

DATE: December 1, 2022

TO: John Chapin, Director, Academic and Faculty Support, University of Baltimore and Executive Director, Bank of America Center for Excellence in Learning, Teaching and Technology (CELTT)

FROM: Steven Scalet, Director, Hoffberger Center for Ethical Engagement (HCEE)
Josh Kassner, Director, Research Fellows Program, Hoffberger Center
Rebecca Leiby, Hoffberger Ethics Fellow, Hoffberger Center

RE: Closing Report and Deliverables, Summer 2022 IDIS 302 CELTT Grant

This letter provides the closing report and deliverables for the summer/fall 2022 IDIS 302 CELTT Grant.

I. Introduction and Background

During the summer and early fall of 2022, the Hoffberger Center for Ethical Engagement (HCEE) convened a cohort of faculty and instructors selected from among those who typically teach IDIS 302 or have done so in the recent past.

The 2022 Cohort included Professors Steven Scalet (HCEE), Josh Kassner (HCEE), Rebecca Leiby (HCEE), Mark Bell (IDIS 302 instructor, School of Law), Nicole Hudgins (IDIS 302 instructor, College of Arts and Sciences), and Daniel Jenkins (IDIS 302 instructor, College of Arts and Sciences).

In addition, Professors Frank Van Vliet (IDIS 302 instructor, Merrick School of Business) and Antoinette Martsoukos (IDIS 302 instructor, College of Arts and Sciences) attended several meetings, despite not being recipients of the summer grant, which is a testament to their commitment to IDIS 302, and also provided the cohort with perspectives from across the University. Prof. Van Vliet also met with Prof. Lourdes White on several occasions to discuss business ethics-oriented content related to his sections of IDIS 302. Also, as part of our cohort work, Prof. Jenkins has been shadowing Prof. van Vliet's IDIS 302 sections during the fall semester to attain additional insight on the teaching of the business ethics-oriented sections.

During the summer of 2021, a CELTT-supported cohort of instructors laid the groundwork for continuing improvements to the IDIS 302 curriculum by building out the scaffold of a new syllabus template, assignment instructions, instructor guidelines, a five-year plan, and other accomplishments. This 2021 cohort convened based on new leadership at HCEE.

Consistent with the five-year plan to revitalize IDIS 302 begun in the Summer of 2021, the purpose of the 2022 cohort work was to continue building on the 2021 work, further refining the initial redesign based on instructor experiences with IDIS 302 in the intervening year. In addition to the IDIS 302 Sakai Template shell site for coordination, members of the cohort met in twice-weekly 30-minute zoom ‘mini-meetings’ to do a deep dive into narrow, targeted areas of investigation. These course-specific meetings were led by Rebecca Leiby, who also distributed minutes and solicited suggestions. The cohort also participated in separate “philosophical enrichment” meetings, led by Steven Scalet and Josh Kassner, which were designed to give members the opportunity to develop the kind of rational discourse that we take to be a special feature of the IDIS 302 classroom, and to enhance disciplinary expertise in ethics. This effort was designed to institutionalize a process for continuing education, a fundamental feature of the revitalization efforts.

The cohort’s collective experiences in teaching and administering IDIS 302 over the last year provided multiple experiences for reflecting on the revitalization efforts. In particular, most cohort members had taught the redesigned syllabus across different modalities (asynchronous web, synchronous online, synchronous in-person) and across various length terms (standard 15-week courses and accelerated 7-week courses), both with and without writing fellows associated with any given section. Given this background, cohort members embarked on this work with a wealth of information readily at hand about what had worked well since the initial redesign, what needed further improvement since the initial redesign, and what had worked well but still seemed the appropriate target for some adjustments.

In sum, the 2022 goal has been to continue the momentum generated by the summer 2021 cohort, by illuminating paths forward, creating further curricular improvements, and continuing education; and finally, by further implementing the 2021 five-year plan for making IDIS 302 a signature course experience for students at the University of Baltimore.

II. Overview of Findings

Based on IDIS 302 instructor feedback and the many cohort meetings, the following findings emerged.

Finding #1: IDIS 302 provides a realistic and aspirational pathway for creating a publicly recognizable, engaged, and unique University of Baltimore experience in ethics education.

In the 2021 Closing Report (see **Appendix A**) supported through a CELTT Grant, Steven Scalet and Josh Kassner described the course as potentially “a feather in the cap of The University of Baltimore [which] should be seen by our students as a signature experience defining a University of Baltimore undergraduate education that sets it apart from others.” The mission is not merely to provide a course experience that *adequately* fulfills an upper division ethics requirement – although this course, as an upper-level University-wide requirement, inherits a distinctive quality by its role in the overall curriculum and unique fit with UBalt’s mission. The question that animated much of the cohort’s discussion this summer was the conviction that IDIS 302 *should far exceed* any such minimal bar regarding what this course should achieve. To that end, IDIS 302 should not

strive merely to duplicate standard ethics courses across the country but instead take an innovative approach that takes advantage of its synergies with HCEE and explicitly shows its fit with the overall UBalt mission.

A crucial component to the revitalization of IDIS 302 includes the position of Hoffberger Ethics Fellow to be held by a philosophy doctorate with disciplinary expertise in ethics. Prof. Leiby currently occupies this indispensable role, overseeing the administration of IDIS 302 across sections, and teaching multiple sections of the course. Another critical component is the continuation of the summer cohort efforts. Delivering a University-wide course requirement is a monumental task, and the cohort gatherings make it possible to coordinate sections and the many layers of this program, to create sustainable ways to infuse best practices with disciplinary expertise in ethics, and to support continuing education. In addition, the cohort work is a necessary component of the ambition to significantly change and improve the course over time. A third fundamental component is continuing education in ethics for instructors that do not already have doctoral education with a specialty in ethics. Even for those with this background, the cohort work is critical to apply this expertise for devising a coordinated IDIS 302 experience.

The Selected Syllabus Adjustments (see **Appendix B**) document further outlines the cohort revisions. These revisions are guided by the university's values, including student growth and success; the pursuit of knowledge; community and civic engagement; diversity, equity and inclusion; and ethical engagement.

In sum, an important cumulative result of the cohort work was to re-affirm the primary objective – identifying a realistic path for the distinctive role of IDIS 302 at the University – and to devise ways to improve the course to meet this objective.

Finding #2: IDIS 302 is positioned to further integrate HCEE programming and other activities across the university community.

The development of IDIS 302 into a uniquely University of Baltimore experience requires continuing attention to the web of relationships that surround it: the relationships between instructors of the course, between sections of students, between the course and HCEE, and between the course and the university community as a whole.

Our work this summer and fall led us to confirm that the shoring up of these relationships is essential for the success of the IDIS 302 vision. One area upon which we particularly focused was the relationship between IDIS 302 and the HCEE, particularly with regard to the latter's programming. Any University can provide upper-division ethics instruction; what makes the University of Baltimore especially well-suited to do so in a meaningful and efficacious way is its ability to bring high-level, quality co-curricular programming to students that does not merely ask them to attend events as passive participants but encourages them to see themselves as the leaders and thinkers of tomorrow in engagement with the leaders and thinkers of today. The proposed HCEE Programming

Strategic Plan (see **Appendix C**) is designed to ensure that these interactions become a core part of the IDIS 302 experience as opposed to a contingent addition.

Finding #3: IDIS 302 instructors share a collective expertise that can be further leveraged with efforts to increase instructor and HCEE collaborations.

Historically, IDIS 302 has been taught by a broad array of instructors, each with different credentials and experiences. Without further development and integration, these varied backgrounds could create a liability against creating a unified and discipline-specific IDIS 302 course experience in ethics. HCEE implemented two important responses to this challenge: (a) appointing Prof. Leiby as the Hoffberger Ethics Fellow to provide oversight and ethics expertise; (b) implementing continuing education for other instructors. Against this backdrop, our work as a cohort over the past several months reinforces how the different credentials and backgrounds of instructors are now a *strength*, given how they are embedded in a more unified structure that can draw on the inherent benefits of the diversity of instructor interests and expertise. This diversity has the potential to vastly enhance the IDIS 302 experience for our students. The proposed Collaborative Teaching Guidelines (see **Appendix D**) offer some insights into how this diversity can be leveraged across sections and among instructors.

In addition, the instructors shared insights about the challenges of different modalities and how to maintain a unified course experience across different modalities. **Appendix D** includes details of these findings.

Finding #4: Instructor materials, including reading assignments and student resources, can be more fully centralized and brought into better alignment with general accessibility standards.

One of our first tasks as a cohort this summer was to compile and share the readings we typically integrate into our IDIS 302 sections using the Files Directory in the IDIS 302 Sakai Template shell site. We soon discovered that even in cases where our assigned readings converged, many of us were working with mismatched editions, translations, or reproductions. Furthermore, many of the documents were photocopies or transcriptions that do not meet the minimal accessibility standards set forth in the [Web Content Accessibility Guidelines \(WCAG\) 2.1](#). As a best practice within the field of higher education – and as a matter particularly worth modelling for an ethics curriculum – the cohort offered renewed attention not only to standardizing IDIS 302 resources and materials, but also to ensuring that they meet accessibility guidelines and comply with all relevant copyright regulations. To that end, Prof. Leiby is collaborating with Kristin Conlin (RLB Library) to generate an Open Education Resource Pressbook for IDIS 302, which is envisioned as comprising a standardized textbook for the course across all sections (with the understanding that individual instructors retain the option to select which sections of the content they will import into their own classes, just as they might with an actual textbook). In the course of this collaboration, HCEE has received grant approval for collaboration with the DOERS3 Equity Through OER Rubric Pilot Project, which is concerned with advancing the equity of both teaching and learning experiences in higher education. The OER Timeline (see **Appendix E**) offers a forward-looking

picture of how the ongoing collaboration with the RLB Library will develop, further enhancing the IDIS 302 revitalization.

In summary, HCEE continues to make significant forward progress on its updated 5 Year Plan (initially articulated in the Closing Report for the 2021 IDIS 302 CELTT Grant, included in **Appendix F**). The cohort work supports continuing processes to centralize and standardize course materials, lead ongoing philosophical and professional enrichment activities, improve the curriculum and the skill-based approach to learning, and open opportunities for instructor feedback and development. While the Center is enthusiastic about continuing this work, its ability to do so is contingent on continued staffing and funding for a faculty position as Hoffberger Ethics Fellow that oversees, teaches within, and coordinates the IDIS 302 experience.

III. Deliverables

Additional specific documents from the cohort work are included below as appendices.

Appendix A: 2021 CELLT Report

Appendix B: Selected Syllabus Adjustments

Appendix C: HCEE Programming Strategic Plan

Appendix D: Collaborative Teaching Guidelines

Appendix E: OER Timeline

Appendix F: Updated 5-Year Plan

Appendix G: Revised Final Capstone Assignment

IV. Looking Ahead

As the University of Baltimore continues to realize its [2018-2023 Strategic Plan](#), IDIS 302 and its ongoing revitalization has perhaps never been as vital for the [mission](#) of the institution. By offering our community of students meaningful opportunities for ethical engagement, we will continue to work towards making IDIS 302 an integral, distinctive and foundational part of the University of Baltimore experience. Ongoing support and funding of a Hoffberger Ethics Fellow and summer cohort work are necessary components of realizing a robust IDIS 302 revitalization.

Appendix A: 2021 Closing Report

DATE: August 31, 2021

TO: John Chapin, Director, Academic and Faculty Support, University of Baltimore

FROM: Steven Scalet, Director, Hoffberger Center for Professional Ethics
Josh Kassner, Director, Research Fellows Program, Hoffberger Center

RE: Closing Report and Deliverables, IDIS 302 Community of Practice CELTT grant

This letter provides the closing report and deliverables for the IDIS 302 Community of Practice CELTT grant.

Introduction

Over three months during the summer of 2021, we convened a cohort of faculty and instructors representing each of the four schools / colleges at The University of Baltimore. In addition to ourselves, the cohort included Prof. Dawnsha Mushunga (College of Public Affairs), Frank Van Vliet (Merrick School of Business), Mark Bell (Law), and Antoinette Martsoukos (College of Arts and Sciences). We met at least once a week throughout the summer as we worked through the revitalization and makeover of IDIS 302, including a three-week seminar in continuing education. There were countless drafts of materials constructed, shared and critiqued offline.

We were motivated by a belief that IDIS 302 *Ethical Issues in Business and Society* is essential to the mission of the University, that it should be seen as a feather in the cap of The University of Baltimore, and that it should be seen by our students as a signature experience defining a University of Baltimore undergraduate education that sets it apart from others. We also sought to ensure that the course provides a foundation in ethical deliberation and decision-making that can be relied upon by undergraduate programs across the university.

This summer's work has been an exercise in optimism, a hopefulness about the future of the University and the role of IDIS 302 in that future.

Overview

Given the extensive conversations to date, we thought the best overview would be to pose and answer a few brief questions:

Why should the University care about this work? This question reminds us of The University of Baltimore mission: "The University of Baltimore offers career-focused education for aspiring and current professionals, providing the region with highly educated leaders who make distinctive contributions to the broader community" (<http://www.ubalt.edu/about-ub/ub-strategic-plan.cfm>).

The University then identifies *ethical engagement* as a core value in this mission. This value is appropriate and admirable for training professionals and leaders. In fact, the University is distinctive in the wider region for having The Hoffberger Center for Professional Ethics, with its programming and support of IDIS 302 *Ethical Issues in Business and Society*. This course not

only satisfies an important University-wide ethics requirement but also (a) strengthens co-curricular discussions of ethics across the University and (b) trains skills in ethical reasoning that support campus-wide disciplinary courses that include ethical discussions.

What skills will students develop from taking this course?

Ethics is a discipline that trains students in skills for recognizing and making ethical distinctions easily overlooked or confused without explicit training. This training can be critical for success in leadership and professional roles, and for productive and civil ethical debate. Additionally, students learn how to create and critique arguments and justifications in ethics, and they develop an analytic framework of reasoning that is not only practical for career-success but develops transferable skills in critical thinking relevant to the work of other disciplines. In the Appendix below, we provide greater detail in our “Instructor Guidelines,” which we created through our summer work.

What does it mean for the University that IDIS 302 is part of the Ubalt experience?

Illustrated through the deliverables listed below, any faculty at The University of Baltimore can attain a concrete sense of the skills that this course develops. Discipline-based faculty can engage in ethical discussions in their upper-level coursework with knowledge that students have training in the fundamentals of ethical reasoning. The deliverables supported by this grant will be accessible for the entire University through the Hoffberger Center. A five-year plan includes a process for continuing improvement with feedback mechanisms from the Colleges. Moreover, the Hoffberger Center support for ethical engagement will now include resources and intellectual support for the teaching of this course, including continuing education of instructors. In addition, the Writing Program will now embed Writing Fellows into IDIS 302 to reinforce and expand transferable writing skills with training in ethics. In short, this revitalized course can serve as an anchor and distinctive Ubalt experience for students.

Deliverables (see Appendix)

1. Redesigned Syllabus Template
2. Instructor Guidelines
3. Updated Assignments and Handouts
4. IDIS 302 Course Map
5. Five-year Plan
6. Creation of IDIS 302 Template Sakai site
7. Continuing Education
8. Communicating Successes to the University Community
9. IDIS 302 Community of Practice CELTT Grant Proposal

Looking ahead

Through our programming and advocacy, we will continue to support the value of ethical engagement at The University of Baltimore, including the IDIS 302 Five-Year Plan listed in the Appendix.

Appendix B: Selected Syllabus Adjustments

For the past year, the Revised Syllabus Template included in the Closing Report for the 2021 IDIS 302 CELTT Grant has constituted the standardized foundation for all IDIS 302 sections across modalities. Adjustments to the existing template include:

Revised Course Description and SLOs

After meeting with Candace Caraco and based on various conversations with the Gen Ed Council and others, the course description and SLO's for IDIS 302 are due for an update.

Our cohort has proposed the following, which will go through the formal and regular UCC process.

Course Description

Students will explore and critically examine ethical issues in business and society. In particular, students will deliberate about ethics as it arises in their personal, professional, and public lives. Emphasis is placed on gaining a practical understanding of major ethical frameworks and their applications for ethical decision-making, ethically assessing institutions, and creating and critically evaluating personal and professional ethical frameworks. In engaging with this course, students will join a larger IDIS 302 community linked together through co-curricular programming.

IDIS 302 Course-level SLO's

In addition to the general education SLO's, this course includes course-specific SLO's that guide the course schedule and assignments. Upon successful completion of this course, students will be able to:

- Recognize and develop moral and ethical self-awareness
- Identify circumstances of and stakeholders in moral and ethical issues
- Distinguish among divergent moral points of view and apply and evaluate them
- Demonstrate decision-making process to resolve ethical issues
- Analyze how their own ethical frameworks (e.g., personal codes of ethics) relate to the ethical norms of a chosen profession (e.g., professional code of ethics)
- Engage with the university-wide IDIS 302 community

Transformation in Access to Required / Recommended Course Materials

The OER pressbook that is presently in development will be made available online free of charge. The original pressbook can be 'cloned' and each individual IDIS 302 instructor made the administrator of their own version of the book, such that they can edit, adjust, and remove content to more seamlessly fit their personal teaching style and syllabus organization. All that need be included on the syllabus is a simple link that will bring a student to a published Creative Commons file that can be exported to a .pdf, printed, accessed on an eReader, and read via a Screen Reader.

Systematic Approach for Course Requirements / Assignments

The course requirements and assignments exhibit how the IDIS 302 course experience is tailored into a uniquely UBalt course. The course models a structure and goals of teaching specific skills across all sections but always allows for some individuation of reading assignments within sections. Thus, instructors may opt to include various additional assignments at their discretion, but the following assignment types represent the kinds of assessment that could be incorporated. The guidelines at the right of the chart catalogue ways in which instructors might choose to include each assignment in their course.

Skills Stated as Part of UBalt's Mission and Values	Assignment Types / Activities	Guidelines
Pursuit of Knowledge	Text Annotation	Students should be exposed to a variety of primary philosophical sources that challenge and engage them. Text Annotation assignments should give them an opportunity to collaborate on interpreting these texts. Options might include asynchronous annotation of large pieces of text (using software such as Perusall or Hypothesis) or in-class annotation of small sections of text (that can be discussed as an in-class group activity).
Ethical Engagement	Group Discussions [required]	Because ethics is a fundamentally collaborative activity which centers rational discourse, students should have the opportunity to explore the content and their convictions through discussion. Options might include asynchronous discussion board use through the LMS or in-class group discussion either in static or in randomly selected groups. Whichever form Group Discussion takes, emphasis should be placed on facilitating the respectful and thoughtful exchange of ethical ideas.
	IDIS 302 Ethics Bowl	The University of Baltimore has enjoyed a long history of excelling at collegiate Ethics Bowls, friendly group competitions in which teams discuss and debate targeted ethical issues and earn points on the basis of their discussion of them. A smaller, more intimate version of the Ethics Bowl tradition can be integrated into the IDIS 302 curriculum. Teams can compete as a final collaborative project within a section or between sections. This option of practicing the Ethical Engagement skill does not lend itself well to asynchronous modalities, but would be particularly well-suited for in-person or synchronous online classes.

Critical Reflection	Case Studies [required]	Whether or not an IDIS 302 instructor opts to incorporate an Ethics Bowl project into their section, the APPE Intercollegiate Ethics Bowl guidelines provide a wealth of resources for IDIS 302 instructors, especially in the form of well-written, carefully researched, timely and topical case studies. A selection of case studies should be utilized in all IDIS 302 sections as a resource for students to practice their critical reflection skills in writing.
	Ethics in the News	Students might be provided with further opportunities to develop their critical reflection skills in pursuit of their own interests and on topics that matter to them individually. In addition to Case Studies, instructors might consider including a series of Ethics in the News assignments, in which students choose a recent newsworthy event and put it into conversation with the course content. Ethics in the News assignments lend themselves particularly well to presentations, insofar as they afford students an opportunity to explore areas or issues of personal import in a shared environment. Presentations in synchronous classes (either in-person or online) can be completed during class sessions, while presentations in asynchronous classes might be completed by requesting that students upload narrated screen recordings of presentation slideshows to the LMS.
	Final Capstone [required]	The critical reflection which students are encouraged to practice in IDIS 302 is designed to furnish them with some of the tools necessary for thoughtful and engaged participation in both their political community and in their chosen professions. The Final Capstone project asks students to put their own personal ethical framework into conversation with the ethical norms of their envisioned future profession. As a written assignment, the Final Capstone lends itself equally well to synchronous and asynchronous modalities. See Appendix G for more details on revised Final Capstone assignment guidelines.
Community Engagement	Service Project	The envisioned Service Project proceeds in four parts. In Part I (at the start of the course), students will be asked to identify an ethical issue

		<p>facing the world today. In Part II (several weeks into the course), students will be asked to write a proposal for a personal project that they plan to undertake during the semester in order to address their chosen ethical issue. Proposals should include (a) the ethical issue to be addressed, (b) the student’s plan to address it, (c) the timeline according to which the student hopes to enact those plans, and (d) a list of possible challenges or concerns that they anticipate encountering in the process. Part III (at the midpoint of the semester) asks students to document their progress and make adjustments to their initial timeline and plan. Part IV (at the end of the semester) asks each student to write a substantive paper explaining the ethical issues addressed, why they addressed it in the manner that they did, why addressing this ethical issue is important, and a discussion of the moral values that animated their engagement with the ethical issue. Service Projects lend themselves well to both synchronous and asynchronous courses. Because they can be completed at their own pace (in accordance with broad, semester-level guidelines), they offer students a personalized opportunity to engage ethically with both their local and global communities. The results of this project will be shared with the IDIS 302 community and beyond.</p>
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Course Outline and Schedule

The overall structure of the IDIS 302 syllabus remains unchanged from the 2021 Revision, during which a tripartite structure was articulated (Part One: Introduction: Role of Ethics in Business and Society; Part Two: Ethical Decision-Making and Its Grounds; and Part Three: The Professions, Civic Life, and Public Participation). The 2022 cohort agreed that the third part of the course offers the most opportunities for instructor discretion, while the second part of the course is perhaps the most prescribed insofar as it emphasizes historically influential ethical theories. The first part of the course was originally envisioned as a three-week block that tackled various iterations of the question – “What is ethics?” Cohort discussions this summer allowed us to refine the first unit into more targeted week-by-week questions, as follows:

WEEK 1: What are ethics?	
Skill (<i>universal</i>): Differentiating ethics from other prescriptive systems	Practice (<i>discretionary</i>): Depending on instructor area of expertise, might invite

	<p>students in various ways to reflect on their intuitions about what ethics actually is. For example, instructors may opt to use standard texts like the Ring of Gyges (from Plato's <i>Republic</i>) in order to draw out questions about the special demands of morality, standard cases like the Kitty Genovese case in order to draw out notions of how moral obligation pulls apart from legal obligation, etc. Instructors should introduce basic ethical distinctions (descriptive/normative, objective/subjective, etc.).</p>
WEEK 2: What are <u>my</u> ethics?	
<p>Skill (<i>universal</i>): Critical self-reflecting and assessing justification</p>	<p>Practice (<i>discretionary</i>): Depending on instructor area of expertise, might involve self-reflection activities that get students to think about their own (often unnoticed) ethical commitments, as well as strategies for interrogating the grounds for those commitments. For example, instructors may opt to engage with the literature on implicit bias or ethical 'blindspots', historical texts like Plato's <i>Euthyphro</i>, etc.</p>
WEEK 3: What is the relationship between <u>my</u> ethics and structural ethical systems?	
<p>Skill (<i>universal</i>): Understanding the relationship between personal ethics and structural ethical systems (in business, community, family, etc.)</p>	<p>Practice (<i>discretionary</i>): Depending on instructor area of expertise, might involve different explorations of the titular "role of ethics in business and society." Revisit basic ethical distinctions and include the distinction between personal decision-making and institutional assessment.</p>

Appendix C: HCEE Programming Strategic Plan

Given the logistical challenges presented by scheduling guest speakers and organizing Center events, the cohort has suggested organizing two concurrent strands of HCEE programming: one fixed for planned integration with IDIS 302 and one more flexible (which students may be encouraged to attend, possibly for extra credit, but would not be required to do so).

The *fixed* strand will involve set placeholders in the schedule (e.g., “third week of every October”, “first week of every February,” etc.) that correspond to specific types of events. Setting standard dates would allow IDIS 302 instructors to tailor their courses around these events. This approach depends on HCEE staff setting the event schedule in advance, such that IDIS 302 sections could be reliably organized around them, with a target of one event per month. For example:

HCEE Ethics Series

Fall Semester		
	September (first Friday)	Unit 1 Topic (Distinctions, Ethical Language)
	October (first Friday)	Unit 2 Topic (Ethical Traditions)
	November (first Friday)	Unit 3 Topic (Politics, Markets, Professions, Law)
	December (first Friday)	HCEE Student Fellow Panel
Spring Semester		
	February (first Friday)	Unit 1 Topic (Distinctions, Ethical Language)
	March (first Friday)	Unit 2 Topic (Ethical Traditions)
	April (first Friday)	Unit 3 Topic (Politics, Markets, Professions, Law)
	May (first Friday)	HCEE Student Fellow Panel

The *flexible* strand of Center programming is envisioned to be less oriented around IDIS 302 and more around the overall research profile of the Center. These scholarly events can be planned with less lead time insofar as they are contingent rather than necessary features of the IDIS 302 curriculum. The *flexible* programming currently scheduled for the spring 2023 semester includes an Author-Meets-Critics session with Prof. Karen Stohr and a HCEE Research Fellow Lecture with Prof. Sally Scholz.

Additionally, the HCEE schedule will include orientation meetings for all IDIS 302 instructors prior to the beginning of each semester. The purpose of these meetings is to finalize syllabi in accordance with general syllabus guidelines, discuss dates for recurring complementary events, and coordinate collaborations throughout the upcoming term. In general, the semesterly orientation meeting is designed to take place no later than one week prior to the start of classes. The spring 2023 IDIS 302 Instructor Orientation Meeting is tentatively scheduled for **Monday, January 23, 12:00pm-1:00pm**.

Appendix D: Collaborative Teaching Guidelines

As a cohort, we considered various options for collaborative teaching. One option would be to arrange for some select sections of IDIS 302 to be co-taught with a higher enrollment cap. This approach requires administrative commitment taking into account teaching load considerations. A less formal option seems appropriate here in the form of organizing periodic guest lectures or visits *both* from other IDIS 302 instructors *and* from faculty across the university on the basis of expertise, in accordance with the following steps.

1. Once the IDIS 302 semester schedule is finalized, scheduled instructors and other faculty members interested in collaborating with the Center contribute to a live ‘specialist list’ which makes known their particular areas of expertise or interest.
2. Instructors interested in taking advantage of each other’s expertise can do one of the following:
 - a. collaborate individually in order to arrange for guest lectures
 - b. contribute to and draw from a digital library of short instructor-developed video resources to be integrated with the OER pressbook
 - c. work with the HCEE staff in order to arrange for public lectures targeted to all IDIS 302 sections but open to additional attendees

Further development of Collaborative Teaching Guidelines is scheduled to occur during summer 2023, with a mind towards implementing formal processes to support it during the 2023-2024 academic year.

Appendix E: OER Timeline

In accordance with our fourth stated goal, the HCEE is actively working with the RLB Library in order to develop a centralized, standardized, accessible compendium of IDIS 302 texts and resources. Rebeccah Leiby (HCEE) and Kristin Conlin (RLB Library) are working to realize this goal on the following timeline:

	November 15, 2022	Full list of resources submitted to OER for acquisitions of copyright and permissions
	November 28, 2022	DOERS3 Project Proposal verdict
	December 31, 2022	Initial draft of the instructor content IDIS 302 OER Pressbook compiled
	December 31, 2022	Initial draft of the text resource content
	January 15, 2022	Full draft of OER Pressbook submitted for feedback of HCEE staff and IDIS 302 instructor
	January – May, 2022	Test launch of IDIS 302 OER Pressbook for Sections H001, H002, 102, and WB1
	May 15, 2022	Final edits to OER Pressbooks; full integration into the IDIS 302 curriculum in preparation for the LMS transition to Canvas

Appendix F: Updated Five-Year Plan

The Five-Year Plan designed in summer 2021 offers a general guideline for continuing efforts to revitalize and develop the IDIS 302 curriculum in accordance with directions envisioned by new Center leadership. Based on the findings and analyses of the current 2022 cohort, we created minor updates to the IDIS 302 Five-Year Plan.

IDIS 302 Five-year Plan for Continuing Improvements (2021-2026)

In 2021, new leadership at the Hoffberger Center discovered that the course had remained relatively unchanged in the prior decade with few formal mechanisms for continuous improvements. Thus, the purpose of proposing a five-year plan is to specify a guiding process for continuing improvements and integration of best practices.

As a result, we have instituted the following process goals:

1. The Hoffberger Center will lead an opening retreat at the start of each semester for current IDIS 302 instructors. The purpose of the retreat is to re-affirm the common goals of the course; encourage a sense of community for delivering IDIS 302 across sections; address questions; discuss the results of summer cohort work; and develop semester strategies for collaborative work both with the Hoffberger Center, colleagues across sections, and the University as a whole.
2. IDIS 302 instructors will share a common template site for choosing readings and other ancillary materials. The location and organization of the site may vary over time as the technology footprint of the University changes.
3. The Hoffberger Center will program continuing education for IDIS 302 instructors in ethics, a fundamental part of the revitalization efforts. Summer cohort work in 2021 and 2022 that included annual seminars in continuing ethics will serve as models for future years.
4. As part of the summer cohort work each year, the Hoffberger Center will review what is working and what could be improved.
5. As the University expands its need for IDIS 302 sections, the Hoffberger Center will recruit new faculty regionally and nationally with philosophy doctorates and disciplinary training in ethics. The Hoffberger Center successfully staffed a Hoffberger Faculty Fellow in Ethics for the 2021-2022 and 2022-2023 academic years to serve as a model for future years. The success of continuing improvements to IDIS 302 depends critically on the continuation of a Faculty Fellow serving this role.
6. The Hoffberger Center will continue to seek a partnership with CELTT in these efforts and especially the summer cohort work.

Appendix G: Revised Final Capstone Assignment

The IDIS 302 Capstone Assignment asks students to explore how their own ethical framework relates to the ethical norms of a chosen profession. In particular, students should strive to seek out areas of tension or conflict between these domains, and work to assess whether and how they can be resolved.

Instructors may choose to incorporate additional steps and/or to reconfigure the assignment in various ways (e.g., as a final portfolio project compiled from semester-long exploratory work, as a stand-alone final paper, etc.). In general, however, the Capstone Assignment should include the following components:

Part I: Personal Ethical Frameworks (Reflective)

Students should investigate and articulate what they conceive of as their personal ethical framework. Specifically, students should articulate the values towards which they tend to gravitate when making ethical decisions, the thought processes that animate their moral lives, and the standards of behavior that they hold themselves and others to when assessing ethical action. Articulations of Personal Ethics can be nuanced and sometimes even murky; the vital skill in this component of the assignment is not so much to generate a binding list of activities or reasons, but to think critically and deeply about one's animating moral concerns. Critical engagement with the ethical theories discussed in Unit 2 of the course is necessary in order to "think through" one's ethical standpoint, but students should not feel conceptually bound by these theories and are encouraged to move outside of the historically influential traditions.

Some questions to be considered:

- What moral values do you consider most central to your decision-making and ethical deliberation in daily life?
- What evidence do you have that those moral values do indeed underlie your decision-making processes? Are there ever situations in which they don't?
- What makes those moral values particularly meaningful to you? Did you ever deliberately choose them? Did you develop them over time? How did you come to acquire them?
- Do you think your core moral values are *good* moral values to have? For you? For human beings in general?
- Can you think of a situation that you might face in your daily life in which it would be appropriate to suspend those core moral values?
- How do your moral values relate to those expressed by some of the traditions discussed in class (e.g., deontology, utilitarianism, contractualism, case ethics, etc.)

Part II: Professional Ethical Frameworks (Empirical)

Students should develop and explore what they take to be the central ethical norms of their chosen profession (and/or the profession which they plan to enter upon leaving UBalt). The content of this phase of the assignment might come into contact with professional or organizational codes of conduct (e.g., the American Bar Association’s Model Rules of Professional Conduct, the American Medical Association’s Code of Medical Ethics, etc.), but need not be limited to these codes. Professional codes of ethics tend to articulate what one must do in order to avoid transgressing against one’s professional responsibility, but additional attention should be paid here to what one might aspire to do to achieve moral *excellence* in one’s professional life. The content of the Professional Ethical Framework phase of the assignment can thereby connect with the aspirational as well as the obligational. Instructors may wish to incorporate this phase of the assignment with informational interviews with members of their chosen profession, in order to more fully map out the ethical considerations that go into the relevant professional life (and that go beyond the mere following of codes of conduct).

Some questions to be considered:

- In your chosen field, what are the bare minimum moral principles that you imagine a practitioner needing to abide by? Why?
- What moral principles might a practitioner of your chosen profession abide by if they wish to *exceed* the bare minimum? What makes for a morally excellent practitioner in your field?
- Are there some situations in which the bare minimum principles would be difficult to abide by? What are the defining features of those situations?
- Are there some situations in which the excellence principles would be difficult to abide by? What are the defining features of those situations?
- How does this distinction between bare minimum principles and excellence principles shed light on the difference between professional responsibility and professional ethics?

Part III: Ethical Frameworks in Relation (Analytic)

In the final phase of the Capstone Assignment, students should put their reflections on their personal ethics into conversation with their empirical discoveries on the moral concerns that are relevant to their chosen profession. Specifically, students should attempt to investigate and assess instances in which their personal and professional ethical frameworks come into some degree of tension. The extent to which this tension must be resolved in the assignment depends on individual instructor discretion. In general, however, students should attempt to grapple with this issue in a manner that demonstrates (a) their understanding of the complexity and nuance of the moral landscape of their lives, (b) their sensitivity to the unique moral demands and goals of their chosen profession, and (c) their mastery of core ethical concepts, distinctions, and evaluative practices.

Some questions to be considered:

- Can you imagine a hypothetical scenario in which you, as a practitioner in your chosen field, must weigh personal and professional values against each other in order to make a decision?
- How would you go about resolving or addressing this tension? What considerations, concerns, or questions would you gravitate towards as you think critically about your next steps?
- Does this tension reveal anything important about your moral life, or the moral lives of human beings in general?