this is an ambitious undertaking, we are not starting from scratch in our communications efforts. After six years of consistently employing the "Be the Change" theme in university communications, James Madison University is now broadly perceived as a community where students are expected to gain a deeper understanding of their role in the context of an interconnected world. Adding to much evidence that JMU and "Be the Change" are now synonymous, applicants for admission to the university regularly include in their essays that they want to "be the change."

While our university community is especially suited to accept and act upon communications regarding the importance of teaching and learning ethical reasoning skills, reshaping the university's culture, identity, and reputation will take time, and communications alone cannot achieve these changes. The largest proportion of culture change depends on the success of substantive curricular and co-curricular programs driven by The Madison Collaborative. The role of communications will be to enable, build upon, and broadcast the successes of these programs.

Great public hope has been placed in higher education to lead our society out of its civic decline. *A Crucible Moment: College Learning and Democracy's Future*, issued in 2011 by the AAC&U, insists that we dare not be passive about increasing our nation's civic capacity any more than we are passive about revitalizing its economy. The report's conclusion states, "Colleges and universities need to expand education for democracy so it reaches all students in ever more challenging ways. Campuses can be critical sites for honing students' civic knowledge, skills, values, and actions, and for preparing them for lives of public purpose as well as employment." "Ethical integrity" is one of the important values put forth in *A Crucible Moment's* "framework for twenty-first-century civic learning and democratic engagement."

This call to action to create better citizens – with the critical component of ethical reasoning in becoming a good citizen – provides a wonderful opportunity for institutions to serve as leaders in meeting this important challenge. James Madison University's sixth president in its 105-year history will be inaugurated in March 2013. The timing could not be more propitious. Because the vision for The Madison Collaborative is congruent with President Jonathan R. Alger's vision for JMU to become a "national model for the engaged university," we have an opportunity to seize the moment and link the two visions. This connection will be a major asset in successfully communicating the MC to target audiences. The president is personally committed to serving as a champion and spokesperson for the QEP both on and off campus with the university's many constituencies.

The following framework presents general and specific facets of the communications plan. As the MC takes more definite shape during and after its initiation, and after a professional staff is hired to run it, new ideas and greater definition will be added.

The communications plan takes into account target audiences, objectives, strategies and related tactics, methods of implementation, timeline, resources, and assessment tools. The MC audience is a broad one, and the message is intended to reach faculty and staff, students, SACSCOC, prospective donors, alumni, and the local community and general public. The plan is designed to raise awareness that the QEP has taken shape and is now named The Madison Collaborative: Ethical Reasoning in Action; encourage faculty and staff understanding, engagement, and action; create student interest; obtain reaffirmation of SACSCOC accreditation; enhance public perceptions of JMU; and attract private and external support.

Spreading the word about JMU's QEP began in the fall of 2010, with presentations across campus to leaders, faculty, staff, and students and beyond JMU's borders to alumni, parents, and the greater Harrisonburg community. The solicitation for proposals and related opportunities for blogging kept the QEP in the public eye. May Symposium 2012, hosted by the CFI, gave a wide range of faculty and staff the opportunity to participate in substantive workshop-style brainstorming on how to develop and implement the QEP. By fall 2012, the QEP had officially become The Madison Collaborative: Ethical Reasoning in Action, and the QEP website reflected that designation. In separate opening meetings for the faculty and the staff, President Alger noted the importance of the MC to the entire university community and to JMU's future.

Spring 2013 will see campus awareness raised with indoor and outdoor signs, electronic communications, print advertising, media relations, giveaways, etc. Even for JMU's newest class, set to enter in August 2013, The Madison Collaborative will be in evidence. Freshmen will first encounter the subject of ethical reasoning and the MC in *The One Book*, a comprehensive publication delivered to all matriculated first-year students in the spring before their arrival (see Appendix IX). This publication will prompt students to review an ethical situation, which will then be explored during 1787 August Orientation. Advertising, media relations, and all channels of campus communications will carry the theme "It's Complicated," the name given to the 75-minute intervention at 1787 August Orientation. An annual video contest on the topic of ethics and ethical reasoning will further support MC efforts and will allow the first-year experience to permeate the campus and attract the attention of the entire JMU community. The CFI and the School of Media Arts and Design will help conduct and judge the contest. Annually the contest will begin in the fall semester and culminate in the spring. Every year's winning video program will then be featured in the "It's Complicated" program for freshmen. At the same time, news releases to local newspapers and radio and television outlets will send the message outside the campus.

As The Madison Collaborative continues to gain momentum, a speaker series will create a center of gravity around campus dialogues on ethics and the 8KQs and will keep the MC in the forefront of campus attention. Several potential speakers have been identified by the Curriculum/Professional Development Committee: Cynthia Cooper, Michael Gillette, Max Bazerman, Jon Haidt, Stephen Prothero, Lee Yearly, Cornel West, Michael Sandel, Amy Goodman, Karen Armstrong, and Randy Cohen. This series may tie directly to the "It's Complicated" program and can be included for freshmen in the

Wellness Passport Program (required events for students enrolled in General Health 100, Personal Wellness). As the series addresses ethics in the personal, professional, and civic domains, it will also provide faculty and staff the opportunity to connect course work and co-curricular programming to a set of events. This campus dialogue will help to communicate that the 8KQs can provide a common language on campus that will elevate discussions on even the most controversial topics. These communication initiatives link to SLO 1, memorization of the 8KQs. The more students hear about the MC, from various sources, the more likely they will be familiar with the terminology.

At this point, the communication plan incorporates more potent interventions. The MC will implement an online ethical reasoning course required of all freshmen. The course will last the entire freshman year and be delivered in modules corresponding to the Eight Key Questions. Communications to campus (including *Breeze* advertising, campus monitors, residence hall signs, dining hall table tents, etc.) will heavily promote each theme and work to create a dialogue in a social media space throughout the entire student body. The situations and issues employed in each of the modules will be presented in films online. Producers, actors, writers, documentarians of the films, and/or experts on the topic or situations presented in the films may join the list of invited speakers in order to bring the situation to life for campus audiences. These events also will be heavily promoted and covered in traditional and social media spaces.

As faculty and staff, encouraged by incentives, and student leaders have the opportunity to complete Madison Collaborative professional development modules and incorporate the Eight Key Questions into their curricular and co-curricular offerings, the MC effect will continue to spread and will influence student learning on many different levels, in many different disciplines, and in non-academic settings as well. Endorsed and supported by the president, senior administration, faculty, staff, and students, Ethical Reasoning in Action will become second nature to JMU thinking and an underpinning of the university's ethos. Word of this groundbreaking program will continue to go out to alumni, parents, prospective donors, and the public, positioning JMU to emerge as a leading light in higher education and making The Madison Collaborative a sustaining strength in the university's foundation.

University Communications and Marketing employs numerous measurements to assess the effectiveness of communications. As final plans come into clearer focus, particular measurements will become more certain, but they will likely include: website

traffic analytics, e-mail open and click-through rates, social media traffic analytics, response rates to promotions, event attendance, and traditional media tracking.

Professional Development Modules

As mentioned earlier in the document, establishing foundational knowledge for those individuals involved in the direct implementation of the MC is essential to its success and sustainability. Three professional development workshop types will support these integral people:

1. The *Core Module Workshop*, described in depth below, is the foundational ethical reasoning skills (ERS) workshop that will introduce the Eight Key Questions to these primary employee groups: faculty members integrating ERS content into their courses; Student Affairs professionals integrating ERS into co-curricular learning programs and activities; and administrators and student leaders integrating ERS content into their programs and supervisory activities. The Core Module Workshop will arm faculty and staff with the base knowledge to deliver interventions connected to SLOs 1, 2, 3, and 6. It will help faculty and staff teach students the definitions of the 8KQs, how to identify the appropriate Key Questions for particular rationales in ethical scenarios, and how to convey the importance of ethical reasoning skills.
2. The *Curricular Module Workshop* will focus solely on instructional faculty members who have already benefited from foundational ERS content via the Core Module. This module will help faculty members learn techniques to enable effective content integration into their courses. Connected to SLOs 2 – 7, the Curricular Module intends to assist faculty in developing pedagogies and assignments that will provide students with multiple opportunities to identify and apply (in generic and personal situations) the 8KQs. We believe these tools, paired with reflection, will directly affect students' attitudes toward ethical reasoning and their ability to use ethical reasoning skills.
3. The *Co-Curricular Module Workshop* will be targeted for Student Affairs professionals and others developing or delivering co-curricular programs and activities. As with the Curricular Module, participants in the Co-Curricular Module will have the Core Module as a basis. The Co-Curricular Module will prepare Student Affairs professionals to facilitate students' recognition and application of the 8KQs and the importance of ethical reasoning, or SLOs 1, 2, 4, 5, and 6.

As illustrated in Table 1, beginning in Year 0, five Core Module, two Curricular Module, and three Co-Curricular Module Workshops will be offered, targeted to those

individuals directly involved with early implementation efforts. Workshop offerings in subsequent years support the continued education of members of the campus community who are incorporating ethical reasoning into their classes, activities, and programs. In addition, as interest increases, the Core Module Workshops will be made available to those who desire to learn more about the 8KQs and the MC effort.

Table 1 – Timeline and Expected Participant Numbers

Year	Core Module		Curricular Module		Co-Curricular Module	
	Workshops	Participants ¹	Workshops	Participants ²	Workshops	Participants ³
0	5	100	2	30	3	70
1	5	100	2	30	3	70
2	5	100	2	30	3	60
3	5	100	2	30	3	50
4	5	100	2	30	3	50
5	5	100	2	30	3	50
Totals	30	600	12	180	18	350

¹ Faculty, Student Affairs professionals, administrators, and student leaders (average: 15-20 per workshop)

² Faculty

³ Student Affairs professionals

Core Module Workshop Description

Purpose and Importance

The Core Module Workshop will introduce ethical reasoning to a multifaceted audience, including instructional faculty members, Student Affairs professionals, administrators, and student leaders. In this workshop, audience participants will be introduced to the 8KQs using the interactive techniques detailed below. Participants will be expected to be “centers of influence” who then share their new knowledge with others whom they engage, teach, or influence (e.g., colleagues, students). We expect that participants may wish to return on occasion to this workshop to refresh and clarify their knowledge of the 8KQs.

This critically important first step of a few important “doses” will empower the specific JMU audiences (noted above) to integrate ethical reasoning skill building into courses, programs, and other activities. It also provides the first and perhaps most important foundational learning piece that will begin the process of transforming the JMU

community into one that is skilled at reasoning through ethical situations with the end goal of enhancing students' ethical reasoning skills.

Workshop format, logistics, and other details (see Appendix X for a sample agenda)

Workshop length: Four hours maximum. This time frame was chosen to enable ample discussion of two or three distinct and compelling scenarios, each of which can be analyzed meaningfully through at least four of the 8KQs and to keep the workshop length to half the normal eight-hour workday to encourage participant commitment.

Workshop size: 15-20 participants per workshop session. Small groups will branch into breakout sessions – each with four seating “stations” and facilitated by a content expert. Thus, with participation capped at 20, each small group will have no more than five members, a size meant to encourage all participants to take part meaningfully in small group discussions.

Facilitation: The Core Module Workshop will be facilitated by four content experts, each of whom will guide discussion in the small group breakout sessions. In addition, one or more of the facilitators will introduce the session and manage each stage of the four-hour workshop. One or more of the facilitators will “set the stage” for each scenario by providing a brief overview related to the larger issue (e.g., present facts and statistics about the specific case study; show a short video) to foster topic interest and then introduce the specific ethical scenario to be discussed.

Scenarios: Each Core Module Workshop will have two to three scenarios that meet the following criteria:

- Can be analyzed using at least four of the 8KQs
- Complex with “good” and/or “bad” consequences for a number of people
- Compelling and “emotionally arresting” – i.e., ethical scenarios that evoke emotion and debate.

The organ transplant case study, “The Heart of the Matter” (see Appendix XI), asks the audience to consider how a confidant would advise a doctor who has a patient “on the bubble” for meeting the threshold for receiving a donor lung or heart; presumption: other doctors “fudge” their patients’ information and transplant needs so that their patients move up on the donation list. The facilitator will provide an overview of the general issues associated with the organ transplant donation process (and show a relevant, short video if applicable) and introduce this case study.

Pre-workshop “homework”: Participants will be expected to prepare in advance for the Core Module Workshop. Each participant will be sent an e-mail approximately one

week in advance with a PowerPoint slide show depicting the 8KQs and a link to a 25-minute video featuring multiple on-campus content experts offering analyses of the 8KQs. Having participants prepare in advance will introduce them to the 8KQs and enhance the in-person experience.

Pilot Core Module Workshop Description

Curriculum/Professional Development Committee members piloted the Core Module Workshop on December 7, 2012, with 20 QEP Task Force members and select others for the following purposes: to perform an initial run-through of the workshop with “real” participants; to assess workshop flow and efficacy of the small group breakout sessions; to evaluate the probability of meeting objectives in a four-hour period; and to receive valuable feedback from participants for workshop improvement (see Appendix XII).

Curricular Module Workshop Description

Planning for this faculty-centered workshop will occur during the spring and summer of 2013 with delivery targeted to begin in fall 2013. We anticipate that this module will build on the Core Module and engage General Education, Honors, and major-specific faculty to think about how they might use more ethical reasoning in their classes as they focus on course redesign. The MC will work with the CFI to plan these workshops and learn best practices for course redesign and faculty professional development.

Co-Curricular Module Workshop Description

In tandem with Core Module delivery, the Co-Curricular Module Workshops will be developed to prepare Student Affairs professionals to integrate the 8KQs into programs and activities, in general, and to facilitate an MC program during 1787 August Orientation, in particular. Development of this workshop will continue into the spring of 2013 with targeted delivery in summer 2013.

We anticipate that the three modules will evolve over time with repetition, experience, and participant feedback serving to enhance the content and delivery methods. To support the time spent on curriculum development for all modules, the MC budget allows for \$34,000 in Year 0 (\$2,000 per developer) and \$18,000 in Year 1 for revisions and new material. Mainly prior to the time when the MC staff is able to deliver the material, each workshop will require facilitators, who will be compensated at a per workshop rate of \$250. The budget also allows for production of workshop materials.

Curricular and Co-Curricular Enhancements and Development

At the heart of the MC are several sequential, yet traversing, curricular and co-curricular interventions. This section describes, in the anticipated chronological order of

the students' lifecycle at JMU, each curricular and co-curricular intervention essential to the overall success of the MC. The AAC&U deemed a first-year seminar or experience and a common intellectual experience as two "high-impact educational practices" (AAC&U, n.d.b). During their first year at JMU, students may benefit from up to four interventions that create common intellectual experiences and are tied directly or indirectly to several SLOs. An intervention is considered one of the intentional and measurable experiences planned for students as part of the MC overall five-year plan.

Because both attendance at orientation and living on campus are requirements of nearly all JMU freshmen, the Orientation Office and the Office of Residence Life (ORL) interact with almost all incoming first-year students. This unique opportunity exposes most new students to the MC and the 8KQs from the day they are accepted to JMU through the end of their first year. It also encourages students to encounter and discuss the questions outside the classroom in ways that speak to the challenges faced by many college students. The hope is that students can also begin to apply and wrestle with the questions together in the residence hall community, putting ethical reasoning in action.

First-Year Orientation

Beginning in 2013, incoming first-year students will be introduced to the MC, the 8KQs, and ethical reasoning over three specific time points to align with the matriculation path of new students: the first-year *One Book* upon matriculation, first-year Summer Springboard in June/July, and 1787 August Orientation.

The One Book for First-Year Students

Nearly all incoming first-year students receive *The One Book* in the mail upon paying their deposit. The 56-page print and web-based publication contains all the essential steps new students are required to complete in order to matriculate into the university. A two-page spread has been dedicated to introducing students to The Madison Collaborative (see Appendix IX). Students will be able to learn the purpose of the MC, why it is important, how it will affect their JMU learning experience, and to be prepared to receive more information when they attend Summer Springboard. *The One Book* content links indirectly to SLO 6, the importance of ethical reasoning, as it emphasizes the overall program and its relevance to student learning.

First-Year Summer Springboard Orientation

All first-year students are expected to attend one of 14 Summer Springboard orientation program sessions. The program is geared toward assisting new students with the academic and social transition to JMU. Beginning in summer 2013, First-Year

Summer Springboard will include an element highlighting ethical reasoning. Students will be presented with an assignment that they will be expected to complete prior to their return to campus in August for 1787 Orientation. Though the assignment is still being created, it is likely to include several media clips from the news, movies, and/or popular TV shows in which ethical situations are detailed. Additionally, the assignment may include a reading sample, such as a newspaper or magazine article. Finally, in relating to the assignment, students will need to be prepared to respond to a writing prompt or post to a blog prior to coming to JMU in August. This assignment will continue to emphasize the importance of ethical reasoning, which may indirectly affect students' perceptions of ethical reasoning as important (SLO 6).

1787 August Orientation

Upon their return to campus to begin the fall semester, all freshmen participate in JMU's 1787 August Orientation program, which takes place over five days. During this time period the entire incoming class (approximately 4,300 students) will be divided into small groups for a 75-minute session, "It's Complicated: Ethical Reasoning in Action," in which they will discuss and analyze the ethical reasoning assignment using the 8KQs, thus creating a common intellectual experience. This session is considered the initial direct intervention of the MC. The media pieces and written responses to the assignment presented during Summer Springboard orientation will be instrumental in shaping the discussion. "It's Complicated" will expose students to the 8KQs, thereby helping them begin to understand the meaning behind each question and identify the question(s) most relevant for a given scenario, as well as communicate the importance of ethical reasoning, or SLOs 1 (memorization), 2 (simple identification), 3 (complex identification), 4 (generic application), and 6 (importance). Student Affairs professionals, interested faculty, and community leaders who have completed the Core Module of the MC professional development plan as well as the Co-Curricular Module will facilitate these sessions.

To help define the format and content for "It's Complicated: Ethical Reasoning in Action," Tisha McCoy-Ntiamoah, the director of Orientation, facilitated an "evolutionary idea" activity with 12 students in a mixed-major class in fall 2012. Students were asked to write down their idea for an activity to stimulate incoming students' ethical reasoning skills, and each student had to add to the suggestions of others to make them better. Several of the resulting ideas are being explored further.

Residence Hall Programs

A second intervention will be implemented by the ORL, which will modify its residence hall programming model to include a focus on ethical reasoning. After participating in the Core Module Workshop, Residence Life professionals will work with the MC to integrate the 8KQs into appropriate programs, such as a current program about choices made when alcohol is involved. A possible modification would involve presenting students with a scenario in which two friends are drinking and one becomes dangerously intoxicated. The other student wants to call for help but is on probation and will be suspended if found guilty of another alcohol violation. This situation can be viewed from multiple perspectives using several of the 8KQs. In this program, the focus is not on whether alcohol use is right or wrong but rather on the decision-making process itself. Another program may focus on a sexual assault scenario in which a student tells her roommate that a residence hall male, who is also the roommate's friend, sexually assaulted her. The 8KQs can be used to evaluate the ethical dilemma the roommate now faces – to report or not. The use of the 8KQs would be a useful and refreshing addition to many residence hall programs. Similar programs exist for choices regarding illegal drug use, sex education, etc.

The ORL will select a core group of programs to modify for the first year and make adjustments in each subsequent year. Additionally, the ORL will develop “passive” programs to increase awareness of the 8KQs including: bulletin boards in each residence hall that explain the questions, window/mirror clings in the bathrooms that contain one question and its description, and advertising of MC-related events on campus. While not mandatory, residence hall programs (presented in multiple residence halls) are well attended, attracting an average of 2,500 students each year.

Through exposure to the 8KQs in a non-academic setting in programs facilitated by their peers, students should be able to see the practicality of using the questions in everyday situations relevant to their own lives. Staff will assist the students in continuing to learn about the 8KQs (SLO 1), identifying the question(s) most appropriate for examining a particular ethical situation (SLO 2), evaluating courses of action (SLO 4), and considering how they view ethical reasoning (SLO 6). The MC has budgeted funds to purchase additional supplies for programming and to help train staff in the use of the 8KQs.

First-Year Online Learning

A later addition to the MC official interventions, the Madison Collaborative Freshman Course (MCFC) was designed to provide a unified learning experience to ensure that every (freshman) student at JMU receives an extended exposure to the 8KQs in a manner that is accessible, interesting, relevant, and academically rigorous. The MCFC will be developed further during spring, summer, and fall 2013 with a pilot program slated for fall 2014 and official implementation in Year 3, fall of 2015.

General Approach

The MCFC is under consideration to be a requirement, or “milestone,” for every entering JMU freshman but is not intended to carry credit. Milestone initiation and completion can be tracked as part of students’ academic records. Using Canvas, JMU’s newly-acquired hosted learning management system, students will be divided into groups of approximately 100 and associated with one Canvas website or course moderated by a JMU upperclassman trained for this task (approximately 40 student leaders). Moderators will track which students have satisfied the course requirements, contact students who are behind schedule, and provide general feedback on students’ responses to each module. Moderators will be mentored and supported by MC staff.

The Canvas website will contain basic information on the MC, the 8KQs, and the purpose of the MCFC. The MCFC will be divided into eight modules, each focused on one of the 8KQs. Each module will be associated with one month of the academic year (starting with two KQs in September, excluding December, and lasting through April).

In each module, students will watch video content associated with the KQ that is the focus of that particular month. The video content may be a series of small videos or a single, full-length film. Chosen videos will have markedly ethical components, be ethically inspiring or motivating, be broadly relatable to the 8KQs, and have a special connection or relevance to the primary KQ discussed in that month. Other video content may be used, such as video testimonials on ethical issues from students, faculty, or community members. Meticulous care will be observed in respecting copyrights.

After watching the video(s), students will respond, at their leisure within the month, to discussion questions posted online (for sample questions, see Appendix XIII). To encourage sufficient reflective practice, each question will have a minimum word count suggestion. Discussion questions will encourage students to reflect on the film in light of the 8KQs, and especially in light of the primary KQ of that month. Connecting directly to SLO 4 (generic application) and SLO 5 (personal application), students will be asked to

apply the material as it relates to their classes, futures, personal situations, and lives in general. Students will be asked to respond to other students' writings at least once in order to create the conditions for a vibrant learning community.

Moderators will read students' answers and prepare a summary response that will clarify common responses or common themes, address common errors, provide general insights, and suggest a series of further questions for thoughtful consideration, though no formal response will be required. If students satisfy the requirements of each module, they will satisfy the requirements of the MCFC.

Basis for Online Structure

The Madison Collaborative favors using an online structure for this class for several reasons: logistics, standardization for a common experience, and motivation. An online course minimizes limitations of class size and classroom space and time. This approach will expose freshmen to the same material (films and questions) and provides a universal prompt for discussion with one another in multiple settings at JMU, such as residence halls. As a result, a powerful, unified experience, and discussion of that experience, is rendered possible. The online environment will provide a platform for students to engage with a difficult concept, motivated by a complete visual, aural, and conceptual experience of people in ethically significant situations. Stimulated and motivated by film, students have the opportunity to convey their motivation to care about using these concepts.

Anticipated Outcomes

As a result of taking the MCFC, students will gain a knowledge of the 8KQs, a greater skill in dealing with ethical problems, an opportunity to discuss ethical matters at length (and in a supportive environment) with their peers, and a chance to be exposed to material that is personally ethically motivating. No student who has gone through the MCFC will be able to say that he or she was not aware, or was only dimly aware, of The Madison Collaborative, the 8KQs, or the concerted push for greater ethical reasoning skills at JMU. Faculty will be able to make connections with MCFC content in an effort to enhance or deepen ethical aspects of their own courses. Administrators and staff may add their voices, from time to time, to the general MCFC discussions. In fact, virtually all student-oriented programs at JMU will be able to incorporate aspects of the MCFC in their activities. For example, *The Breeze* can publish editorials on a given module's video or highlight exceptional student writings; Admissions can provide descriptions of the MCFC as a platform for introducing students to the ethical culture at JMU; and so on.

The MCFC ties to every SLO, as it will provide a closer analysis and integration of the 8KQs with the potential to overlap with other curricular and co-curricular interventions.

Support and Future

The MC has budgeted \$24,000 for course creation, spread over two years, starting in Year 0. Student moderators of the Canvas websites will be offered one elective credit for their work, rather than money, and will be required to participate in the Core Module Workshop. MC Council members, faculty, and MC staff, once hired, will have ongoing dialogue with and mentor the moderators in preparation for and throughout the course.

Course developers must (1) ensure use of Canvas websites, (2) establish training courses for student moderators, (3) recruit juniors and seniors as student moderators, (4) solidify the process of placing a hold on the records of students who do not meet the requirements or milestone, (5) advertise and clarify the MCFC to students, and (6) establish a core MCFC curriculum committee to update or modify the modules. Once these framework requirements have been satisfied, sustainability of the MCFC will be ensured.

Course Redesign in General Education, Majors, and Honors

Madison Collaborative interventions include the university-wide integration of ethical reasoning within existing GenEd, major, and Honors courses to highlight ethical reasoning's application to personal, professional, and civic life. This integration will contribute directly to reaching all seven SLOs noted in Section IV. Faculty first will participate in a Core Module Workshop to gain a foundational understanding of the 8KQs and then in the Curricular Module Workshop that builds on the Core Module and engages faculty in actively redesigning their courses. Faculty can expect continued collaboration with the MC staff and colleagues already teaching the 8KQs as they complete and pilot their redesigned courses.

The Madison Collaborative will track which courses integrate ethical reasoning content and which students take the courses. Participating faculty will note in their syllabi that the course incorporates ethical reasoning content in support of the MC and will provide end-of-semester reports confirming MC-related course activities. These reports will provide process and fidelity information about the success of ethical reasoning efforts in individual courses, and they will help faculty make informed improvements in subsequent semesters. Yearly, faculty and MC staff will analyze individual course activities and outcomes in view of the overall MC SLOs to inform further the work of the

MC and to assess the influence of various curricular interventions as delivered through General Education, major curricula, and Honors courses.

General Education

Course redesign in JMU's nationally recognized General Education curriculum will focus on courses that touch the most students and that have natural affinities with the MC's focus on ethical reasoning within personal, professional, and civic life.

Discussions with the leadership and faculty in General Education identified Cluster Four as a primary target. Cluster Four focuses on social and cultural processes and thus enhances our ability to target application of ethical reasoning in personal, professional, and civic domains. Cluster Four also has a curricular structure that increases our ability to touch the vast majority of undergraduates. The cluster requires students to take one course in "The American Experience" and one course in "The Global Experience." All three courses in "The American Experience" (i.e., "U.S. History," "U.S. Government," and "Justice and American Society") are appropriate to MC efforts, and the faculty steering committee for Cluster Four has indicated willingness to integrate the 8KQs into those courses. Targeting all courses in "The American Experience" would ensure that more than 90% of students would receive curricular exposure to Madison Collaborative material. Only the approximately 10% of freshmen entering JMU with Advance Placement (AP) or International Baccalaureate (IB) credit for one of these courses and most transfer students would miss Madison Collaborative material exposure through "The American Experience" area of Cluster Four. The faculty steering committee also recommended three courses in "The Global Experience" area of Cluster Four as good targets. By including "Cultural Anthropology," "Macroeconomics," and "Geography: The Global Dimension," The Madison Collaborative will increase the already high likelihood of exposure to Madison Collaborative material in Cluster Four, even for those few freshmen who enter JMU with AP/IB transfer credit for one of the Cluster Four courses.

Other General Education clusters have been noted as appropriate places for course redesign. Cluster Five focuses on individuals in the human community and includes a wellness domain and a sociocultural domain. Within the sociocultural domain, two of the three course options have been deemed appropriate for redesign – "Life Span Human Development" and "Microsociology: The Individual in Society." Based on fall 2012 course offerings, by including MC material in these two courses, we will touch approximately 66% of students completing Cluster Five (see Appendix XIV).

Cluster Three focuses on the natural world, and the faculty steering committee is in the process of specifying which courses are appropriate for Madison Collaborative redesign. These courses will be identified by spring 2013 and will be incorporated into the overall General Education integration plan. Conversations regarding course redesign for Clusters One and Two are in initial stages with recommendations expected in spring 2013 regarding if and how course redesign in those areas is possible.

Twenty GenEd instructors will redesign courses on an annual basis, Year 0 – Year 5, with the ultimate goal to have the vast majority of appropriate GenEd courses incorporating MC material by Year 5. Which courses qualify as appropriate will necessarily change over Years 0 – 5, as new courses are added and old ones retire, the GenEd curriculum innovates and evolves, and faculty involvement increases and matures. Instructors will participate in the Curricular Module Workshop each spring and summer, Years 0 – 5, and will integrate the 8KQs into courses in the following academic year. Redesign will be encouraged through one-time stipends of \$1,500 per faculty member. As noted in the budget, the annual total for these stipends is \$30,000 per year, Years 0 – 5. The level of funding will allow 120 instructors to integrate MC material into General Education courses over the period of the QEP. Many courses have multiple sections that are led by the same instructors.

As an early effort to explore external sources of funding and to supplement JMU funding for General Education course redesign and delivery, a new General Education course focused on the 8KQs has been proposed as part of a \$25,000 grant application. “How Can We Make Better Ethical Decisions?” has been put forward to the National Endowment for the Humanities in response to the NEH’s enduring questions funding stream 2012 request for proposals. Faculty submitting a proposal should receive word on funding in spring 2013.

Majors and Honors

Course redesign in the majors and Honors will enhance the inclusion of Madison Collaborative material in General Education. As with General Education, The Madison Collaborative will target courses appropriate to integrate ethical reasoning applied to personal, professional, and civic domains. Because many major courses are more aligned with topics related to professional practice within an area of academic inquiry, many courses in the majors will highlight ethical reasoning within professional domains.

A survey of courses taught between fall 2008 and fall 2012 with “ethics,” “ethical,” or “moral” in the course description indicates that 98 relevant non-General Education

undergraduate courses are already being taught in Honors and non-Honors sections, suggesting an established interest in the MC topic of ethical reasoning. Instructors of these courses will be contacted to determine their interest in redesigning their courses.

These and other instructors also will participate in the Curricular Module Workshop alongside General Education instructors each spring and summer, Years 0 – 5, and will integrate the 8KQs into courses in the following academic year. Redesign will be encouraged through one-time stipends of \$1,500 per faculty member. As noted in the budget, the annual total for these stipends is \$7,500 in Years 0 and 1, \$15,000 in Years 2 and 3, and \$10,500 in Years 4 and 5. This support over Years 0 – 5 will enable 44 faculty to redesign major and Honors courses to incorporate Madison Collaborative material.

Additional Curricular, Co-Curricular, and Programmatic Opportunities

The Task Force envisions that ethical reasoning moments will become part of the fabric of the university. The integration and application of the 8KQs and ethical reasoning skills will extend beyond the listed “official” interventions. The Honors Program, the Office of International Programs, Judicial Affairs, and the Libraries, among others, have expressed interest in including MC-related content. As mentioned in Section II, several faculty have piloted the 8KQs in fall 2012 courses, and others are doing the same in spring 2013. The Task Force will continue discussions with various groups and monitor the usage of the 8KQs to ensure some degree of continuity in the overall message.

Program Innovation and Research Grants

Madison Collaborative interventions will include grant support for new research and programming efforts focused on ethical reasoning as applied to personal, professional, and civic life. This support will encourage ongoing renewed engagement with ethical reasoning content and will broaden participation among JMU faculty and staff. Both elements are crucial for long-term success. Grant support for research and program innovation will begin in Year 1 and will continue through Year 5. Program Innovation Grants (see Appendix XV) will be funded at \$8,000 total each year, and Research Grants (see Appendix XVI) at \$5,000 total each year (with the opportunity for multiple awards per year for each grant).

Program Innovation Grants

To create a potential pipeline of enduring and innovative programming ideas that align with the MC’s mission, vision, and values, the MC will sponsor an “innovation

grant,” adopting an established SAUP grant award structure. Relevant programming is defined as efforts other than those focused primarily on research and publication. They will likely be smaller programs centered on a particular issue or group that can be repeated each semester/year. The initial implementation of the MC includes substantial curricular and co-curricular interventions; however, many other ideas under consideration could be piloted through these grants and allow the MC both to support and help focus those programs. Programs will concentrate on higher level learning and application objectives and, if successful, will be base-budgeted by SAUP for long-term sustainability. The programs created through the Program Innovation Grants will support SLO 4 (generic application) and SLO 5 (personal application).

Research Grants

The purpose of the Research Grants is to support faculty and staff research efforts aligned with The Madison Collaborative’s mission, vision, and values. For purposes of this grant funding mechanism, relevant research is defined as the collection, analysis, presentation, or publication of information relevant to ethical reasoning, including how it is taught, learned, or assessed. We expect the product of these grants to enrich the collective campus understanding of ethical reasoning in general and of the Eight Key Questions in particular. Any publications, speaking engagements, or other publicly visible benefits associated with products of this research should note the support of The Madison Collaborative.

University’s Strategic Priorities

The Madison Collaborative and its mission and goals will become a prominent part of the university’s strategic priorities. The MC will be highlighted on the JMU home page and on the web pages of the president, provost, Faculty Senate, and Student Affairs and University Planning; in the undergraduate and graduate catalogs; in *The One Book*; and during Orientation, including remarks by President Alger, Provost Benson, and Dr. Mark Warner, vice president for Student Affairs and University Planning. President Alger and the University Planning area recently kicked off JMU’s long-term strategic planning process. Having ten QEP Task Force members on the strategic planning committee and encouraging extensive campus involvement will ensure that the MC goals and SLOs will be included in this very important visionary process and resulting documentation.

Supporting Organizational Structure

Vital components of The Madison Collaborative are its structure and the people who will administer and facilitate the campus-wide focus on ethical reasoning and the 8KQs.

Building relationships with faculty, staff, and students across divisions and disciplines takes commitment and time and requires a dedicated MC structure. This ambitious plan must have a respected and enthusiastic chair and staff to implement and assess it with the necessary vigor.

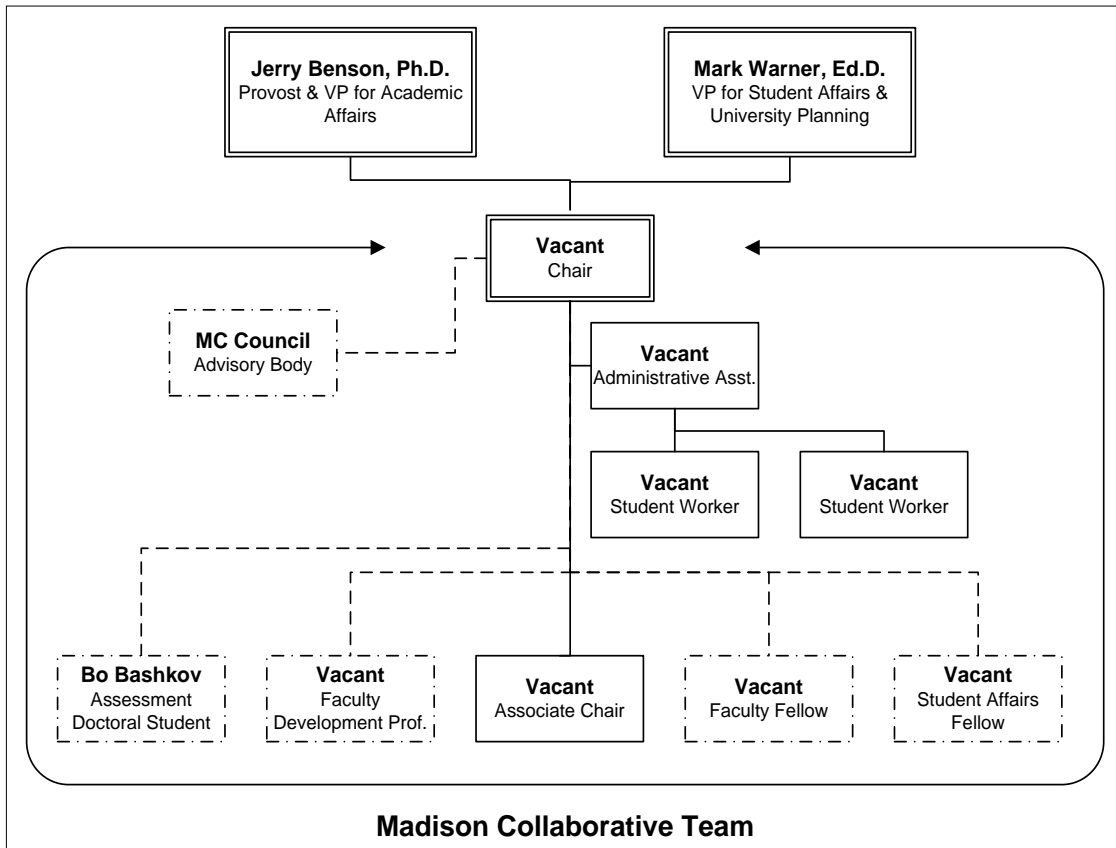
The Madison Collaborative: Ethical Reasoning in Action is a partnership between the Academic Affairs and Student Affairs divisions of the university. Academic Affairs is overseen by the provost, who is also JMU's vice president for Academic Affairs. Student Affairs is overseen by the vice president for Student Affairs and University Planning.

The MC's structure is uniquely designed to address its three goals:

- Elevate the campus-wide understanding and discourse on ethical reasoning as a teachable, evaluative process to apply to personal, professional, and civic issues.
- Provide a unifying framework that aligns campus efforts to teach and assess ethical reasoning.
- Encourage multiple avenues of intentional connections among personal, professional, and civic applications of ethical reasoning skills in the classroom, co-curricular activities, and student life.

The myriad curricular and co-curricular programming efforts of the MC will be directed by a full-time, 12-month person with the title Madison Collaborative Chair. He or she will report jointly to Provost Jerry Benson, the Academic Affairs division head, and Vice President Mark Warner, the SAUP division head, and will hold a tenured appointment as a member of the instructional faculty. The Chair is responsible for managing and coordinating day-to-day operations but has special duties related to developing interventions from Academic Affairs units and programs. He or she directs an Associate Chair, who has specific duties and responsibilities to develop interventions from Student Affairs units. In addition, the MC draws upon the expertise of a working and advisory body called the Madison Collaborative Council (the Council), which will have broad membership from a wide array of campus stakeholders. Finally, the Chair, Associate Chair, and Council will benefit from an administrative support team. This team consists of a full-time administrative assistant, two program development Fellows (one instructional faculty member, one Student Affairs professional), a GA, and undergraduate student workers. In addition, the MC will receive dedicated programming support from a faculty development professional from the CFI (see Figure 1). This structure has been fully funded for five years with intentions that it will be base-budgeted thereafter (see Appendix XVII).

Figure 1 – MC Organizational Structure



Chair Duties and Responsibilities

The first Chair will play a critical role in establishing the academic focus of The Madison Collaborative and providing it with a distinctive campus identity. The primary responsibilities of the Chair are to provide vision and leadership for the MC, oversee its programming, manage and coordinate day-to-day operations, supervise professional and non-professional staff, assess programmatic outcomes, and represent the MC to its constituents. He or she will chair The Madison Collaborative Council, which will be composed of representatives from across the campus, including instructional faculty and Student Affairs professionals plus individuals from other areas, such as Athletics. The Chair will also coordinate faculty development workshops and staff training programs with other professional development offices on campus.

The Chair will hold a full-time, 12-month position with a tenured appointment in an academic unit. He or she will be expected after two years to begin teaching two courses per academic year in his or her department and to maintain active scholarship appropriate to the assignment as Chair and to the nature of the MC.

The minimum qualifications are:

- An earned doctorate and scholarly credentials appropriate for a tenured appointment as associate or full professor in an academic department;
- Demonstrated expertise in ethics, ethical decision making, or one or more aspects of public or professional ethics;
- Evidence of administrative experience and personnel management;
- Excellent organizational, interpersonal, communication, and management skills;
- Ability to build positive professional relationships and communicate with individuals across many different units and programs and outside campus as well; and
- An affinity for working with large groups, a collaborative disposition.

Associate Chair Duties and Responsibilities

The Associate Chair will report to the Chair and assist the Chair in providing vision and leadership for The Madison Collaborative. He or she will guide programming in Student Affairs, support assessment of programmatic outcomes, and help represent the MC to its constituents. He or she will hold a 12-month, full-time administrative and professional faculty position in the MC office.

The minimum qualifications are:

- An earned master's degree in an appropriate Student Affairs-related field (psychology, counseling, human resources, education administration) and 5 – 7 years' experience in a Student Affairs leadership position;
- Demonstrated interest in ethics, ethical reasoning, or one or more aspects of public or professional ethics (through involvement with honor codes or judicial procedures, for example);
- Experience with leadership development; developing, planning and implementing large-scale, multi-faceted programs; and budget management;
- Excellent organizational, interpersonal, communication, and management skills;
- Ability to build positive professional relationships and communicate with individuals across many different units and programs and outside campus as well; and
- An affinity for working with large groups, a collaborative disposition.

Council Duties and Responsibilities

The Madison Collaborative Council is a working and advisory body that will be led by the MC Chair. Through its advisory role, the Council will assist the MC administrative

team in making important decisions affecting units across campus and enhance the inclusive and collaborative profile of the MC itself. The Council will continue to lead the MC effort until the Chair is hired and acclimated. Specific duties of the Council include:

1. Advise Chair/Associate Chair on general strategy of the MC and development/implementation of the MC (for the local/larger communities and as a SACSCOC requirement);
2. Advise Chair/Associate Chair on activities/projects for the MC staff;
3. Review assessment data/processes, conduct process checks, and advise on changes/improvements in MC activities;
4. Review professional development processes as they pertain to curriculum and programming; advise on changes/improvements in programming/curriculum;
5. Review Research and Program Innovation Grant applications, advise on selection, and review final report;
6. Advise/support visiting fellows and speaker series;
7. Advise on marketing/web development and general dissemination of MC activities/products; and
8. Advise/support the MC by promoting ethical reasoning in classes and other campus endeavors, as appropriate.

For the Chair's first year of employment, the Council will be composed of members of The Madison Collaborative Task Force to provide continuity of leadership and to provide institutional memory regarding the development and trajectory of the MC idea and implementation plans. After that first year, the MC Chair, in consultation with the Council, will strategically reconstitute Council membership with an eye toward meeting MC goals and Student Learning Outcomes and will ensure membership from instructional faculty. Members will serve staggered two- to three-year terms and represent the following units:

- Faculty Senate
- Student Government Association
- Admissions
- Center for Instructional Technology
- Honors Program
- Office of Diversity
- University Advancement
- Student Affairs
- Athletics
- Libraries
- General Education
- Office of International Programs
- Career and Academic Planning
- Administration and Finance

- Office of Environmental Stewardship and Sustainability
- Each of the seven colleges
- The Graduate School

Faculty and Student Affairs Fellows

With the input of a subcommittee of the Council, the Chair and Associate Chair will solicit and select two Fellows, who will each serve for a term of one to two years. Fellows will engage with Council members, faculty, students, and staff through a wide range of activities. They will also play a major role in shaping the future direction of the MC by developing new initiatives and serving as liaisons to the campus community. To accommodate for the time spent on MC initiatives, Fellows will receive either a reduced teaching load or reduced work assignment from their home units. Candidates must complete a brief form that includes a narrative statement explaining his or her interest in and/or experience with ethical reasoning in action. Applicants must also have written approval from their respective supervisors and must have been employed at JMU for at least three years in order to be eligible to apply. New Fellows will be chosen after the initial terms end.

Graduate Assistant (Doctoral Student in Assessment and Measurement)

While the associate director of the Center for Assessment and Research Studies will be overseeing assessment of the MC's curricular and co-curricular efforts, the day-to-day work will be conducted by an assessment and measurement GA. In consultation with CARS, this student will assist in instrument development (item writing, rubric development, refinement of instruments), data management ("cleaning," scoring, and managing datasets with student responses), data analysis (descriptive, psychometric, and longitudinal), and report writing. Funds for this person's contribution have been earmarked in the budget.

Faculty Development Professional

JMU's Center for Faculty Innovation, an organization devoted to designing professional development experiences that encourage excellence in teaching, scholarship, service, and leadership for faculty, will partner with The Madison Collaborative to provide necessary professional development support, especially for instructional faculty. Types of support include, but are not limited to: pedagogical workshops, individual consultations for assignments and syllabi, and course design institutes. One or more of the CFI faculty will work regularly with the MC to ensure continuity and quality of programs for instructional faculty. The MC will reallocate funds to the CFI for one half-time position. Funds will be applied to the CFI salary budget line.

VII. Timeline

The implementation timeline reflects the overall plan to invest heavily in professional development for those spearheading the activities and interventions in the early years, with the gradual addition of staff and new interventions and an ongoing bi-yearly assessment protocol. Appendix XVIII summarizes the interventions and those responsible for leading implementation efforts for each.

Year 0

Fall 2012

- Continue campus conversations and presentations with students, faculty, and staff
- Pilot Ethical Reasoning Identification Test (Forms A and B) and Ethical Reasoning Essay on Fall Assessment Day
- Pilot Core Module Workshop for the MC Task Force
- Continue development of Madison Collaborative Freshman Course
- Continue development of Curricular Module
- Continue development of Co-Curricular Module
- Finalize *The One Book* MC content

Spring 2013

- Complete SACSCOC Quality Enhancement Plan document
- Position the MC to make a prominent appearance at President Alger's inauguration
- Announce an MC-related video contest
- Make maintaining awareness of the MC a top priority for media relations
- Finalize Ethical Reasoning Essay rubric (see Appendix XIX)
- Pilot Ethical Reasoning Identification Test (new form) and Ethical Reasoning Essay on Spring Assessment Day (see Appendix XX)
- Revise Core Module Workshop content and format
- Finalize Curricular Module and Co-Curricular Module
- Facilitate Co-Curricular Module Workshops
- Continue development of the MCFC
- Identify faculty interested in course redesign
- Determine appropriate General Education courses in additional clusters
- Submit Quality Enhancement Plan document to SACSCOC
- Continue campus conversations and presentations with students, faculty, and staff
- Begin national search for Chair and Associate Chair

- Distribute *The One Book* to matriculated freshmen
- Develop MC materials for Summer Springboard and “It’s Complicated”

Summer 2013

- Facilitate Core Module, Curricular Module, and Co-Curricular Module Workshops
- Train resident advisers facilitating programs in residence halls
- Continue campus conversations and presentations with students, faculty, and staff
- Continue national search for Chair and Associate Chair
- Continue development of the MCFC

Year 1

Fall 2013

- Continue to raise awareness of The Madison Collaborative both on and off campus
- Facilitate “It’s Complicated: Ethical Reasoning in Action”
- Pilot Ethical Reasoning Recall Test and Survey of Ethical Reasoning on Fall Assessment Day (see Appendix XX)
- Administer Ethical Reasoning Identification Test and Ethical Reasoning Essay on Fall Assessment Day (see Appendix XX)
- Continue development of the MCFC
- Facilitate Core Module Workshops
- Facilitate programs on ethical reasoning in the residence halls
- Identify additional faculty interested in course redesign
- Pilot redesigned General Education and major courses
- Solicit student-produced videos for contest
- Revise *The One Book* MC content
- Hire Chair and Associate Chair
- Recruit administrative assistant
- Review end-of-semester reports from faculty

Spring 2014

- Make the transition from QEP Task Force to Madison Collaborative Council
- Select video contest winner
- Revise materials for Summer Springboard and “It’s Complicated”
- Administer all MC assessment instruments on Spring Assessment Day
- Support faculty to redesign 20 General Education and five major-specific courses
- Distribute *The One Book* to matriculated freshmen
- Recruit, select, and train MCFC moderators

- Review end-of-semester reports from faculty

Summer 2014

- Facilitate Core Module, Curricular Module, and Co-Curricular Module Workshops
- Train resident advisers facilitating programs in residence halls
- Review applications and award Program Innovation and Research Grants
- Conduct yearly MC evaluation and determine necessary adjustments

Year 2

Fall 2014

- Pilot the MCFC with 150 freshmen
- Facilitate “It’s Complicated: Ethical Reasoning in Action”
- Pilot redesigned General Education and major courses
- Administer all MC instruments on Fall Assessment Day
- Facilitate programs on ethical reasoning in the residence halls
- Engage Faculty and Student Affairs Fellows (one- to two-year appointments)
- Solicit student-produced videos for contest
- Revise *The One Book* MC content
- Review end-of-semester reports from faculty

Spring 2015

- Revise the MCFC based on half-year pilot results
- Select video contest winner
- Revise materials for Summer Springboard and “It’s Complicated”
- Administer all MC assessment instruments on Spring Assessment Day
- Support faculty to redesign 20 General Education and 10 major-specific courses
- Recruit, select, and train MCFC moderators
- Distribute *The One Book* to matriculated freshmen
- Review end-of-semester reports from faculty

Summer 2015

- Facilitate Core Module, Curricular Module, and Co-Curricular Module Workshops
- Train resident advisers facilitating programs in residence halls
- Review summary reports for 2014-2015 Program Innovation and Research Grants
- Review applications and award Program Innovation and Research Grants
- Conduct standard setting for direct assessment measures
- Conduct yearly MC evaluation and determine necessary adjustments

Year 3

Fall 2015

- Facilitate “It’s Complicated: Ethical Reasoning in Action”
- Pilot redesigned General Education and major courses
- Administer all MC instruments on Fall Assessment Day
- Administer the MCFC for all freshmen
- Facilitate programs on ethical reasoning in the residence halls
- Engage Faculty and Student Affairs Fellows (one- to two-year appointments)
- Solicit student-produced videos for contest
- Revise *The One Book* MC content
- Review end-of-semester reports from faculty

Spring 2016

- Select video contest winner
- Revise materials for Summer Springboard and “It’s Complicated”
- Administer all MC assessment instruments on Spring Assessment Day
- Support faculty to redesign 20 General Education and 10 major-specific courses
- Recruit, select, and train MCFC moderators
- Distribute *The One Book* to matriculated freshmen
- Review end-of-semester reports from faculty

Summer 2016

- Facilitate Core Module, Curricular Module, and Co-Curricular Module Workshops
- Train resident advisers facilitating programs in residence halls
- Review summary reports for 2015-2016 Program Innovation and Research Grants
- Review applications and award Program Innovation and Research Grants
- Host consultants on practical ethics for an on-site mid-term review of the MC
- Conduct yearly MC evaluation and determine necessary adjustments

Year 4

Fall 2016

- Facilitate “It’s Complicated: Ethical Reasoning in Action”
- Pilot redesigned General Education and major courses
- Administer all MC instruments on Fall Assessment Day
- Administer the MCFC for all freshmen
- Facilitate programs on ethical reasoning in the residence halls
- Engage Faculty and Student Affairs Fellows (one- to two-year appointments)

- Solicit student-produced videos for contest
- Revise *The One Book* MC content
- Review end-of-semester reports from faculty

Spring 2017

- Select video contest winner
- Revise materials for Summer Springboard and “It’s Complicated”
- Administer all MC instruments on Spring Assessment Day
- Support faculty to redesign 20 General Education and seven major-specific courses
- Recruit, select, and train MCFC moderators
- Distribute *The One Book* to matriculated freshmen
- Review end-of-semester reports from faculty

Summer 2017

- Facilitate Core Module, Curricular Module, and Co-Curricular Module Workshops
- Train resident advisers facilitating programs in residence halls
- Review summary reports for 2016-2017 Program Innovation and Research Grants
- Review applications and award Program Innovation and Research Grants
- Conduct yearly MC evaluation and determine necessary adjustments

Year 5

Fall 2017

- Facilitate “It’s Complicated: Ethical Reasoning in Action”
- Administer all MC instruments on Fall Assessment Day
- Pilot redesigned General Education and major courses
- Administer the MCFC for all freshmen
- Facilitate programs on ethical reasoning in the residence halls
- Engage Faculty and Student Affairs Fellows (one- to two-year appointments)
- Conduct overall MC program evaluation to inform QEP Impact Report
- Solicit student-produced videos for contest
- Revise *The One Book* MC content
- Review end-of-semester reports from faculty

Spring 2018

- Select video contest winner
- Revise materials for Summer Springboard and “It’s Complicated”
- Administer all MC instruments on Spring Assessment Day
- Support faculty to redesign 20 General Education and seven major-specific courses

- Recruit, select, and train MCFC moderators
- Review end-of-semester reports from faculty
- Write and submit QEP Impact Report, part of SACSCOC Fifth-Year Interim Report
- Distribute *The One Book* to matriculated freshmen

Summer 2018

- Facilitate Core Module, Curricular Module, and Co-Curricular Module Workshops
- Train resident advisers facilitating programs in residence halls
- Review summary reports for 2017-2018 Program Innovation and Research Grants
- Review applications and award Program Innovation and Research Grants
- Conduct yearly MC evaluation and determine necessary adjustments

VIII. Resources

Budget

Supporting the efforts of The Madison Collaborative is a long-term financial commitment for JMU, as evidenced by the \$2.5 million set aside over five years, not including the current fiscal year (Year 0) ending June 30, 2013. Year 0 money is a reallocation of funds from the current fiscal year. The budget for Years 1 – 5 will be supported with reallocated funds and tuition revenue (enrollment growth or tuition increases). Table 2 depicts the yearly totals by expense type, including salaries for the MC staff, release time for the Fellows, tuition for the GA, and wages for the student workers; operational expenses anticipated for interventions, assessment, marketing, and visiting speakers; and equipment needed for the MC physical space.

Table 2 – MC Proposed Budget Summary

Expense Type	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018	Total
FT Salaries	\$151,145	\$273,400	\$273,400	\$273,400	\$273,400	\$1,244,745
PT Salaries	\$50,855	\$76,691	\$76,691	\$76,691	\$76,691	\$357,619
Operating	\$192,500	\$174,000	\$175,000	\$157,500	\$157,500	\$856,500
Equipment	\$16,600	\$5,600	\$2,100	\$7,350	\$7,350	\$39,000
Total Budget	\$411,100	\$529,691	\$527,191	\$514,941	\$514,941	\$2,497,864

Salaries for the Chair, Associate Chair, and administrative assistant constitute the majority of the budget, assuming only half of the salary for Year 1, during which time the

Chair and Associate Chair will be recruited. The administrative assistant will be hired by the Chair to support the efforts of the MC staff and the Task Force, which will become known as the Madison Collaborative Council. The anticipated salaries are \$95,000 for the Chair, \$75,000 for the Associate Chair, and \$33,000 for the administrative assistant. The line item for “FT Salaries” in Table 2 includes benefits for these three individuals.

Part-time salaries, “PT Salaries” in Table 2, include release time for two Fellows and a Center for Faculty Innovation half-time adviser, stipend and tuition for the GA, and wages for two student workers. A Faculty Fellow and a Student Affairs Fellow will join the MC team in Year 2, pending the hiring of the Chair. The MC will reallocate \$12,000 per year to the Fellows’ home department budgets to pay for course release time or additional pay for colleagues performing extra duties. Similarly, the MC will reallocate \$30,000 to the CFI yearly to support the work of its faculty associates in cooperation with the MC. The GA stipend for twenty hours per week will continue for the duration of the five years at \$14,500 per year. Two student workers will be hired to work for 10 hours each per week at a yearly total for both of \$4,060.

The \$856,500 in operating expenses in Table 2 reflects the anticipated costs associated with all interventions mentioned in Section VI, funds to support a national search for the Chair and Associate Chair (\$10,000), MC staff development, visiting speaker honorariums, and personnel costs associated with each full-time employee, (\$5,000 per person, per year). Tuition for the GA also falls under operating costs at \$16,500 per year.

In addition, faculty and staff will be recruited to rate 350 ethical reasoning essays per year (200 freshmen and 150 sophomores/juniors). Given multiple raters per essay and training time allowances, the cost of rating is approximately \$6,000 per year. Note that Year 2 will see a one-time, \$12,000 bump in yearly assessment costs to \$18,000. This increase is in anticipation of standard-setting procedures. That is, faculty and staff will determine cut scores that represent minimum proficiency (and perhaps higher levels of proficiencies) for the multiple-choice test and scores on the rubric (explained in further detail in Section IX). Dozens of faculty members and staff are expected to participate in each of these standard settings.

Equipment costs include computers, printers, desks, and other office supplies needed to create a practical and functional space for the MC staff, Fellows, students, and others collaborating on ethical reasoning content, courses, interventions, and research. See Appendix XVII for a more detailed budget.

Space Considerations

Representative of the centrality of The Madison Collaborative to JMU, the staff and Fellows will have a home on the top floor of Maury Hall, one of the historic bluestone buildings on the university Quad, the center of campus life. The 1,100 square foot space will provide a reception area and six offices for the Chair, Associate Chair, faculty Fellow, Student Affairs Fellow, and student workers, and a conference room or collaborative space.

IX. Assessment

This section covers the evaluation of The Madison Collaborative. First – and discussed in most depth – is the assessment of the student learning outcomes and analytical questions. Second, we provide information about process checks. Third, we discuss the entire summative program evaluation that will be included in the SACSCOC Fifth-Year Interim Report.

Intended Student Learning Outcomes and Analytical Questions

As described earlier, the Eight Key Questions serve as the conceptual frame for The Madison Collaborative and are complemented by seven Student Learning Outcomes. The SLOs describe what JMU expects students to know, think, or do as a result of the MC. The first five are cognitive, intentionally scaffolded from simple to complex, to mirror the way we hypothesize students will learn this nuanced subject. The last two SLOs are attitudinal.

Cognitive SLOs

1. Students will be able to state, from memory, all Eight Key Questions. Alternate assessment: From a list of ways of conceptualizing issues, students will correctly identify the Eight Key Questions.
2. When given a specific decision and rationale on an ethical issue or dilemma, students will correctly identify the KQ most consistent with the decision and rationale.
3. Given a specific scenario, students will identify appropriate considerations for each of the 8KQs. Alternate approach: Students will be able to provide the specific considerations raised or rationale implied when applying every KQ to an ethical situation or dilemma.
4. For a specific ethical situation or dilemma, students will evaluate courses of action by applying (weighing and, if necessary, balancing) the considerations raised by KQs.

5. Students will apply SLO 4 to their own personal, professional, and civic ethical cases. NOTE: Implied within this SLO is the students' ability to identify an ethical situation, based on the belief that the process of ethical reasoning increases discriminatory capacities. This will be addressed via the assessment rubric.

Attitudinal SLOs

6. Students will report that they view ethical reasoning skills as important.
7. Students will report increased confidence in their ability to use the ethical reasoning process.

SLOs become more useful in the context of specific analytical questions (Pieper, Fulcher, Sundre, & Erwin, 2006). Such questions illuminate the relationships between student learning and the programming designed to enhance it. For this project, the analytical questions are as follows:

1. To what degree have students made gains in ethical reasoning?
Answering this question provides insight into the value added by the MC.
2. What percent of students meet the expectations of faculty and staff regarding their application of ethical reasoning skills?
Students could make large gains in ethical reasoning and still fall below JMU's expectations. Comparing students' skills relative to faculty and staff expectations provides another useful lens through which to evaluate the MC. These JMU expectations will be determined by standard setting procedures.
3. How does each of the following MC interventions relate to gains in ethical reasoning?
 - a. "It's Complicated: Ethical Reasoning in Action"
 - b. Residence Life programs
 - c. Madison Collaborative Freshman Course
 - d. General Education courses emphasizing the MC
 - e. Major and Honors courses emphasizing the MC

Answering this question will enable JMU to decipher the efficacy of its interventions. Such information will inform future MC modifications. Administrative logic will be built into these interventions so that analysts can determine when any given student received particular interventions. For example, GenEd courses with a heavy ethical reasoning emphasis will be given an identifiable course code. Further, JMU will integrate several process checks throughout the interventions to help interpret the relationship of interventions to SLOs. Because these process checks are somewhat conceptually distinct from the main assessment of the MC, they are discussed below.

Instrument Development and Data Collection

Assessment experts (e.g., Erwin, 1991; Palomba & Banta, 1999; and Suskie, 2009) urge practitioners to select or develop instruments carefully so that they match intended outcomes and are supported by reliability and validity evidence. Additionally, they recommend the use of multiple assessment instruments to provide different perspectives on the same intended outcome.

Because JMU's conceptualization of the 8KQs and the SLOs is unique, no existing instrument is well matched to the SLOs. Therefore, JMU is developing its own set of instruments. Note that JMU has received national and international acclaim for its ability to develop assessment instruments closely related to student learning outcomes. The university can do this in part because it houses CARS, the country's largest assessment center, which employs experts in test development and other assessment areas. To date, instrument development for MC assessment has emphasized cognitive SLOs (2 – 5), given that measures of recall (SLO 1) and attitudinal measures (SLOs 6 and 7) require less time and fewer resources to develop. Experts will conduct reliability and validity studies on all locally developed QEP instruments to evaluate fully the quality of all measures and the meaningfulness of results.

In the order of SLOs, what follows is a description of the development process, the current status of the instruments under development, and ideas about data collection:

Ethical Reasoning Recall Test. This short constructed-response test is a direct measure written explicitly to address SLO 1 (memorization of the 8KQs). This test requires students to state the main word associated with each of the 8KQs along with a brief description. Students can score a total of 16 points on this short test: one point for correctly naming each of the 8KQs and another point for providing a correct brief description of each. One hundred to 200 students will take this test at two times: once during Fall Assessment Day before they take their first JMU class and approximately a year-and-a-half later during Spring Assessment Day. This repeated-measures or pre-post design allows interpretation of student growth and development. For fall assessment, we expect that first-year students will be able to identify correctly some of the 8KQs as a result of exposure to *The One Book*, Summer Springboard orientation materials, and 1787 August Orientation activities. Students' familiarity with the 8KQs should be higher by the end of their sophomore year (a year-and-a-half later during Spring Assessment Day) because of multiple exposures to the MC. We would expect a

zero score if the pre-test were administered prior to 1787 August Orientation, as we assume students would have had no interactive exposure to the 8KQs.

Ethical Reasoning Identification Test (ERIT): This selected-response, or multiple-choice, test is a direct measure aligned with SLO 2 and SLO 3 (selecting KQs). The ERIT is designed to assess students' ability to differentiate and choose among the 8KQs when confronted with an ethical decision or dilemma (addressing SLO 2). Items map onto three domains of application: personal, professional, and civic. However, the purpose of the test is limited to assessing students' ability to identify which ethical consideration is most appropriate for the scenario stated in each item, regardless of the domain of application. This general description of the test applies to both its current form, which will be piloted in spring 2013, as well as to its two predecessors – pilot Forms A and B, each of which was administered on Assessment Day in fall 2012 to a random sample of approximately 500 incoming first-year students. More specifically, in June 2012 a team of five faculty members participated in a two-day workshop delivered by an ethical reasoning expert, followed by a two- to three-hour item-writing session on each of the two days. As a result, a total of 125 items were constructed, 96 of which withstood an extensive quality review. The 96 items were split into two test forms with 48 items each. An example item is:

Although she was close with her co-worker, Jessica knew she had to turn him in once she found a bag of marijuana under his desk. Jessica had sworn to her boss that she would report drug use. Please indicate the ethical consideration most consistent with this decision:

Outcomes – What are the short-term and long-term outcomes of possible actions?

Fairness – How can I act equitably and balance all interests?

Authority – What do legitimate authorities (e.g., experts, law, my god[s]) expect of me?

Liberty – What principles of freedom and personal autonomy apply?

Rights – What rights (e.g., innate, legal, social) apply?

Responsibilities – What duties and obligations apply?

Empathy – How would I respond if I cared deeply about those involved?

Character – What actions will help me become my ideal self?

Preliminary analyses showed that both test forms exhibited good reliability (Cronbach's alpha = \sim .80) and contained items of various difficulty, another desirable test feature. However, some items did not discriminate well between examinees of low

and high proficiency, as indicated by low item-total correlations. For these and theoretical reasons, 20 items from pilot Form A and 23 items from Form B were removed. The remaining 51 items and nine newly written items (designed in fall 2012 through the same procedure as described previously) were combined to create the current form of ERIT that will be piloted with a random sample of 500 to 1000 second-semester sophomores in spring 2013. This new test form covers all 8KQs and three domains of application of ethical reasoning more fully than its predecessors and is expected to exhibit even better psychometric properties provided it is composed predominantly of items that have already been piloted with favorable results.

To address SLO 3, pilot Forms A and B, as well as the current version of ERIT, contain eight items that require students to apply the same type of ethical reasoning skills but to more elaborate scenarios with multiple competing ethical considerations. Pilot Forms A and B contained 40 simple-scenario items and eight items corresponding to two complex scenarios (four items per scenario). The current ERIT contains 52 simple-scenario items and eight complex-scenario items (four items per scenario).

Ethical Reasoning Essay: This direct measure performance assessment is linked to SLO 5, which requires students to apply advanced ethical reasoning skills to their own ethical situations. A prompt will ask students to consider an ethical situation or dilemma in their own lives, provide the considerations or perspectives from which they analyze the problem, and explain how they ultimately arrive at their decision/solution. Approximately 200 students will take this assessment at two times during the same assessment days as the previous instrument. Each essay will be evaluated by multiple faculty and staff. Raters will participate in a three-hour training on a behaviorally-anchored rubric prior to evaluating the essays. As of October 2012, approximately 100 essays from first-year students have been collected as a result of a pilot. JMU ethical reasoning experts are overseeing the development of the rubric (see Appendix XIX), with consideration of SLO 5 and students' essay responses to the pilot prompt.

Survey of Ethical Reasoning: This indirect measure is a short survey containing items that address all seven SLOs. For the cognitive SLOs, the questions ask students to self-report their competency. These items serve as supplemental assessments to the direct measures. Other questions relate to students' attitudes toward ethical reasoning. This survey will be administered in conjunction with the Ethical Reasoning Identification Test and the Ethical Reasoning Essay beginning in the fall of 2013.

Interpretation and Use of Results

Interpreting and using results for improvement are the most important components of the MC's assessment protocol. To this end, the MC team will officially reserve one day each June to evaluate the project. The primary focus will be on answering the analytical questions posed earlier in this section:

1. To what degree have students made gains in ethical reasoning?
2. What percent of students meet the expectations of faculty regarding students' ability to apply ethical reasoning?
3. How do different aspects of the intervention contribute to this learning?

Assessment results addressing these research questions will be presented by the MC's assessment experts. The Madison Collaborative staff and Council will determine aspects of the MC that are going well (i.e., facilitating student learning as planned) and will identify concerns. Specifically, what part of the MC intervention is not as effective as hoped? Because JMU will track which students participated in which interventions, we can link outcomes to intervention exposure. From there the MC staff will make recommendations to the provost and SAUP vice president about changes to the MC. By Year 5, JMU will be able to report the following in the SACSCOC Impact Report:

- The SLO gains related to the MC
- How the SLO gains have changed (gotten larger, we hope) as the MC project has matured: The gains are hypothesized to be larger across cohorts for two reasons: (1) Successive cohorts will receive more intervention. For example, a much higher percentage of 2016 freshmen than 2014 freshmen will take classes with ethical reasoning content. (2) Each year the MC staff and Council will review assessment results to determine how well students are achieving SLOs. They will adjust interventions, where needed, based on these findings.
- The degree to which students meet faculty standards on the SLOs

Assessment Summary and Logistics

Appendices XX and XXI represent the assessment process within the timeline of MC interventions and the relation between SLOs. Appendix XXI illustrates that all of the SLOs are assessed via the proposed instruments. Additionally, all but one of the cognitive outcomes (SLO 4) are assessed via direct measures. SLO 4 is similar to the slightly more complex SLO 5. Because the SLOs are scaffolded in order of difficulty, we expect that if students can successfully accomplish SLO 5, then they logically would be able to accomplish SLO 4. Further, the assessment design incorporates repeated

measures whereby the same students take many of the same instruments twice. This type of data collection design allows for inferences regarding the value added by the MC. Appendix XX shows that most of the assessment instruments will be used through various stages of MC development. The advantage of this approach is that JMU can compare how students have changed as a result of the MC across cohorts. We expect that the freshman cohort that starts in fall 2015 (and will have exposure to most MC interventions) will show bigger gains in ethical reasoning than the cohort starting in fall 2013 (lower exposure to MC interventions). Finally, in Year 2 JMU will set standards on the instruments. For example, what score on the ethical reasoning rubric would connote meeting faculty expectations? Such standards enhance the interpretability of results.

This comprehensive assessment plan will position The Madison Collaborative to obtain a baseline understanding of JMU students' ethical reasoning skills and receive longitudinal evidence of potential changes over the implementation period and beyond.

Process Checks

We recognize that the MC is a complex QEP and believe it is important to understand the chain of processes that link the interventions to the results. Such linkages make results trackable. Further, process analysis yields information useful for *formative* feedback. For example, in order for students to learn the intended SLOs from the ethical-reasoning-infused General Education courses, the MC staff and Council must successfully complete several steps, including:

- a. The MC Curriculum/Professional Development Committee will need to create modules to help instructors develop their ethical-reasoning-infused courses.
- b. The MC staff and Council will need to review the content of modules to ensure that they actually provide information to faculty enabling them to teach the SLOs.
- c. Module facilitators will need to standardize their delivery to ensure that faculty who take different modules receive nearly the same instruction.
- d. The MC staff and Council will need to engage the target number of faculty to participate in modules.
- e. Faculty will need to attend two modules.
- f. Faculty will need to modify their General Education classes to include experiences that foster SLOs.
- g. Faculty will need to deliver their modified classes effectively.

This example illustrates how any significant break in the chain from “a” to “g” could negatively influence the SLOs. JMU is developing protocols for such process checks. Listed in Table 3 are initial ideas related to the General Education example:

Table 3 – Sample Protocol for Process Check for General Education Example

Process Steps	Process Checks examples
a. The MC Curriculum/Professional Development Committee will need to create modules designed to help instructors develop their ethical-reasoning-infused courses.	The MC Curriculum/Professional Development Committee creates a specific map linking different aspects of the modules to particular SLOs.
b. The MC staff and Council will need to review the content of modules to ensure that they actually provide information to faculty enabling them to teach the SLOs.	The MC staff and Council give feedback about what aspects of modules are clear/unclear or effective/ineffective.
c. Module facilitators will need to standardize their delivery to ensure that faculty who take different modules receive nearly the same instruction.	The MC staff and Council review the presentation of each team of module facilitators to ensure high comparability across teams.
d. The MC staff and Council will need to engage the target number of faculty to participate in modules.	The MC staff and Council will track the number of faculty who participate in the module workshops and compare to the target numbers.
e. Faculty will need to attend two modules.	Module facilitators will conduct an exit survey asking faculty about their comfort level implementing ethical reasoning in their classes with respect to each relevant SLO and request feedback on what can be improved about the modules.
f. Faculty will need to modify their General Education classes to include experiences that foster SLOs.	The MC staff and Council will review syllabi and end-of-semester forms completed by faculty and students regarding their impression of <i>how much</i> faculty integrated ethical reasoning into their classes.
g. Faculty will need to deliver their modified classes effectively.	The MC staff and Council will review end-of-semester forms filled out by faculty and students regarding their impression of <i>how well</i> the faculty integrated ethical reasoning into their classes.

Summative Program Evaluation

For the fifth-year report, we hope to tell the story of how JMU accomplished its three main goals:

- Elevate the campus-wide understanding and discourse on ethical reasoning as a teachable, evaluative process to apply to personal, professional, and civic issues.
- Provide a unifying framework that aligns campus efforts to teach and assess ethical reasoning.
- Encourage multiple avenues of intentional connection among personal, professional, and civic application of ethical reasoning skills in the classroom, co-curricular activities, and student life.

We believe this story will be headlined by the measurable growth of students on the SLOs and the change in the campus culture. In addition, it will contain essays from students affected by the MC, which will supplement and enrich the numerical evidence. The story will be more complete because we will have indications of which interventions led to those gains and how those interventions were tweaked over the years to make the MC more successful. Furthermore, we will carefully link which JMU efforts were associated with the three goals of the QEP and administer a summative survey asking students, faculty, administrators, and staff how well they believe JMU accomplished the goals. The report will also document, recognize, and celebrate the faculty, staff, student leaders, and administrators who participated in and delivered JMU's Madison Collaborative: Ethical Reasoning in Action.

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XI. Appendices

APPENDIX I – QEP Planning Committee

Member	Title	Unit
Herb Amato, D.A.	Associate Dean	University Studies
Christopher Carrillo, D.M.A.	Assistant Professor	Trumpet
Tazewell Daughtrey	Lecturer	Computer Science
Arthur Dean	Special Assistant to the President for Diversity	President's Office
Beth Eck, Ph.D.	Associate Professor	Sociology
Maggie Burkhart Evans	Director	Residence Life
Keston Fulcher, Ph.D.	Associate Assessment Specialist	Center for Assessment and Research Studies
Dan Halling, Ph.D.	Associate Professor	Communication Sciences and Disorders
Alicia James, Ph.D.	Associate Director	JMU Learning Center
Bob Jerome, Ph.D.	Professor	International Business and Economics
Kurt Johnson	Associate Registrar	Office of the Registrar
Tracey Kite	Assistant Director	Parent Relations
Fletcher Linder, Ph.D.	Professor and Director	Interdisciplinary Liberal Studies
Tim Louwers, Ph.D.	Professor	Accounting
Dietrich Maune, M.F.A.	Associate Dean	School of Media Arts and Design
Jenne McCabe	Assistant Director	East Campus Library Services
Cara Meixner, Ph.D.	Assistant Professor Assistant Director	Graduate Psychology Center for Faculty Innovation
Randy Mitchell, Ed.D.	Associate Vice President	Student Success
Ann Myers, M.S.W.	Head	Department of Social Work
Andy Perrine	Associate Vice President	Communications and Marketing
Andrew Reese	SGA President	
Jim Shaeffer, Ph.D.	Associate Vice Provost	Outreach and Engagement
David Slykhuis, Ph.D.	Associate Professor	Middle, Secondary, and Mathematics Education
Steve Smith	Associate Vice President	Constituent Relations
Dan Smolkin	Student Representative	Board of Visitors
Roger Soenksen, Ph.D.	Professor	Media Arts and Design
Diane Stamp	Assistant Vice President	Office of Budget Management
Renée Staton, Ph.D.	Professor	Graduate Psychology
Lee Sternberger, Ph.D.	Executive Director Associate Provost Professor	Office of International Programs Academic Affairs Graduate Psychology
Michael Walsh	Dean	Admissions

APPENDIX II – QEP Idea Submission Promotional Examples

JAMES MADISON UNIVERSITY.
Our student-centered community values excellence, integrity and mutual respect.

QEP Quality Enhancement Plan

SACS Home | QEP Home | FAQ | Topic Selection | Timeline | Resources | Committee | Submit Proposal | Search JMU | Go

Now's Your Chance

Click here to submit your proposal

What's Your Big Idea?

Have you ever imagined how you might improve the quality of student learning at James Madison University? If so, now is your chance to propose your big idea as JMU's Quality Enhancement Plan.

Open to all members of the JMU community, the QEP process allows anyone to submit a brief proposal aimed at enhancing the quality of learning across the institution. Several proposals with promise will be funded for further development in the coming months. During the summer of 2011, one proposal will be chosen and implemented with funding and administrative support over a five-year period.

Home » News

On the search for the next big idea

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0 tweet | Share | Recommend | Be the first of your friends to recommend this.

Posted: Thursday, December 2, 2010 12:00 am | Updated: 9:38 pm, Wed Dec 1, 2010

Tyler McAvoy, The Breeze | 0 comments

Posted on December 2, 2010 by Tyler McAvoy

Students can have a say in JMU's direction for the next seven years.

The Quality Enhancement Plan is a program designed to allow the JMU community to submit ideas on the future of student education. The program began taking suggestions from faculty and students on Nov. 18.

"This is really for the students," said Lee Sternberger, associate provost and chair of the QEP Committee. "Students will be the largest benefactor of whatever is implemented."

The program, which is required for reaccreditation by the Southern Association of Colleges and Schools, is meant to establish better education by holding an open forum.

Reaccreditation occurs every 10 years, with a five year review in between by SACS. A diploma from an accredited school is required for many graduate programs, and only accredited schools receive federal student financial aid.

Anyone in the academic community - from students to professors - can submit ideas on ways to improve the educational environment.

APPENDIX III – QEP White Paper Teams

Category: Enhancing Citizenship			
Title: Citizenship for the 21st Century			
Name	Role	Title	Unit
Meg Mulrooney, Ph.D.	Author	Associate Dean Associate Professor	University Studies History
Tim Louwers, Ph.D.	Coach	Professor	Accounting
Rich Harris	Team	Director	Community Service-Learning
Carol Fleming	Team	Director	Outreach and Engagement
Josh Bacon, Ph.D.	Team	Director	Judicial Affairs
Jessica Adolino, Ph.D.	Team	Associate Dean Professor	School of Public and International Affairs Political Science

Category: Enhancing Academic Engagement through Creativity			
Title: Nurturing a Culture of Discovery through Creative Inquiry and Innovation			
Name	Role	Title	Unit
George Sparks, Ph.D.	Author	Dean	College of Visual and Performing Arts
Marilou Johnson, Ph.D.	Author	Associate Dean	College of Visual and Performing Arts
Dietrich Maune, M.F.A.	Coach	Associate Dean	School of Media Arts and Design
D. Lee Beard	Team	Director, Research Development	Center for Instructional Technology
Dennis Beck, Ph.D.	Team	Associate Professor	Theatre
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Hugh Brown	Team	Associate Director	Residence Life
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Carol Hamilton	Team	Lecturer	Management
Teresa Harris, Ph.D.	Team	Professor	Elementary and Early Childhood Education
Chris Hughes, Ph.D.	Team	Professor	Physics and Astronomy
Amanda Kuhnley	Team	Student	
Eric Pappas, Ed.D.	Team	Associate Professor	Integrated Science and Technology
Kathy Schwartz, Ph.D.	Team	Professor	Art Education
Jonathan Spindel, Ph.D.	Team	Assistant Dean	College of Health and Behavioral Sciences
Kate Stevens, Ph.D.	Team	Director Assistant Professor	Madison Art Collection Art History
Diane Wilcox, Ph.D.	Team	Associate Professor	Human Resource Development

Category: Enhancing Courses through Technology			
Title: Redesign for the 21 st Century: Using Current and New Technology to Promote Student-Centered Learning			
Name	Role	Title	Unit
Catherine Crummett	Author	Assistant Dean Assistant Professor	University Studies Management
Cara Meixner, Ph.D.	Coach	Assistant Professor Assistant Director	Graduate Psychology Center for Faculty Innovation
Morgan Benton, Ph.D.	Team	Assistant Professor	Integrated Science and Technology
Charles Harris, Ph.D.	Team	Professor	Psychology
Nancy Harris	Team	Lecturer	Computer Science
Kevin Meaney	Team	Assistant Director	Residence Life
Shenghua Zha, Ph.D.	Team	Coordinator of Faculty Training	Center for Instructional Technology

Category: Enhancing Intellect and Experience through a Local Pedagogy of Place			
Title: A Pedagogy of Place for JMU			
Name	Role	Title	Unit
Carole Nash, Ph.D.	Author	Assistant Professor Director	Integrated Science and Technology & Geographic Science Shenandoah National Park Environmental Archaeology Program
Tazewell Daughtrey	Coach	Lecturer	Computer Science
Carol Hurney, Ph.D.	Team	Executive Director Associate Professor	Center for Faculty Innovation Biology
James Wilson, Ph.D.	Team	Assistant Professor	Geographic Science
Ronn Daniel	Team	Associate Professor	Art Design and Art History
Eric Pyle, Ph.D.	Team	Professor	Geology and Environmental Science
Georgia Polacek, Ph.D.	Team	Cluster Five Coordinator Associate Professor	General Education Health Sciences
Tim Thomas, Ph.D.	Team	Associate Professor	Technology and Leadership Education
Walt Ghant	Team	Associate Director	Community Service-Learning

Category: Enhancing Character			
Title: Program for Personal and Public Responsibility <i>and</i> Implement a Comprehensive Student Character Development Program (combined proposals)			
Name	Role	Title	Unit
William Hawk, Ph.D.	Author	Cluster Two Coordinator Professor	General Education Philosophy
Lori Pyle	Author	Business Analyst Doctoral Student	Information Systems Strategic Leadership Studies
Fletcher Linder, Ph.D.	Coach	Professor and Director	Interdisciplinary Liberal Studies
Dave Barnes	Team	Director	University Unions
Rhonda Zingraff, Ph.D.	Team	Associate Dean and Director	Institute for Innovation in Health and Human Services

APPENDIX IV – QEP Presentations

Date	Audience
June 21, 2010	Academic Council
July 27, 2010	Dr. Rose and Dr. Benson
August 18, 2010	JMU SACSCOC Leadership Team
August 18, 2010	Academic Council
September 1, 2010	Board of Visitors
September 2, 2010	Faculty Senate
September 6, 2010	Office of International Programs
September 6, 2010	JMU Senior Leadership Team
September 7, 2010	SACSCOC Steering Committee
September 9, 2010	Research and Public Service Staff
September 22, 2010	College of Business (COB)
September 27, 2010	University Studies
September 28, 2010	JMU SACSCOC Co-Chairs
September 28, 2010	Student Affairs and University Planning (SAUP)
September 29, 2010	Academic Council
September 30, 2010	College of Visual and Performing Arts
October 1, 2010	Board of Visitors
October 4, 2010	College of Integrated Science and Technology Leadership
October 4, 2010	College of Science and Mathematics
October 5, 2010	JMU SACSCOC Leadership Team
October 12, 2010	Libraries and Educational Technologies
October 13, 2010	Academic Council
October 14, 2010	College of Arts and Letters
October 14, 2010	Administration and Finance Division Leadership
October 14, 2010	Graduate Council
October 14, 2010	University Advancement Division Senior Leadership Team
October 28, 2011	Student Wellness and Outreach
November 1, 2010	JMU SACSCOC Co-Chairs
November 3, 2010	Academic Council
November 9, 2010	Student Government Association (SGA)
November 11, 2010	College of Education
November 18, 2010	Interview with WHSV
December 4-6, 2010	SACSCOC Conference in Louisville, Kentucky
December 8, 2010	Employee Advisory Committee
December 8, 2010	Academic Council
January 1, 2011	<i>Madison</i> magazine article
January 7, 2011	Board of Visitors
January 12, 2011	Academic Council
January 18, 2011	Interview with WHSV

January 19, 2011	Academic Council
January 27, 2011	Interview with <i>The Breeze</i>
March 9, 2011	Academic Council
March 16, 2011	Academic Council
April 26, 2011	JMU SACSCOC Leadership
April 26, 2011	Interview with <i>The Breeze</i>
April 27, 2011	Academic Council
May 10 & 11, 2011	QEP Lockdown at May Symposium
June 6, 2011	SACSCOC Meeting in Atlanta, Georgia
July 6, 2011	Academic Council
September 5, 2011	<i>The Breeze</i> article
September 5 & 6, 2011	QEP White Paper Team Presentations
September 7, 2011	Academic Council
September 21, 2011	Academic Council
October 7, 2011	Student Affairs and University Planning Leadership
February 8, 2012	Academic Council
February 22, 2012	Academic Council
February 27, 2012	College of Science and Mathematics Leadership
March 12, 2012	JMU Senior Leadership
March 13, 2012	Student Affairs and University Planning Directors
March 27, 2012	JMU SACSCOC Leadership Team
April 4, 2012	College of Business
April 5, 2012	President Jon Alger and Provost Jerry Benson
April 9, 2012	College of Integrated Science and Technology Leadership
April 30, 2012	University Studies
May 8 & 9, 2012	May Symposium
May 10, 2012	JMU Senior Leadership
May 17, 2012	College of Visual and Performing Arts
May 18 & 21, 2012	QEP Task Force Retreat/Mission, Vision, Values Workshop
May 23, 2012	Academic Council
June 6, 2012	Academic Council
June 7, 2012	Faculty Senate Speaker and Secretary with Provost Jerry Benson
July 17-18, 2012	Barry Goldstein and JMU SACSCOC Steering Committee
September 3, 2012	President Jon Alger
September 5, 2012	Student Affairs Divisional Meeting
September 20, 2012	Student Affairs and University Planning Leaders
September 25, 2012	Libraries and Educational Technologies
September 28, 2012	Board of Visitors
December 11, 2012	Administration and Finance Associate Vice Presidents/Leaders
January 4, 2013	Integrated Science and Technology Faculty
January 9, 2013	Academic Council
January 23, 2013	General Education Cluster Four, American Experience, Faculty

APPENDIX V – QEP Task Force Members

Members	Title	Division
Lee Sternberger, Ph.D., QEP Chair	Associate Provost, Academic Affairs, and Executive Director, International Programs	Academic Affairs
Josh Bacon, Ph.D. <i>Student Affairs Committee Co-Chair</i>	Director, Judicial Affairs	Student Affairs
Dave Barnes <i>Student Affairs Committee Co-Chair</i>	Director, University Unions	Student Affairs
Bo Bashkov	Doctoral Student, Center for Assessment & Research Studies	Academic Affairs/Student
Keston Fulcher, Ph.D. <i>Assessment Committee Chair</i>	Associate Director, Center for Assessment & Research Studies	Academic Affairs
William Hawk, Ph.D.	Cluster Two Coordinator, General Education, and Professor, Philosophy	Academic Affairs
Carol Hurney, Ph.D.	Executive Director, CFI, and Associate Professor, Biology	Academic Affairs
Jenne Klotz <i>Library Committee Chair</i>	Director, Library Instruction	Academic Affairs
Bob Kolodinsky, Ph.D. <i>Curriculum Committee Interim Chair & Advancement Liaison</i>	Director, Gilliam Center for Ethical Business Leadership, and Associate Professor, Management	Academic Affairs
Fletcher Linder, Ph.D. <i>General Education Committee Chair</i>	Professor and Director, Interdisciplinary Liberal Studies	Academic Affairs
Tim Louwers, Ph.D.	Professor, Accounting	Academic Affairs
Tisha McCoy-Ntiamoah	Director, Orientation	Student Affairs
David McGraw, J.D.	Professor, Integrated Science and Technology, and Speaker, Faculty Senate	Academic Affairs
Kevin Meaney <i>Residence Life Committee Chair</i>	Associate Director, Residence Life	Student Affairs
Meg Mulrooney, Ph.D. <i>Summer Registration/ Orientation Committee Chair</i>	Associate Dean, University Studies, and Associate Professor, History	Academic Affairs
Andy Perrine <i>Communications Committee Chair</i>	Associate Vice President, Communications and Marketing	University Advancement
Mark Piper, Ph.D.	Professor, Philosophy	Academic Affairs
Lori Pyle <i>Technology Committee Chair</i>	Business Analyst, Information Systems, and Doctoral Student, Strategic Leadership Studies	Administration and Finance/Student
Matt Klein <i>Student Committee Chair</i>	SGA President, Marketing major	Student
Abby Ware	SGA Academic Affairs Committee Chair, and Philosophy and Political Science double major	Student

APPENDIX VI – Curriculum/Professional Development Committee Members

Members	Title	College/Unit
Bob Kolodinsky, Ph.D., Interim Chair	Director, Gilliam Center for Ethical Business Leadership, and Associate Professor, Management	College of Business
Tim Louwers, Ph.D.,	Professor, Accounting	College of Business
David McGraw, J.D.	Professor, Integrated Science and Technology, and Speaker, Faculty Senate	College of Integrated Science and Engineering
William Hawk, Ph.D.	Cluster Two Coordinator, General Education, and Professor, Philosophy	College of Arts and Letters
Josh Bacon, Ph.D.	Director, Judicial Affairs	Student Affairs
Cheri Beverly, Ph.D.	Professor, Exceptional Education	College of Education
Ed Brantmeier, Ph.D.	Assistant Director, CFI, and Assistant Professor, Learning, Technology and Leadership Education	College of Education
Dani Bronaugh	Assistant Professor, Exceptional Education	College of Education
Carol Hurney, Ph.D.	Executive Director, CFI, and Associate Professor, Biology	Academic Affairs
Alan Levinovitz, Ph.D.	Assistant Professor, Religion	College of Arts and Letters
Bill O'Meara, Ph.D.	Professor, Philosophy and Religion	College of Arts and Letters
Mark Piper, Ph.D.	Professor, Philosophy	College of Arts and Letters
Jennifer Testa	Director, Training and Development	Administration and Finance
Gary Race	Director, Gandhi Center for Global Nonviolence, and Grants Administrator, Institute for Innovation in Health and Human Services	Cross Disciplinary Studies and College of Health and Behavioral Studies
Andrea Veltman, Ph.D.	Professor, Philosophy	College of Arts and Letters
James Ward	Part-time Professor, Philosophy	College of Arts and Letters

APPENDIX VII – The Trolley Problem

“Suppose you are the driver of a trolley. The trolley rounds a bend, and there comes into view ahead five track workmen, who have been repairing the track. The track goes through a bit of a valley at that point, and the sides are steep, so you must stop the trolley if you are to avoid running the five men down. You step on the brakes, but alas they don’t work. Now you suddenly see a spur of track leading off to the right. You can turn the trolley onto it, and thus save the five men on the straight track ahead. Unfortunately, ...there is one track workman on that spur of track. He can no more get off the track in time than the five can, so you will kill him if you turn the trolley onto him. Is it morally permissible for you to turn the trolley?”¹

¹ Judith Jarvis Thomson. (1985). “The trolley problem.” *Yale Law Journal*, 94, 1395-1415. 1395.

APPENDIX VIII – MC Student Learning Outcomes and Intervention Map

1= Light Exposure, 2 = Moderate Exposure, 3 = Heavy Exposure

Required Professional Development for Implementers		Core Module	Core Module	Core & Co-Curricular Modules	Core & Curricular Modules	Core & Curricular Modules
Indirect Interventions	<i>The One Book</i> and other communication	↓	↓	↓	↓	↓
Direct Interventions	↓	It's Complicated: Ethical Reasoning in Action	MC Freshman Course	Residence Life Scenarios	Gen Ed Course, Ethical Reasoning Infused	Course in Major, Ethical Reasoning Infused
SLO 1 Memorization		1	2	1	2	2
SLO 2 Identification Simple		1	3	2	2	2
SLO 3 Identification Complex		1	3		2	2
SLO 4 Application Generic		1	1	1	3	3
SLO 5 Application Personal			1		1	1
SLO 6 Importance	1	2	2	1	1	1
SLO 7 Confidence			1		1	1
% of students affected during career	99% of freshmen	99% of freshmen	99.9% of freshmen	Approx. 50% of freshmen & sophomores	Approx. 76% of all students*	Approx. 20% of all students
Intervention initiation (on some scale)	Summer 2013	Fall 2013	Fall 2014	Fall 2013	Fall 2013	Fall 2013

*10% of incoming freshmen and most transfer students will bypass General Education courses by obtaining Advanced Placement, International Baccalaureate, or transfer credit for these classes. Transfer students account for, on average, 16% of the JMU population.

APPENDIX IX – The Madison Collaborative in *The One Book*

the one book

2013–2014



THE MADISON COLLABORATIVE:
ETHICAL REASONING IN ACTION

The *It's Complicated* program was designed specifically for our newest class. The Madison Collaborative: Ethical Reasoning in Action has been working hard to prepare you to:

- Engage intelligently with administrators and classmates in thoughtful discussions on a contemporary and important issue.
- Start to grasp the many ways sound reasoning can be constructed, demonstrated and understood.
- Talk with and listen to other students with diverse opinions and experiences.
- Get a preview of what university-level learning is like.
- Stretch your intellectual legs; think about big ideas and questions that may not have easy and clear right or wrong answers.
- Experience the first steps in joining an academic community. University learning is not just what happens in class; it extends to events, conversations, organizations and opportunities. Seek them out and invest in them.

It's Complicated: Ethical Reasoning in Action

Where you land depends on where you take off

Where you end up has a lot to do with where you start. That's why at JMU we want you to start in a good place and land in an even better one. We have so much planned for your first year as a JMU student, and it's all designed to position you to succeed intellectually and socially on campus.

Getting involved

Your JMU experience will be a collection of learning, growing, teaching, relationships, transitions, challenges, and hundreds of ways to get involved in outstanding educational programs and a dynamic campus life. One of the top reasons why JMU is such a great place is how involved everyone can be. Check out Page 50 for lots of ways to be involved, and consider how you will plug in. Once you do, you will become an important reason why the JMU community is so vibrant.

Your job at JMU? Get an education

Your newfound freedom does come with a price – an immense degree of responsibility to yourself and others. In your life you will

never have another opportunity like you have right now at JMU. A world-class education is a life-changing experience, but you get out only as much as you put in. So from the moment you set foot on campus we expect you to be actively engaged in the intellectual life of the university. What does intellectually engaged mean? It means chatting with your hall mates about what you learn in class. It means talking to professors outside of class during office hours. It means pushing yourself harder than you ever have before when you are challenged by a particularly difficult assignment, topic or concept. If you give yourself over completely to the intellectual life at JMU, you will experience the great joy of discovery and also realize new opportunities you never knew existed.

A common first-year experience

University classrooms are the big leagues in teaching and learning, and we anticipate that you are curious or even a bit nervous about how you will handle yourself. New students are typically concerned about what is expected of them, what college professors are like, how to prepare and, most importantly, how to excel.

Common first-year experiences exist at universities all over the world to give every new student an understanding of what to expect. Even before you attend your first class, our common first-year experience will offer you a glimpse into how you will be challenged to develop ethical reasoning skills. It's a threshold program: meaning you begin the program during 1787 August Orientation and continue it as a full-fledged JMU student. The common first-year experience is designed to offer a thought-provoking and deliberative learning experience for our newest students by presenting a complex issue and creating a common conversation between you, an administrator, your classmates and other students before you ever enter a classroom. Get ready!

It's Complicated

The Madison Collaborative: Ethical Reasoning in Action is a groundbreaking effort at JMU that has the potential to change the way we think about and deal with complex questions all of us face in our personal, professional and civic lives. As a first-year student you will experience *It's*



APPENDIX X - Sample Agenda - Core Module Workshop

1:00 – 1:10pm	Welcome and introduction Background issues and overview of Eight Key Questions
1:10 – 1:20pm	Workshop format and process Workshop objectives, expectations, limitations, and small group assignments
1:20 – 1:30pm	Introduction of Scenario 1
1:30 – 1:40pm	Large group discussion about Scenario 1 A short organic discussion in which Scenario 1 facilitator empowers participants to decide which of the 8KQs emerge; facilitator then eliminates any obvious KQs and then chooses the four KQs to assign to each of the small group seating areas (“stations”)
1:40 – 2:30pm	Small group rotations: 12 minutes per station (48 minutes plus two minutes for movement); each station’s facilitator uses Socratic techniques to guide and facilitate discussion of the particular station’s KQ. Each small group rotates to each of the four stations to discuss each of the four selected KQs.
2:30 – 2:55pm	Large group discussion about Scenario 1
2:55 – 3:05pm	BREAK
3:05 – 3:20pm	Introduction of Scenario 2
3:20 – 4:00pm	Scenario 2: small group stations Roughly 10 minutes at each station; three stations will each have an assigned KQ; one station will be a “wild card” station in which other KQs may be discussed
4:00 – 4:20pm	Large group discussion about Scenario 2
4:20 – 4:30pm	Introduction of Scenario 3
4:30 – 4:45pm	Large group discussion about Scenario 3 Note: no small group sessions for Scenario 3
4:45 – 5:00pm	Conclusion Takeaways, open discussion, and final thoughts

NOTE: Following each workshop, participants will be sent an e-mail with a link to fill out a self-assessment questionnaire related to Eight Key Questions.

APPENDIX XI – “The Heart of the Matter” Organ Transplant Scenario

Dr. Colette Capretz is a cardiologist. As part of her job, she occasionally is in a position to recommend patients for heart transplants. Dr. Jeff Glassman is also a doctor, a general practitioner. Colette and Jeff have known each other for more than a decade and even live in the same neighborhood. Jeff Glassman, although only 43 years old and otherwise very healthy, was diagnosed with cardiomyopathy, which was probably caused by a recent viral illness. He was assigned to Dr. Capretz, who did her best to help him over a period of six months, during which time he required multiple hospital admissions due to the worsening of his heart failure. Dr. Capretz prescribed oral medications, but his heart function showed little no improvement.

While Jeff Glassman’s heart is in poor condition and does not show signs of improvement, he probably would not technically qualify as a Status 1A transplant candidate. Unless he receives a Status 1A classification, he may never receive a heart transplant when a heart becomes available, and the longer he waits on the waiting list, the more his overall health will deteriorate. However, Colette believes that she could “spin” Jeff’s case to make a good argument to the Regional Review Board to have him declared Status A1. It wouldn’t require a lie so much as it would require her to stretch the truth, to interpret test results in ways she would not for other patients.

Colette is aware that helping Jeff get a heart will probably mean that another Status A1 will not get that heart, which could mean that another patient might die while Jeff recovers. But, Colette figures, Jeff is probably more deserving of the heart than most other patients – he is a good person, he has valuable skills that can benefit society, he is young, and he has devoted his life to helping others. In addition, Colette thinks, if I can stretch the truth for one of my patients, how do I know other doctors aren’t doing the same for their patients? Maybe I’m just doing what other doctors are already doing for the other candidates.

You are Colette’s close, trusted friend. Colette comes to you and explains her dilemma and asks you what ethical factors she should consider to help her make her decision. What will you tell her?

APPENDIX XII – Core Module Workshop - Pilot Feedback

Attendees at the Pilot Core Module Workshop held on December 7, 2012, provided the following feedback to aid the Curriculum/Professional Development Committee in refining the workshop for future attendees:

Strengths:

- The cases and the facilitators were quite engaging. The real-world nature of the case studies drew participants into the conversation and provided meaning and relevance as to why the 8KQs matter.
- Use of visual and oral representations of the 8KQs was effective.
- The workshop employed a good mix of modalities: video, large group discussion, small group activities.
- Great context was provided surrounding the scenarios to provide enough information for participants to fully engage in discussion with depth.

Actions or Considerations:

- Review three scenarios used in the pilot for effectiveness and applicability to different audiences; they should be general with a wide appeal and accessible to staff and faculty across disciplines.
- Decrease the number of scenarios from three to two and allow additional time for discussion.
- Increase the amount of time and opportunity for personal reflection on the 8KQs “to consider application of the method to individual’s own courses/programs.”
- Maintain focus on the Eight Key Questions – participants naturally wanted to focus on the details of the case or the real-life decision made.
- Clarify learning objectives and expectations at the beginning. Participants should understand that they need not leave with a full grasp of the 8KQs, but rather gain a greater understanding.
- Establish expectations for small group facilitators – should there be consistency or do the different styles produce richer conversation?
- Though the 8KQ one-word labels are easier to remember, note the importance of asking their associated questions, which are more poignant and useful in shaping ethical reasoning.

APPENDIX XIII – Sample Questions for the Madison Collaborative Freshman Course

After students watch a video, movie, or series of media clips that presents a generally appealing and engaging ethical scenario, they may be asked to respond to a few of the following questions pertaining to the Key Question of the month and its application to their own lives:

1. What argument(s) could be made for and against the ethical decision in this scenario? Write at least 150 words.
2. *Other than* the KQ of the month, what KQs do you think must be considered when making such a powerful decision and why? Write at least 200 words.
3. When weighing and balancing the KQs in order of importance to the decision, what are your top three? Describe how these three apply to this ethical situation. Write at least 100 words.
4. Going beyond the video, how often would you say that *you use* the KQ of the month when you have been in ethical situations? What do you think is the justification for focusing on this KQ when you have used it? Write at least 200 words.

APPENDIX XIV – General Education Courses Intended for MC Course Redesign

The table below illustrates the courses targeted for MC redesign and the number of associated sections, instructors, and students as well as an estimated total number of students per course that could receive ethical reasoning content through a General Education course in a single academic year. Estimates are based on fall 2011 and spring 2012 data.

The “# sections,” “# instructors,” and “students” columns contain two numbers, one for fall semester and one for spring semester.

Course #	Course Title	# Sections		# Instructors		Students		Total Students
Cluster Four - Social and Cultural Processes: The American Experience								
		<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	
GHIST 225	U.S. History	49	44	12	10	1372	1232	2604
GPOSC 225	U.S. Government	5	3	5	3	900	540	1440
GJUST 225	Justice and American Society	2	1	1	1	84	41	125
Cluster Four - Social and Cultural Processes: The Global Experience								
		<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	
GANTH 195	Cultural Anthropology	6	4	4	3	498	414	912
GECON 200	Macroeconomics	19	15	9	8	1027	594	1621
GGEOG 200	Geography: The Global Dimension	4	1	4	1	610	171	781
Cluster Five - Individuals in the Human Community: Sociocultural Domain								
		<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	<i>Fall</i>	<i>Spring</i>	
GPSYC 160	Life Span Human Development	21	15	10	8	1539	1108	2647
GSOCI 140	Microsociology: The Individual in Society	5	5	4	4	289	318	607

APPENDIX XV – MC Program Innovation Grant Parameters

Eligibility – Any employee or student of James Madison University is eligible to apply.

Funding Amount – Grants range from \$500 to \$8,000, depending on the scope and potential outcomes of proposed projects. Total funding is \$8,000 each year, Years 1 - 5, and may be used for additional staff training, new supplies, or other start-up costs.

Renewal of Funded Projects – Review of proposals is on an individual basis, and having received prior funding will neither enhance nor detract from a proposal's merit.

Proposal Format – Proposals should be double spaced in 12-point font and include:

1. A one-page summary sheet with
 - a. Project title
 - b. Principal director of project
 - c. Partners/collaborators
 - d. Brief description of the project
2. A three-page narrative with
 - a. Project rationale
 - b. Project activity summary, anticipated outcomes, and deliverables (if appropriate)
 - c. Timeline
3. A one-page budget, including justification for funds. Proposals that involve unit/departamental resources or release time will require approval from the appropriate unit director/head.

Submission Deadline and Award Announcements – Grant application deadline will be June 1 for the following fiscal year's grant funds. Awards will be announced by July 1, with funds being allocated upon award. The winning grants will be announced via e-mail, on the SAUP divisional website, and via the Madison Collaborative website.

Acknowledgement and Reporting – Any publication or product resulting from activity assisted by The Madison Collaborative should note this support. Grant recipients will provide a summary of outcomes and spending in a final report submitted to The Madison Collaborative by the end of the funded year.

APPENDIX XVI – MC Research Grant Parameters

Eligibility – Any employee or student of James Madison University is eligible to apply.

Funding Amount – Grants range from \$500 to \$5,000, depending on the scope and potential outcomes of proposed projects. Total funding is \$5,000 each year, Years 1 - 5.

Renewal of Funded Projects – Review of proposals is on an individual basis, and having received prior funding will neither enhance nor detract from a proposal's merit.

Proposal Format – Proposals should be double spaced in 12-point font and include:

1. A one-page summary sheet with
 - a. Project title
 - b. Principal investigator
 - c. Partners/collaborators
 - d. Brief description of the project
2. A three-page narrative with
 - a. Project rationale
 - b. Project activity summary, anticipated outcomes, and deliverables (if appropriate)
 - c. Timeline
3. A one-page budget, including justification for funds. Proposals that involve unit/departamental resources or release time will require approval from the appropriate unit director/head.

Submission Deadline and Award Announcements – Grant application deadline will be June 1 for the following fiscal year's grant funds. Awards will be announced by July 1, with funds being allocated upon award. The winning grants will be announced via e-mail and on the Madison Collaborative website.

Acknowledgement and Reporting – Any publication or product resulting from activity assisted by The Madison Collaborative should note this support. Grant recipients will provide a summary of outcomes and spending in a final report submitted to The Madison Collaborative by the end of the funded year.

APPENDIX XVII – The Madison Collaborative Budget Estimate

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>Notes: ¹Includes fringe benefits; ²Includes Social Security</i>						
Full-Time Personnel Totals	\$0	\$151,145	\$273,400	\$273,400	\$273,400	\$273,400
The Madison Collaborative Chair (\$95,000 salary) ¹	-	66,969	124,308	124,308	124,308	124,308
The Madison Collaborative Associate Chair (\$75,000 salary) ¹	-	54,898	100,166	100,166	100,166	100,166
Administrative Assistant (\$33,000 salary) ¹	-	29,278	48,926	48,926	48,926	48,926
Part-Time Personnel Totals	\$14,500	\$50,855	\$76,691	\$76,691	\$76,691	\$76,691
Faculty Fellow (1 per year @\$12,000; \$3,000 per course release) ²	-	-	12,918	12,918	12,918	12,918
Student Affairs Fellow (1 per year @\$12,000) ²	-	-	12,918	12,918	12,918	12,918
CFI Half-Time (permanent @\$30,000) ²	-	32,295	32,295	32,295	32,295	32,295
Graduate Assistant (Doctoral Student in Assessment & Measurement)	14,500	14,500	14,500	14,500	14,500	14,500
Student Workers (20 hrs/week x 2)	-	4,060	4,060	4,060	4,060	4,060
Operating Expenditures Totals	\$260,500	\$192,500	\$174,000	\$175,000	\$157,500	\$157,500
Search committees (local and national)	-	10,000	-	-	-	-
Madison Collaborative staff development	10,000	10,000	10,000	10,000	10,000	10,000
Curriculum development for training (\$2000/developer, Y0; Rate TBD Y1-5)	34,000	18,000	-	-	-	-
Curriculum development for online module	16,000	8,000	-	-	-	-
Course development in General Education (\$1500/faculty)	30,000	30,000	30,000	30,000	30,000	30,000
Course development in the majors, Honors, other (\$1500/faculty)	7,500	7,500	15,000	15,000	10,500	10,500
“It’s Complicated: Ethical Reasoning in Action”	30,000	15,000	15,000	25,000	15,000	15,000
Co-curricular program development – supplies	3,000	2,000	1,000	1,000	1,000	1,000
Co-curricular educational/promotional materials	8,000	5,000	5,000	5,000	5,000	5,000
Workshop facilitator stipends (\$250/workshop/facilitator)	10,000	10,000	-	-	-	-
Workshop materials	5,000	3,000	2,000	2,000	2,000	2,000

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Madison Collaborative Program Innovation Grants (1 @ \$8,000)	-	8,000	8,000	8,000	8,000	8,000
Madison Collaborative Research Grants (2 @ \$2,500)	-	5,000	5,000	5,000	5,000	5,000
Visiting Fellows/Speakers (honorarium, travel)	30,000	15,000	15,000	15,000	15,000	15,000
Consultant fee - QEP document reviews (2)	3,000	-	-	3,000	-	-
Marketing and website administration	40,000	10,000	10,000	10,000	10,000	10,000
Student video development and production	7,500	7,500	7,500	7,500	7,500	7,500
Assessment (raters, instruments)	6,000	6,000	18,000	6,000	6,000	6,000
Graduate Assistant tuition (21 hours @ midpoint in/out-of-state)	16,500	16,500	16,500	16,500	16,500	16,500
Personnel costs (\$5000/full-time person/year)	-	15,000	15,000	15,000	15,000	15,000
Teambuilding and celebrations	4,000	1,000	1,000	1,000	1,000	1,000
Equipment Totals	\$0	\$16,600	\$5,600	\$2,100	\$7,350	\$7,350
Laptops for students, GA, Fellows (5 over 2 years, upgrades @ \$1750)	-	7,000	3,500	-	5,250	5,250
Desks	-	5,000	-	-	-	-
Conference table	-	2,500	-	-	-	-
Printer/copier	-	2,100	2,100	2,100	2,100	2,100
Total Request	\$275,000	\$411,100	\$529,691	\$527,191	\$514,941	\$514,941
<i>Six-Year Total</i>						<u>\$2,772,864</u>

APPENDIX XVIII – Implementation Activities and Responsibilities

The following high-level activities are presented in greater detail in the timeline in Section VII. Those with primary responsibility for ensuring the activity occurs or is supported adequately are listed, though others from the university community and QEP Task Force may be involved.

Activity	Responsible Person(s)
Overall Implementation Oversight	Lee Sternberger, Ph.D., <i>Associate Provost, Academic Affairs, and Executive Director, International Programs</i>
Communication Strategies	Andy Perrine, <i>Associate Vice President, Communications and Marketing</i>
Assessment and Standard Setting	Keston Fulcher, Ph.D., <i>Associate Director, Center for Assessment & Research Studies</i> Bo Bashkov, <i>Doctoral Student, Center for Assessment & Research Studies</i>
Chair and Associate Chair Search	Lee Sternberger and Human Resources
Core Module Delivery	Lee Sternberger
Curricular Module Development and Delivery	Fletcher Linder, Ph.D., <i>Professor and Director, Interdisciplinary Liberal Studies</i> Carol Hurney, Ph.D., <i>Executive Director, Center for Faculty Innovation, and Associate Professor, Biology</i>
Co-Curricular Module Development and Delivery	Fletcher Linder Josh Bacon, Ph.D., <i>Director, Judicial Affairs</i>
Orientation Publications and Activities	Tisha McCoy-Ntiamoah, <i>Director, Orientation</i>
Residence Hall Programs and Training	Kevin Meaney, <i>Associate Director, Residence Life</i>
MC Freshman Course Development	Mark Piper, Ph.D., <i>Professor, Philosophy</i>
MC Freshman Course Moderator Training & Oversight	MC Council, until Chair and Associate Chair are hired
General Education Course Redesign Oversight	Fletcher Linder
Major Course Redesign Oversight	David McGraw, <i>Professor, Integrated Science and Technology, and Speaker, Faculty Senate</i>
Program Innovation and Research Grants Oversight	Chair, Associate Chair, MC Council
Faculty Fellow	Chair, Associate Chair, MC Council
Student Affairs Fellow	Chair, Associate Chair, MC Council
Student Video Contests	Andy Perrine and Tisha McCoy-Ntiamoah
Process Checks and Adjustments	Chair, Associate Chair, MC Council
QEP Impact Report	Chair, Associate Chair, MC Council

APPENDIX XIX – Ethical Reasoning Essay Rubric Draft

Insufficient 0	Marginal 1	Good 2	Excellent 3	Extraordinary 4	Score
A. Ethical Situation – Identify ethical issue in its context					
No reference to decision options.	Implicit reference to decision options AND/OR little context given regarding decision options.	Explicit but unorganized reference to decision options.	Clear description of decision options and context.	Meets criteria for <i>Excellent</i> AND... <ul style="list-style-type: none"> Context treated with nuance Builds tension with organization and word choice. 	
B. Key Question Relevance – Determine how key questions may apply to ethical situation					
Reference to zero or only one KQ.	Vague AND/OR incorrect references to Key Questions OR only two Key Questions referenced.	Correctly references at least three Key Questions; no rationale provided.	Correctly references at least six Key Questions; identifies which ones apply to the ethical situation and which do not.	Correctly references all Eight Key Questions. For each KQ, <u>provides a rationale</u> for its applicability (or lack thereof) to the ethical situation.	
C. Ethical Analysis – Use relevant Key Questions to highlight the considerations pertinent to ethical situation					
Reference to zero or only one KQ.	Analysis attempted using at least two or more KQs. Typically <u>incorrect</u> ascription of the KQs to the ethical situation. Account is <u>unclear, disorganized, or inaccurate.</u>	Analysis attempted using three or more key questions. <u>Basically accurate</u> ascription of the KQs to the ethical situation. Account is <u>unclear or disorganized.</u>	Analysis attempted using at least three key questions. <u>Accurate</u> ascription of the KQs to the ethical situation. Account is <u>clear</u> and <u>organized.</u>	Meets criteria for <i>Excellent</i> AND... Nuanced treatment of Key Questions, for example: <ul style="list-style-type: none"> Elucidates subtle distinctions Uses analogies or metaphors Considers different issues within same KQ. 	
D. Ethical Judgment – Weight and balance products of KQ analysis to make a decision					
No judgment is presented OR judgment presented with no rationale.	Judgment presented with only superficial rationale.	Uses products of the analysis and provides some weighing and balancing to make a decision. Account is <u>unclear, disorganized, or inaccurate.</u>	Clearly conveys weighing and balancing approach using analysis products. Provides a <u>coherent</u> basis for judgment.	Meets criteria for <i>Excellent</i> AND... Products of analysis weighed and balanced to make judgment <u>compelling.</u>	

APPENDIX XX - Assessment Sequencing Relative to MC Implementation

		Year 0		Year 1		Year 2		Year 3		Year 4		Year 5	
Instrument	Corresponding SLOs	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
		Fall (Fr – Assessed)	Spring (So/Jr)	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Recall Test	1			Pilot	X	X	X	X	X	X	X	X	X
Identification Test	2 & 3	Pilot	Pilot	X	X	X	X	X	X	X	X	X	X
Essay	5	Pilot	Pilot	X	X	X	X	X	X	X	X	X	X
Survey	6 & 7			Pilot	X	X	X	X	X	X	X	X	X
Comments		Pre – Intervention Cohort		Slight Intervention		Moderate Intervention		Full Intervention		Full Intervention		Full Intervention	
Resources Needed		GA: \$31,000 Raters: \$6,000		GA: \$31,000 Raters: \$6,000		GA: \$31,000 Raters: \$6,000 Standard Setting: \$12,000		GA: \$31,000 Raters: \$6,000		GA: \$31,000 Raters: \$6,000		GA: \$31,000 Raters: \$6,000	

APPENDIX XXI - Summary of Assessment Plan for The Madison Collaborative

	SLO 1: Memorization of 8KQs	SLO 2 & 3: Identifying relationship of KQs to a decision or rationale	SLO 4: Applying KQs to a specific hypothetical situation or dilemma	SLO 5: Applying KQs to students' own personal, professional, or civic ethical cases	SLO 6 & 7: Attitudes toward ethical reasoning	Data Collection:
Ethical Reasoning Recall Test (Direct Measure)	X					Data collected on 100-200 randomly selected students on assessment days as beginning freshmen and again as sophomores/juniors. Repeated-Measures Design
Ethical Reasoning Identification Test (Direct measure)		X				Data collected on 500-1000 randomly selected students on assessment days as beginning freshmen and again as sophomores/juniors. Repeated-Measures Design
Ethical Reasoning Essay (Direct Measure)				X		Data collected on 100-200 randomly selected students on assessment days as beginning freshmen and again as sophomores/juniors. Repeated-Measures Design
Survey of Ethical Reasoning (Indirect Measure)	X	X	X	X	X	Data collected on 500-1000 randomly selected students on assessment days as beginning freshmen and again as sophomores/juniors. Repeated-Measures Design