

ethical connections

Institute for
Global Ethics 
Ethical Fitness® for a Better World



Longtime educator Pat Bassett has actively supported both ethics and the global community during his tenure as president of NAIS. In addition to teaming up with IGE on the Schools of Integrity project, Bassett collaborated with IGE's Paula Mirk in an all-day event for Chicago independent school educators in May, 2005, on "The Moral Life of Schools: Why Good Schools are Counter-Cultural."

IGE and NAIS Identify Criteria for "Schools of Integrity"

HOW DO EXEMPLARY INDEPENDENT SCHOOLS ACHIEVE BALANCE between rigorous academic demands and the ethical development of their students? What strategies do schools use to create a culture that emphasizes ethics? The Institute for Global Ethics (IGE), in collaboration with the National Association of Independent Schools (NAIS), recently processed the preliminary findings of their research to determine "best practices" among strong academic programs that prioritize ethical learning.

With guidance from the John Templeton Foundation, the Institute initiated this project by forming an advisory board composed of character education and independent school education experts. Drawing from a list of schools suggested by the advisory board, project heads Paula Mirk, IGE's vice president of Education, and Brady Gray, NAIS vice president of Global Initiatives and Leadership Development, selected five pilot sites. These schools were carefully chosen to represent diversity within educational institutions, including schools of various sizes, demographics, locations, and day and boarding student populations.

During April and May of 2005, Paula Mirk completed a whirlwind tour of the United States and Canada to conduct interviews and survey trustees, administrators, faculty, students, and parents at each of the five pilot schools. Initial results from the study indicate at least 10 key characteristics of successful independent schools. The first of these is a widespread commitment to ethics, not just because it is theoretically "the right thing to do," but because it plays a pivotal role in actually helping students learn. Mirk has identified other recurring themes, such as the importance of maintaining high standards, building relationships on trust, and having an open and honest school environment. Perhaps the most compelling discovery pointed to the value these schools place on grappling with complicated ethical issues and not shying away from controversy. ■

What's NEWS?

■ Impressive Book Sales

In the first six months of publication, Rush Kidder's latest book, *Moral Courage*, sold over 8,700 copies. *Moral Courage* was released by William Morrow, a division of HarperCollins Publishers, in January, 2005. Kidder's *How Good People Make Tough Choices*, which was initially published in 1995, has sold approximately 107,300 copies.

■ What Did CES Participants Take Away from Their Experience?

The July Camden Ethics Symposium™ facilitated by Rush Kidder brought together several educators, a corporate chief financial officer, a Shell executive from Nigeria, and a U.S. Food and Drug Administration official to discuss "Communicating Ethics Effectively." Some comments from participants:

"The most meaningful aspect of the seminar was being in a group setting and hearing other sides of 'ethical arguments.' Ethics, especially 'right versus right' dilemmas, are not cut and dried, so encountering other perspectives helped broaden my understanding."

"There seems to be a general rule in our culture, leading people away from talking about potentially divisive topics. The classics, of course, are politics and religion. During our time together, I was emboldened by Rush's assertion that we should wade into relatively complex topics like ethics and morals knowing that we aren't likely to convince and/or find agreement. Rather, by using the Institute's frameworks as a tool, we can begin by finding common ground from which to explore the more uncommon ground."

"My colleague had used the Institute's framework to create an ethics program at her previous school, so those of us who attended came knowing we hoped to create a similar program here at our school. The way in which we've been taught to approach and engage in ethical and moral discussion will serve us and our students well. Young people are often far more comfortable than adults in wading into an open-ended conversation, so we're excited about the prospect of using the Institute's principles to frame our work with high school students."

"My main motivation for attending the seminar was to broaden my understanding and bring back the concepts we learned to my company's new employee orientation. We place high value on doing the right thing, so ethics orientation is very important to us."

■ IGE Canada Has Moved!

"With a groundbreaking project under way with schools in British Columbia, we saw an opportunity to relocate from Toronto, ON, to Vancouver, BC," says Pete Stickler, the new chairman of the board of directors of IGE (Canada). Stickler, Chris Kelly, and Michella Frosch were elected as directors in January, joining Rosalind John, Rushworth Kidder, and Mary Margaret Young to form the new IGE (Canada) board of directors, now headquartered in Vancouver. IGE gives its sincerest thanks to outgoing board member Don Zacher and executive director Doug Bryden for their years of service. For inquiries about IGE (Canada), please write to:

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■ Progress with New Online Ethics Course

"We are very enthusiastic and very pleased with our progress," says Elizabeth Tomaszewicz, the president and CEO of Midi, which began partnering with IGE to launch a new online training course in May, 2005. IGE and Midi, the leading producer of ethics and compliance training solutions, developed this product, immediately attracting several corporations that are "taking a broader look and pursuing purchasing the program for their employees," says Tomaszewicz. ■

Tribute to Lucha Vogel, Longtime Friend of IGE

“THE WORLD is crying out for an answer, and the answer really is moral courage,” says Lucha Vogel, impassioned advocate for moral leadership and longtime champion of the Institute for Global Ethics.¹ This year marks the second anniversary of the A. J. Noerager Endowment, which Vogel established to support IGE in promoting moral courage. Vogel’s generosity enabled IGE president Rushworth Kidder to publish his latest book, *Moral Courage*, and to conduct seminars and lectures on the same topic.

“She really made the difference,” says Kidder, who dedicated the book to Vogel. “I’d been thinking about this topic for years, but it was her passion for the subject that shifted me from contemplation to publication.”

A resident of Palo Alto, California, Vogel has been a member of IGE almost since its inception, joining 14 years ago. Well regarded for her loyalty and deep strength of character, she celebrates the day she “joined forces” with the Institute to create the A. J. Noerager Endowment.

The endowment honors Vogel’s father, Arnold Jeremiah Noerager (1881–1974), of whom Vogel says, “In every turn what defined him was a consideration for the larger good. From the time I was a child, I acted in certain ways because of the way he acted.” Growing up in Chile, Vogel watched her father work for a U.S. company as a power plant manager. Noerager transformed the poor living conditions of his workers, who lived in crowded rows of houses constructed of black, corrugated iron. By tearing down every other house, he made room for individualized gardens and painted the remaining houses in bright colors, declaring, “No human being should live in a black house.” Lucha describes how her father served the greater good by overcoming the accepted—but inequitable—division between the living standards of the company’s leadership and laborers. Because of his commitment to moral courage, Noerager challenged the status



Lucha Vogel with her family, from left to right, brother Robert, Lucha, sister Marianne, brother Phillip, mother Louise and her father, A. J. Noerager.

quo set forth by his superiors, risking his reputation and career.

“Vogel is ‘on fire’ about the concept of moral courage,” says Graham Phaup, executive director of IGE. Vogel was inspired not only by the experience of her father, but also by the example of her father-in-law, Hans Vogel, who served as chairman of the foremost political party that resisted Hitler during World War II.

The A. J. Noerager Endowment was founded on the principle that moral courage is not merely an intrinsic quality present in some individuals, but a learned characteristic, which can be developed in anyone. Katherine Lazarus, a close friend of Vogel and member of the A. J. Noerager Advisory Board, declares of IGE: “This could be the place where the ultimate in moral courage education takes place.” Lazarus believes that the more people hear stories of how others heroically exhibit courage, “the more they can express it in their own lives be it in small or great ways.”

The endowment is overseen by the A. J. Noerager Advisory Board and IGE’s board of directors, who retain ultimate discretion over the funds. Members of the Noerager Advisory Board include Cherie Burton, Louise Greeley, Jack Hubbell, Katherine Lazarus, and David Winder. ■

¹ Mullen, Nancy. “Moral Courage Speaker Series and Collection Inspired by a Hero’s Example.” *Principia Purpose* alumni magazine. Fall 2004.

Featuring

Special people and projects all about ethics. The individuals we write about here have made special contributions to ethical thinking—moral exemplars who can inspire us to greater action and endeavor. The projects, from grassroot to global, will focus on applied ethics—how people are bringing about ethical change in the world. Read on!

Dilemma

This area is devoted to the discussion and dissection of ethical dilemmas drawn from real life. Each issue we focus on a tough choice faced by a member, reader, or friend of the Institute—putting into practice the methods and principles we've found helpful in navigating the often difficult waters of daily life.

Grading by the Book: *A History Teacher's Dilemma*

FRANK WAS A POPULAR eighth grade history teacher at a large K–12 school. One Sunday he dedicated his afternoon to grading his most recent test, enabling him to return it to his students on the following Monday. Frank usually looked forward to grading papers as a way to monitor progress and celebrate his students' hard work—as well as his own. This Sunday, however, it would not be that simple.

When Frank began, he was particularly excited to grade Ann's paper. Ann had discovered a passion for history this school year. Frank could not introduce enough historical figures, dates, or patterns to Ann, for she rapidly absorbed all of the information and was enthusiastic to learn more. Ann held the highest grade in the class, and Frank expected her to ace this test. Sure enough, as he read through the answers on her test, she was scoring in the high nineties page after page.

But Frank was stunned once he reached the second-to-last page. It was blank! Ann had not answered a single question. When he checked the final page of the exam, it was complete and every answer was correct. Frank could only assume that Ann had inadvertently skipped that page, perhaps because her test pages had stuck together.

Frank pondered what to do. Based on Ann's performance on the rest of the test, he was sure she could have easily answered the questions that she left blank. If she had completed every

page, her final test score would have been in the high nineties. When Frank included all of the blank responses in his calculation, Ann's grade dropped to the low eighties.

As Frank considered his options, he envisioned how different teachers in his school would respond to the situation. He suspected that some educators would argue that Ann's test represents a good example of why we should abolish grades altogether. Ann clearly learned the material and simply skipped a page by mistake, they would say. Abiding strictly by the book and punishing Ann for the items that she missed would not result in an accurate measure of Ann's knowledge, they would reason.

On the other hand, many educators argue that teachers must hold students to universal standards and resist the temptation to make special accommodations. Ann's circumstance, while unfortunate, represents one of the hard life lessons we all must learn. Holding Ann to the same standard as her peers prepares Ann for real life just as much as teaching her an important concept in history.

Frank must not only consider the ramifications that his decision might have on Ann but also on all of the members of his class. If he gives Ann the benefit of the doubt, as he is inclined to do, how should he fairly respond to the next student who fails to answer a test question? What kind of long-term precedent does he want to set? ■

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Dilemma Analysis

ANALYSIS 1

THIS DILEMMA FITS TWO PARADIGMS: justice vs. mercy and self vs. community. It is a conflict between following testing policy (justice) and acting with compassion for Ann (mercy). It is also a conflict between considering the effect that this could have on Ann (self) and the effect that this could have on the class as a whole (community). What should Frank do?

If Frank used rule-based reasoning, he would be led to follow the school's policy for grading tests.

If Frank used care-based reasoning, he might ask: "What is in Ann's best interest? If I give her a grade based on the test in front of me, will she learn a valuable life lesson?"

If Frank used ends-based reasoning, he might consider, "My end goal is for as many students as possible to understand the material. I also have an end goal for my students to take the testing seri-

ously." To meet both of these goals, Frank could grade Ann's test based on what was in front of him but give her the opportunity to share her understanding of the knowledge of the material for extra credit.

Sometimes it is right to stick to test policy, but it also can be right to make an exception. Assuming that the purpose of the test was to measure each student's knowledge of the material, Ann should be given a chance to redeem herself. Frank needs to find out from Ann what happened. Meeting each individual where they are is compassionate and just. The community benefits when each person is given the opportunity to shine.

—Angela Wohlfarth

*First grade teacher, Principia Lower School
St. Louis, Missouri*

ANALYSIS 2

ASK STUDENTS WHAT THEY EXPECT most from a good teacher and many will say fairness. We know that students watch what teachers do even more than they listen to what teachers say. They watch faces, eyes, mouths, and body language in general. They watch reactions to a student acting out as well as celebrations of student successes. Thus, teachers become, for a great many students, daily role models in behaviors (honesty, responsibility, respect), relationship building, work ethic, and humanity in general. The schoolroom provides life lessons for these lifelong learners.

In their chosen field of education, teachers are all about teaching students how to learn, to love learning, to branch out with learning to carry it beyond the required task. And they are all about assessment—as a tool to encourage and guide, rather than to discourage or degrade.

This is Frank's dilemma. Fairness is uppermost in his thought. On the one hand, Ann deserves a break for the hard work put into every class, every assignment, and into her obvious preparation for this exam. On the other hand, she omitted an entire page, and Frank cannot be expected to simply overlook that significant error. Should he uphold justice which requires that all students be accountable for the entire test? Or should he show mercy to Ann by curving her score? Or is there a third way out? Does justice, in fact, include an element of mercy?

Teachers will argue that students need to be ready for the real world—where there often are no second chances. Certainly on the issue of cheating, students need to hear

the full, complete message that cheating is unacceptable. Ann, however, did not cheat: Frank assumes that Ann's pages stuck together when she turned them. So what is the life lesson to be learned here?

Ann still needs to be held accountable for knowledge of the material tested on the blank page. Frank would be within the bounds of a fair teacher to call Ann at home, advising her of the problem. He would give no information about the material she was to be tested on but would set a time, preferably before school on the very next class day, for her to come in and take the page in question. Since treating all students equally is important, Ann's classmates should have the same option (though in this case there are no other students with this problem). Frank's decision will, in fact, be a life lesson for the students. He should speak of his decision to the entire class, without identifying Ann. Will other students complain about Frank's decision? Or will they realize that they would appreciate that same fairness extended to them in the same case? Will they have the opportunity to learn the tender art of empathy (mercy), which steps in where no strong message or correction was needed? Will they be able to "pass it on" when they have the opportunity?

—Ashley Siewert

*French teacher, Fond du Lac High School
Fond du Lac, Wisconsin*

Ann's Dilemma Analysis

IGE Launches “Foundations for Global Ethics”

Field Report



THE INSTITUTE FOR GLOBAL ETHICS has established Foundations for Global Ethics as a new category of membership in the Institute. Foundations for Global Ethics is a community of foundations dedicated to helping employees of corporations, government agencies, schoolteachers and students, foundation boards and staff, and others to improve their ethical awareness, actions, and moral courage.

Since 1990, the Institute has been the leader in the education and promotion of ethical standards for foundations and philanthropy. Early work in foundation ethics was led by Dr. Rushworth Kidder, the president of the Institute, and by his colleagues. They partnered with the Carnegie Corporation, the Council on Foundations, The Nathan Cummings Foundation, the W. K. Kellogg Foundation, the John S. & James L. Knight Foundation, The David and Lucile Packard Foundation, The Pew Charitable Trusts, the Rockefeller Brothers Fund, and others to identify and preserve best practices in the field.

During the last 15 years the Institute has offered countless tutorials at foundation meetings, regional area grantmakers' conferences, and other venues—both public and private. Recently, the Institute has developed ethics training materials for foundation advisors and consultants. As a result of this work, many have been inspired to hold to the highest standards of practice and to lead others as well.

The annual Foundations for Global Ethics membership grant ranges from \$2500 to \$5000. Members are recognized in IGE's annual report, on the IGE website, and in *Ethical Connections*, and are invited to participate in an annual President's Circle teleconference with Dr. Kidder and other thought leaders. ■

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For more information about Foundations for Global Ethics
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Dilemma Resolution

History Teacher's Dilemma

AFTER WRESTLING WITH THE PROBLEM, Frank decided to score Ann's paper in the low eighties, based on the missed page. However, he wrote a note to Ann on her test, which highlighted the grade she would have received had she flawlessly completed the page she missed—a score in the mid-nineties. When he handed it back to her, he pointed to the high score and said, "This is what you would have earned," but he then followed up with the low score and indicated, "This is what I am giving you as a grade." Then Frank asked, "Which score means more to you—the one going in my grade book or the one you know you would have gotten if you hadn't skipped a page by mistake?" Ann completely understood his point, and, as a teacher, Frank felt satisfied with the outcome. Frank confirms he would make the same decision if he had to face this situation again. ■

Snapshots FROM THE INSTITUTE



Inspired Moral Courage Camden Ethics Symposium members following their August meeting.



Diane Neimann, left, IGE board member and development committee chair with Wes Todd, right, IGE development director, present a Heritage Society certificate to Lyn Kendrick, center. Ms. Kendrick has been an IGE member for ten years.



Melanie D'Evelyn, IGE summer intern and editor of this issue of Ethical Connections.



Director Profile

Paul McAuliffe

SERVING ON IGE'S BOARD of directors, Paul McAuliffe brings rich experience to the Institute through his expertise in management and firmly-rooted commitment to ethics.

Paul previously worked as chief ethics officer for BD (Becton, Dickinson and Company), a leading international manufacturer of medical and diagnostic equipment. In this role, Paul was responsible for the development and implementation of BD's Ethics and Business Practices Program, which now extends to all of BD's 24,000 associates throughout the world.

"Paul was a pioneer among large, publicly held U.S. corporations in embracing the Ethical Fitness® Seminar (EFS) as a major piece of the ethics and compliance work done at BD," says Marty Taylor, the Institute's vice president of Organizational Services. "His initiative has been carried on at BD and his successors have amplified the importance of the EFS by making it a primary piece of mandatory training."

From 1991 to 1996, Paul served as the director of compensation and benefits at BD. He holds J.D. and B.A. degrees from Yale University and an M.B.A. degree from Case Western Reserve University.

Paul is currently the executive director of the Federal Reserve Employee Benefits System. Based in Newark, NJ, Paul's office is responsible for all of the employee benefits programs for the Federal Reserve System, which covers approximately 20,000 employees and 21,000 retirees.

Paul is married to Jean McAuliffe, and their family includes two daughters, two horses, one bird, and several fish. When not working, Paul may be found riding a bicycle or horse, reading, attending the opera, or scuba diving. ■

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SEMINAR SCHEDULE 2005

Ethical Fitness[®] Seminars

December 6 Camden, Maine, U.S.A.

Train the Trainer

December 6-8 Camden, Maine, U.S.A.

*Presented by Martin Taylor
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