EMORY
INTEGRITY
PROJECT

CULTIVATING A COMMUNITY OF INTEGRITY

AN ASSET-BASED GUIDE FOR HIGHER EDUCATION

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EMORY
CENTER FOR
ETHICS

EMORY
UNIVERSITY
Campus Life

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This *Cultivating a Community of Integrity* handbook is part of a larger initiative—The Emory Integrity Project (EIP)—which was implemented with the support and guidance of faculty and student affairs professionals from across Emory University between 2015 and 2019. The EIP is a collaborative effort of Emory's Center for Ethics and Office of Campus Life, and the project benefited from numerous partnerships across campus. We would like to thank all of the faculty and student affairs professionals who contributed to the development of the EIP. In particular, we are grateful to members of our Advisory Committee for their dedication to the success of the project. Additionally, the EIP's External Assessment Team, comprised of faculty and graduate students from the University of Georgia and University of Iowa, has been vital to the success of the project and development of this volume.

This handbook was co-written by members of the EIP Implementation Team and the EIP External Assessment Team. In addition, we would like to thank and acknowledge those implementation team.

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The electronic version of this handbook is available at integrity.emory.edu.
Paper copies may be requested by contacting Emily Floyd at integrity@emory.edu.
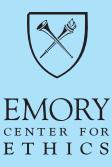
Emory University Center for Ethics

An international leader in the exploration of ethics, the Emory Center for Ethics is dedicated to exploring how ethical issues underlie the decisions that shape our minds, lives, and society. To do so, scholars from across the university gather at the Center to collaborate and study. The Center also hosts public programs, partners and consults with private and public community organizations, and teaches students at every level of university life. The Center is committed to asking tough questions and developing strategies to help people and organizations put ethics into practice.
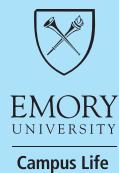
Emory Campus Life

Emory Campus Life is a caring community committed to elevating the student experience and supporting faculty engagement with students outside the classroom. The organization builds bridges between academic and co-curricular life for the university's 15,000 students and nurtures a welcoming community for all. A professional team of more than 300 employees in over two dozen offices delivers services in areas such as dining, housing, healthcare, career counseling, spiritual life, LGBTQ life, international student life, athletics, recreation, and more. Campus Life is guided by its belief that students' engagement in the residential experience contributes immeasurably to the value of their liberal arts education, affinity for the institution, heightened appreciation for community, and thirst for lifelong learning.

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Dear Reader,

The duty of higher education to foster ethics and integrity in university students was once integral to its mission. Universities devoted great efforts to the moral development of their students. In fact, many of the fields we take for granted today—sociology, psychology, political science, jurisprudence—were at least partially the intellectual descendants of moral education. Moral education was seen as necessary to create educated citizens who could demonstrate moral leadership in the public sphere.

In the second half of the Twentieth Century, that approach was increasingly challenged as the United States and other countries developed divergent opinions of what kinds of ethical sensibilities should be taught in schools and universities. Universities began to abandon systematic attempts to teach ethics or to integrate it into co-curricular activities. Post-modernist disputes over how to teach students to be ethical, or which ethical principles to promote, derailed campus integrity programs. "Moral education" seemed an old-fashioned term, its content relegated to philosophy departments rather than being integral to higher education's mission.

Recently, however, there has been a rethinking of that trend. Dismay over high-profile ethical lapses in the corporate world, ethical challenges presented by digital and information technologies, geopolitical disputes, and other modern trends have renewed interest in engaging students in discussions about ethics and integrity. Institutions of higher education have begun to ask themselves about the best pedagogical and organizational strategies to foster traits that promote the collective good.

Cultivating a Community of Integrity: An Asset-Based Guide for Higher Education offers one such approach to creating an integrated undergraduate program of ethics and integrity. In this handbook we relate the history of the Templeton Foundation-funded Emory Integrity Project (EIP), the strategies we employed to establish and promote it, our successes and failures, our encouragements and cautions. We learned a great deal over the four-year span of designing and implementing the EIP, and have tried to collect those pearls of wisdom for those who aspire to similar types of programs at their home institutions.

We hope that you find this guide useful. Our particular experience may be different from yours: we focused our program on undergraduates; we chose specific programs unique to Emory to foster and promote; and it was undertaken in a private, research university, located in the Southeastern United States, with its distinctive history, structure, institutional culture, and student body. Yours will, of course, differ. But the goals, and many of the challenges, are common, and even when the particulars differ, the challenges and lessons may instruct.

I invite you to use this handbook in whatever way it can be helpful. Let us know— we would enjoy hearing from you as you build or improve your ethics and integrity programs to serve your students and your institution as a whole. We wish you and your team the best of luck in Cultivating a Community of Integrity on your campus!

Sincerely,

Paul Root Wolpe, Ph.D.
Principal Investigator, Emory Integrity Project
Director, Emory University Center for Ethics

INTRODUCTION

PURPOSE OF THIS GUIDE

Cultivating a Community of Integrity: An Asset-Based Guide for Higher Education provides an opportunity for higher education institutions to learn from and gain understanding of our experiences in developing and implementing integrity programming at Emory University. As a large-scale, campus-wide initiative spanning three years, the implementation of the Emory Integrity Project (EIP) was one of trial and error, which developed promising practices for future projects. Rather than offering a step-by-step report of the EIP implementation, this handbook compiles the insights gained over the course of the EIP into a set of guidelines for other campuses. Details from the implementation of the EIP, both challenges and successes, are incorporated into these guidelines. We offer lessons learned, constraints and challenges experienced, and personal testimonies based on the EIP team's experience in striving to effect cultural change across Emory's undergraduate population.

This volume seeks to serve two key purposes:

1. Present an asset-based approach to developing ethics and integrity programming on college campuses.

2. Provide practical insights and resources for others who seek to engage in the same type of ethics or integrity programming.

Designed for faculty and campus professionals desiring to build and implement new and innovative ethics and integrity programs, the *Cultivating a Community of Integrity* handbook is designed to be a practical guide, offering promising practices and key considerations at various stages in the planning process. Many of the key recommendations should be revisited throughout the implementation process, and formative assessment strategies should be used to inform an ongoing iterative process of project implementation.

In each section of the handbook, you will find an overview and in-depth roadmap to the essential elements of building new asset-based ethics and integrity programming, followed by first-hand examples from the EIP team. These examples include descriptions of a variety of programs, key quotes from team members about various stages of the process, and assessment highlights that will point to key assessment considerations throughout the process.

Further, throughout this volume, we have incorporated interactive components designed to provide the opportunity for you to apply the recommendations to thinking about enhancing ethics and integrity on your campus. You are invited to engage in the text through worksheets that will guide you and your team's planning process.

HISTORY OF THE EMORY INTEGRITY PROJECT

In May of 2011, Barnaby Marsh, Executive Vice President at the John Templeton Foundation, had a conversation with James Wagner, then-President of Emory University about funding a project to enhance the teaching of ethics and integrity on college campuses. Emory was a natural partner for leading a project in ethics and integrity in higher education. President Wagner had championed the idea of ethics at Emory, speaking about it often and making it a central theme of his presidency. Upon arriving at Emory, he spearheaded a redrafting of the Emory Vision statement, and the final version described Emory's vision as:

A destination university internationally recognized as an inquiry-driven, ethically engaged, and diverse community, whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care and social action.

At the time, Emory was one of the few major universities in the United States that explicitly mentioned ethical engagement in its vision statement. President Wagner had not only spoken about ethics as core to Emory's identity, he had dedicated significant resources towards building its modest Center for Ethics into a national model. His reputation as a University President committed to ethics and integrity led President Obama to appoint him as Co-Chair of the President's Commission for the Study of Bioethical Issues.

Emory seemed an ideal place to implement innovative thinking on integrating ethics and integrity more deeply into the campus experience. The Templeton Foundation agreed to consider a proposal from Emory, and President Wagner convened a group of faculty and administrators to begin a discussion on how to structure a grant proposal.

Five years of negotiation, proposing, rewriting, rejection, and revision followed. The initial proposal submitted to the Templeton Foundation for an "Emory Integrity Project" (EIP) was a four-year, $4.5 million ask that included direct training of over 6,000 students, deep curricular involvement, participation of undergraduate, graduate, and professional students as well as faculty and staff, and even a neuroimaging study of how integrity development manifests itself in the adolescent brain. The grant was unwieldy, the product of "too many cooks" each of whom had a vision of what such a program, and its associated research elements, might look like. Not unpredictably, nor unjustifiably, it was sent back by the Templeton Foundation, who suggested that we make it tighter and more focused.

Drawing on the best elements of the first version, a much more manageable, pared-down proposal was submitted by a joint working group of the Emory Center for Ethics and Emory Campus Life two years later. The grant was reduced to a three-year, $2.6 million proposal supplemented by a $300,000 grant from the Emory University President's Office. Peripheral projects were cut, the proposal focused primarily on undergraduates, and the main locus of intervention was co-curricular life, with only a modest curricular element. While still ambitious, the project was more coherent and focused, with a goal of identifying programs that would have the greatest impact on undergraduate life and would be amenable to continuation by the university after the granting period had ended.

The structure included a core Implementation Team, who would execute the project, aided by a Faculty Advisory Committee and a Student Integrity Society. Discussions of integrity would be encouraged through yearly themes, monthly case studies, and a project to place chalkboards strategically around campus with provocative ethical questions to encourage conversation and interaction. The project would initiate an Emory Common Read, a book distributed to all incoming first-year students the summer before arrival that could provide a common narrative for ethical conversation once they began their careers at Emory. All first-years were required to take Health 100, so the EIP team partnered with the faculty of the Health 100 course to embed more modules on ethics and integrity into the course. Ethical leadership activities would be designed and implemented. The EIP would sponsor high-impact speakers to come to campus, and the project would conclude with a national conference on ethics and integrity in higher education.

Templeton agreed to fund the second submission. We hired an extraordinary staff to manage the project, including a post-doctoral fellow. Circumstances at Emory led to a one-year postponement of the start of the granting period, which turned out to be a blessing in disguise, as it allowed a great deal of preliminary work to be done to prepare the campus and the EIP staff for the implementation of the program.

As we began the project, we discovered that not all our planned elements were going to work. We wanted students to keep a "Personal Integrity Plan," but determining who would encourage, administer, read, and monitor that process turned out to be challenging. We offered financial incentives for faculty to include elements of ethics and integrity in their courses, but few faculty took advantage of the funds. The EIP competed with so many other initiatives, speakers, activities, and interest groups at Emory that the campus-wide conversation we tried to initiate never reached quite the level of visibility we had hoped for.

On the other hand, some projects succeeded beyond our expectations. The Common Read, and the speakers we brought to campus related to the Common Read books, quickly became part of campus culture. The Ethically EnGaged Leaders program (EEGL) drew students well beyond anticipated numbers. The athletics department enthusiastically worked with the EIP and the Center for Ethics to develop and implement a student athlete ethics code and ethically-focused programs and presentations. Across campus, many other programs, centers, and departments partnered with the EIP in offering programs and events focused on ethics and integrity that were well-attended and appreciated. The academic production of the EIP has been excellent, as has the work and reporting of our external assessment team.

The EIP has been a learning experience for us all—both in its successes and where our vision of programs and approaches failed to meet the realities of the university life. We hope that our experience, as detailed in this handbook, can help its users avoid some of the pitfalls we encountered and serve to encourage creative and productive new ways to promote ethics and integrity in higher education.

GUIDING FRAMEWORK

This guide to cultivating communities of integrity is informed by an asset-based approach to fostering ethics and integrity on college campuses. Colleges and universities serve numerous important and fundamental roles in society. Along with the commonly touted aims of advancing knowledge and preparing students to begin their careers, higher education institutions also have a responsibility to prepare students to engage ethically in their personal, professional, and civic roles. Colleges can pursue ethics education through multiple, although often disconnected, avenues: formal ethics curricula, community-engaged learning programs, ethics-themed residence halls, integrity codes and programming, and the list goes on. Distinct bodies of academic work inform practices in each of these areas; yet, dialogue across these boundaries is often limited. Moreover, for many students, engagement with questions of ethics and integrity only occurs in the context of dealing with the consequences of having violated a campus code. It is our view that if colleges are to take seriously their responsibility to prepare students for lives and careers of ethics and integrity, then a more coordinated and aspirational approach is needed.

Our approach in this handbook is grounded in the value of broadening ethics and integrity education beyond questions of cheating and academic dishonesty in order to advance a more robust moral identity, one that stems from individual and community values, among the members of the campus community. We present a set of tools and considerations for developing collaborative campus initiatives aimed at fostering a culture of ethics and integrity. These resources are grounded in an asset-based approach to supporting students as they develop as ethically-engaged individuals, professionals, and citizens. For campuses interested in undertaking this type of initiative, we recommend a holistic, asset-based approach that begins by identifying local institutional, programmatic, and individual strengths and builds ethics and integrity programming around those strengths.

This model responds to the challenges often encountered by efforts to promote integrity and is grounded in multidisciplinary literature from philosophy and the psychology of ethical and moral development. Integrity is perhaps most commonly understood as holding true to those values that are constitutive of one's moral identity.[1] Integrity is thus a complex concept that invokes other values that are central to one's identity. By pursuing these other personal and collective values consistently through time and acting in accordance with them, we exhibit integrity, along with related virtues. The

development of integrity, understood in this way, can be pursued through the cultivation of moral identity, alongside moral reasoning.[2] Moral identity is the extent to which moral virtues or being moral is central to one's identity.[3] Moral identity, when combined with moral reasoning skills, advances moral action.[4] Based on this theoretical grounding, we propose that institutions of higher education approach ethics and integrity education through initiatives that combine the development of moral identity, grounded in shared values among campus community(ies), and moral reasoning skills, developed across curricular and co-curricular contexts in higher education.

By starting with individual and community values and seeking to enhance opportunities to enact these values, our model builds upon the development of asset-based theories in positive psychology, appreciative inquiry, and community development.[5] We apply insights from these theories to the domain of ethics and integrity. Positive psychology provides the foundation for asset-based approaches to understanding individuals and promoting their flourishing. It aims to shift from the traditional deficit focus of psychology practice to a focus on positive individual traits (e.g., courage, thoughtfulness, capacity to love) in order to create hope, optimism, and emotional well-being based on what individuals have, their assets, and to promote the best in people. Appreciative inquiry and asset-based community development move these asset-based framings from the individual level to the organizational and community levels, respectively.

Each advocates focusing on the strengths of a particular organization or community and using these strengths to guide efforts to foster development.[6]

Asset-based approaches are already used in higher education, particularly in student affairs and academic advising contexts. Expanding the use of these approaches has the potential to transform educational practices.[7] Researchers have used appreciative inquiry within varying student affairs contexts to train organizational cultures to move from a deficit-based framework to one that employs a strengths-based approach designed to address possibilities rather than problems.[8] By combining tenets from both appreciative inquiry and positive psychology that problematize deficit-based thinking and approaches, appreciative education advances an active, critical educational process rather than a directive one. Appreciative education has the ability to frame new ways of thinking in higher education in a wide array of educational contexts.[9]

The guidelines and activities included in this handbook build on these theoretical foundations. We recommend grounding new ethics and integrity initiatives on campus in local strengths or assets in several ways. From defining the central values and aims of your project, to identifying partners across campus, to developing programming, we propose using a collaborative, asset-based approach that is responsive to the values embraced in the campus community and that engages a variety of units across campus to work with students in developing and enhancing their opportunities to enact these values.

KEY PRINCIPLES FOR COLLABORATIVE ETHICS AND INTEGRITY INITIATIVES

As you work to develop and enhance ethics and integrity initiatives, we recommend keeping a few key considerations in mind. These principles build on the theoretical foundations outlined above. Additionally, they incorporate insights from the field of asset-based collaborative community development, which can be transferred to the context of building community around ethics and integrity initiatives on campus and developing successful programs.[10] These considerations should be returned to throughout the planning and implementation processes.

+ **START** with Campus Strengths

+ **PRIORITIZE** Partnerships

+ **CLARIFY** Aims Early and Often

+ **IDENTIFY** and Evaluate Indicators of Success

+ **PLAN** for Sustainability

+ **MAINTAIN** Flexibility

START with Campus Strengths

Starting with campus strengths is central to an asset-based approach to ethics and integrity initiatives. This principle applies throughout the process of planning and implementation from building a team, to identifying the mission and goals of the initiative, to determining key programmatic interventions. By starting with your campus strengths—the values of your students and campus community, the people already involved in and committed to this work, and the programs and structures already in place—your initiative will build on existing assets in a way that is responsive to your unique institutional context. This approach will help your program build buy-in from the outset and increase its chances of developing into an important part of campus life.

> I am someone who is constantly engaged in thought and discussions about the ethical implications of words or actions and the broader impact of the seemingly small things that people do. This type of engagement often causes me to feel lonely because not everyone is interested in participating in this type of thought and discussion and it can seem futile to attempt to interest my peers in their role in a much larger system. [In my involvement in the EIP], it was incredibly hope-inducing to think about morality as a process of development and not as an innate and stagnant quality."

XAVIER SAYEED
UNDERGRADUATE STUDENT

PRIORITIZE partnerships

The second guiding principle we propose for campus ethics and integrity initiatives is prioritizing partnerships. From developing collaborative partnership relationships within your core team to expanding the reach of your efforts through partnerships across campus, building effective partnerships is central to the success of collaborative initiatives. These collaborations should be developed in ways that build on the strengths of each partner and are motivated by the shared values and aims of all partners. In the process of building partnerships, good communication is vital.

CLARIFY Aims Early and Often

Successful partnerships start with a shared purpose, mission, vision, and set of goals. All participants should have a clear understanding of the shared values and aims of the project and of the commitments and roles of each partner. The process of aim clarification should take place early and often, beginning in conversations with the core team that is initiating the new ethics or integrity project and continuing to evolve as new partners join the effort. As the initiative progresses to the stage of implementing programs on campus, aim clarification shifts from the mission and goals of the broader initiative to intended learning objectives and outcomes for students engaging in programs. Clarity about shared aims from the initiative level to the specific program level will guide your team, enhance focus, and improve cohesion.

> "The EIP had a lofty charge and it was the role of the implementation team to bring the various pieces of this large-scale grant to life. What we learned early on is that, especially when the goal is a culture shift, what is proposed often may not translate directly into practice in the way initially envisioned. Thus, the final products produced from the grant look quite different than the original proposal. However, being able to adapt and demonstrate the value of the newly developed or revised programming options was key to the EIP's long-term success.

EMILY FLOYD

EIP PROGRAM COORDINATOR

IDENTIFY and Assess Indicators of Success

Clarifying your goals enables your team to identify the long-term and short-term indicators of success which should guide your evaluation and assessment strategy. As with your aims, a collaborative, asset-based approach to developing these indicators of success requires ongoing dialogue among all partners in the initiative. In planning how to assess your initiative's success in meeting its goals and outcomes, it is important to identify all current opportunities to gather necessary and appropriate information on indicators of success and to build an assessment strategy that minimizes the number of requests students are receiving to participate in assessment.

Whether enhancing an established program or creating a new one, an assessment plan is vital to ensure programs are maximizing their potential and are meeting their established learning objectives and outcomes. An assessment plan should identify broad initiative-level goals and program-level learning objectives and outcomes and establish how you will gather data or evidence, interpret data, and implement change. Assessment methods, including the particular data collection tools used (e.g., surveys and focus groups) will vary based on the goals and outcomes you aim to assess. Regardless of the method used, the instrument must be aligned with the mission, goals, and intended outcomes of your initiative. The assessment plan should be designed as an ongoing feedback loop, offering insights throughout the implementation process that can guide improvements in your programs. An iterative process of assessment and programmatic improvement allows you to respond to new challenges and opportunities as they arise and adjust when your efforts are not having the desired impact. This process provides continual feedback for constant enhancement of the program.

PLAN for Sustainability

Planning for sustainability is another key consideration for ethics and integrity initiatives on campus. Attending to sustainability is especially important for collaborative initiatives that involve a large number of team members and/or partners. Of course, initiatives on college campuses have varying lifespans. Understanding the appropriate duration of your initiative is fundamental to developing your work in a way that will continue and develop as needs change. If a program is a partnership between multiple offices or people, open and ongoing conversations about the commitment of each stakeholder will facilitate the ability to adapt as programmatic commitment, funding, and capacity change over time. Making plans for sustainability helps ensure the ongoing effectiveness of your initiative as the campus culture changes.

MAINTAIN Flexibility

In any collaborative effort, change is unavoidable. As you seek to build on campus strengths by engaging new partners to implement programs that enhance ethics and integrity in your campus community, flexibility is vital. Your team must be ready for change! Higher education contexts are often characterized by changes of leadership and organizational restructuring. These events may require you to adjust your plans, rebuild partnerships, and bring new champions into the initiative. Being prepared to share your initiative's goals and successes, grounded in your assessment efforts, will facilitate your work to reopen conversations about the initiative and bring new people to the table as changes inevitably occur. Your ability to meet these challenges with flexibility are fundamental to the long-term success and sustainability of your initiative.

The remainder of this handbook goes into more detail on three key components of developing collaborative ethics and integrity initiatives:

1. Laying the groundwork for the new initiative

2. Developing programming

3. Assessing programmatic impact

The principles described here should guide your work throughout the various elements, from planning to implementation and assessment. The interactive worksheets included throughout the next three chapters apply tools from appreciative inquiry and asset-based community development and other sources to the context of building or expanding ethics and integrity initiatives on college campuses.

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LAYING THE GROUNDWORK

Whether building a new initiative or expanding on current offerings, it is important to assess current campus strengths, identify partners and potential champions, clarify goals, and develop a strategy for communication about the project. In this section, we discuss these steps and provide a variety of tools to help you get started with expanding the reach of ethics and integrity on your campus.

BUILDING A COALITION OF SUPPORT

Whether you have been charged with developing a new campus initiative or have a new program idea you are aiming to implement, building support for your endeavor is vital both early and throughout implementation. Depending on the culture of your campus, ethics and integrity programming can be a difficult initiative for which to garner support. Fortunately, as you approach this new effort with an asset-based framework, your coalition of support will grow more readily.

In order to ground your efforts in your campus strengths, an important early step is to conduct an ethics and integrity inventory (See *Ethics & Integrity Inventory* Worksheet). This exercise will help you gain clarity about how your initiative can build on the values that are already being communicated and discussed on your campus, the people who are doing ethics and integrity-related work, and the supportive programs and structures that are already in place. Starting with this inventory will help guide your early collaborative efforts. You can use what you learn to start new conversations with students and potential faculty and staff

partners. Entering these conversations with awareness of the important work your colleagues are already doing will help you open important and challenging ethics and integrity discussions on campus and build intentional and respectful partnerships, while modeling your strengths-based approach to this work.

Establishing a Core Team

New initiatives can attract partnerships early and quickly. While prioritizing partnerships is a key consideration, you want to ensure that you have a strong primary team in place and that you have an accurate sense of your team's capacities before committing to broader collaborations. Depending on the origination of your initiative, a team may already be in place, or you may be starting from scratch. Regardless of the situation, careful composition of your team and their individual or unit roles will allow your work on campus to develop smoothly.

> "To have discussions in an intentional way with the entire campus about integrity has proven to be as meaningful as it is pertinent in today's world, where integrity is often sacrificed for simple solutions. Integrity is never simple, never easy. Often it is about reaching inside and looking at who we are and what we value, allowing every cell of our bodies to vibrate with who we are every second of every day. As a faculty member at Emory, I know there is no simple formula to memorize when it comes to integrity. Choosing readings, speakers, and activities that get to the complexities of integrity has been one of our greatest challenges. Modeling how to live with integrity for our students was vital during this process. Throughout the process, our community was willing to have the difficult conversations with us to help us get there. Now discussions on integrity are built into Emory's framework, into our University's DNA. It goes without saying, the work is never done, but we are committed to the ongoing process of going deeper."

CHRISTINE RISTAINO
EIP FACULTY ADVISORY COMMITTEE MEMBER

As you consider forming your team, natural candidates include current research and administrative leaders on your campus who regularly engage in ethics and integrity work. Specifically, when engaging in integrity programming, the natural areas of campus to host such programs are often academic integrity and student conduct. However, while these natural partners should not be overlooked, it is important to consider less obvious partners as well. Consider inviting faculty who are researching major ethical dilemmas across a variety of professional areas (e.g., business, medicine, journalism) and disciplines (e.g., philosophy, history, sociology). Further, areas of residence life, student leadership, fraternity and sorority life, athletics, and student organizations may not be the primary hosts of integrity conversations, but they are likely engaging in important conversations and work around these topics, and must not be neglected. Both faculty and staff engaging in indirect work around ethics and integrity are key assets who bring unique value to your initiative whether as part of your core team or as members of advisory committees.

When building your team, being transparent about your charge will put all parties on the same page and ensure this team is the right fit for everyone. This is especially crucial with ethics and integrity programming and an asset-based model. Because many people are disposed to view ethics and integrity through a negative deficit-based lens, your initiative may initially be misconstrued. Thus, laying out the asset-based approach from the start can reframe mindsets or allow those with different perceptions to step aside and allow others to join the team. Even at these early stages, it is important to begin thinking about sustainability. Consider who needs to be involved in order for your efforts to have a long life at your institution, and engage them in conversations early.

Further, it is equally important to set the tone for the team and to consider the assets each person brings to the table. These assets will range from expertise in ethical and moral development and knowledge of current ethical dilemmas that are relevant to students, to experience in developing programming and coordinating impactful events for students. Recognizing the contributions that each team member brings will help guide you in building a team with complementary strengths, which will in turn enhance the effectiveness of your collaborative efforts.

ETHICS & INTEGRITY INVENTORY

This worksheet guides you through an examination of your institutional context. It will help you gain a better understanding of your institutional landscape in order to help identify opportunities and understand possible barriers.

Take a look at your institution's guiding statements and documents. Write down your institution's mission, vision, and values to see how they align with your initiative's goals.	
Mission	
Institutional Vision	
Institutional Values	

How do these align with ethics and integrity?

List CURRENT campus happenings which connect with ethics and integrity.		
Institutional Priorities	Institutional Strengths	Institutional Initiatives/Events

List PAST campus happenings which connect to ethics and integrity.		
Significant events around institutional ethics and integrity	Significant people/leaders and their contribution to ethics and integrity	Historical events which impact work around ethics and integrity

List POSSIBLE new endeavors which connect to ethics and integrity.		
Department/ Office/Program	How might they engage with ethics or integrity?	How might you engage with this department/ office/program?

As you build your core team, awareness of the strengths each person brings, along with your initiative's overarching goals, should inform the identification of individual roles and responsibilities. This piece is critical and should not be overlooked, as teams and task forces can quickly become advisory boards, rather than implementation teams. You will want to determine the capacity required for your initiative to launch and ultimately succeed. While these needs will likely change over time, entering the implementation phase with a clear understanding of current roles and responsibilities and their alignment with initiative goals and needs allows you as the leader to ensure all team members are utilized effectively. Further, setting expectations for particular roles and the overall team will provide guidelines for each person, ensuring all team members are aware that the team is action-based and there is work to be done. As a best practice, the following team members are necessary for a successful implementation team for a campus-wise initiative:

- Core leader or team manager
- Student affairs professionals, with expertise in student development and program implementation
- Research professionals, abreast of the latest scholarship around ethics and integrity
- Marketing professionals, with knowledge of the most effective methods of communicating with students, faculty, and staff across campus

While not an exhaustive list, having individuals in these roles from the start will cover several bases for launching your initiative. As your initiative develops, the requirements for success will also change. Maintaining ongoing formative assessment will help you identify new personnel needs and underutilized resources, facilitating the adaptability of the initiative as you move forward.

An important consideration for your primary team to consider early is student involvement. Because your core team should be action-oriented, you will want to consider if and how students will be incorporated. Utilizing the asset-based model is a great way to measure the scope of student involvement on your primary team. Consider how to build your initiative around student interests and strengths. If you have a strong programming council, engaging one of their key leaders on this team may be a good idea. Your careful examination of the assets students bring to program planning will allow you and your team to best identify the ways in which students can have their voices heard, while ensuring time is used wisely.

As you build your core team, assess your individual and collective strengths within the context of your campus (See *Team Asset Assessment* Worksheet). This awareness of your own assets can then be used to help you strategize how best to apply your team's strengths to addressing the types of challenges that you anticipate encountering as you move forward with implementation (See *Balancing Strengths & Challenges* Worksheet).

"Particular challenges faced by the EIP team during early planning and implementation phases were around shared expectations and the lack of general understanding of the goals of the EIP. Campus partners felt the EIP was meant to replace or 'take-over' certain programs or services, which was not the case. To combat these concerns, EIP staff set up individual meetings with key stakeholders and campus partners to clearly and explicitly explain the goals of the EIP and to ensure others that the EIP was meant to be a resource and a supplement, not a replacement to any services already being offered.

BECKA SHETTY

FORMER EIP ASSISTANT DIRECTOR

"I was first drawn to the Emory Integrity Project because its mission was noble in purpose but nebulous in scope. As I began to engage in the Student Integrity Advisory Council, I found myself discovering what shapes perceptions of integrity, challenging my own values, and engaging in conversation with other students about our shared and differing values. Additionally, I had exposure to people and resources throughout campus that I likely would not have had access to otherwise. As a result of these experiences, I found myself growing as a person and forging deeper connections with my peers and the campus community in ways I might not have otherwise had the opportunity."

ZACH RAETZMAN

UNDERGRADUATE STUDENT

TEAM ASSET ASSESSMENT

Use what you are already doing well to enhance your ethics initiative.

STRENGTH.	What does your team do well?
Skills	
Services Offered	
Interests	
Experiences	

SHARE.	What can your team offer to the broader campus?
Equipment	
Education	
Services	
People Power	

| REACH.	Where is your team already connected?

Current Connections. Who and what does this connection enhance?

How can you use the strengths and assets of your team to help enhance this project?

BALANCING STRENGTHS & CHALLENGES

Flow Theory, developed by renowned positive psychologist, Dr. Mihaly Csikszentmihalyi, is one tool that can help you think about how to optimize your team's work. When we are able to pair our individual strengths with an appropriate challenge, we can achieve optimal experiences which can help lead to optimal outputs. Using this idea, this worksheet asks that plan roles and responsibilities on your team based on the challenge at hand appropriately paired with individuals' strengths.

For example, to build a culture of integrity on campus, your group will need many skills. One skill that will be needed is the art of oration. Once you have a plan in place and programs prepared, you will need at least one person who is a skilled speaker or storyteller to help garner support for your plan. They will help others get invested in your program(s) and bring legitimacy to your efforts. As you identify the needs of your campus and challenges your project may encounter, work to match your team members' strengths to achieve optimal experiences for your initiative.
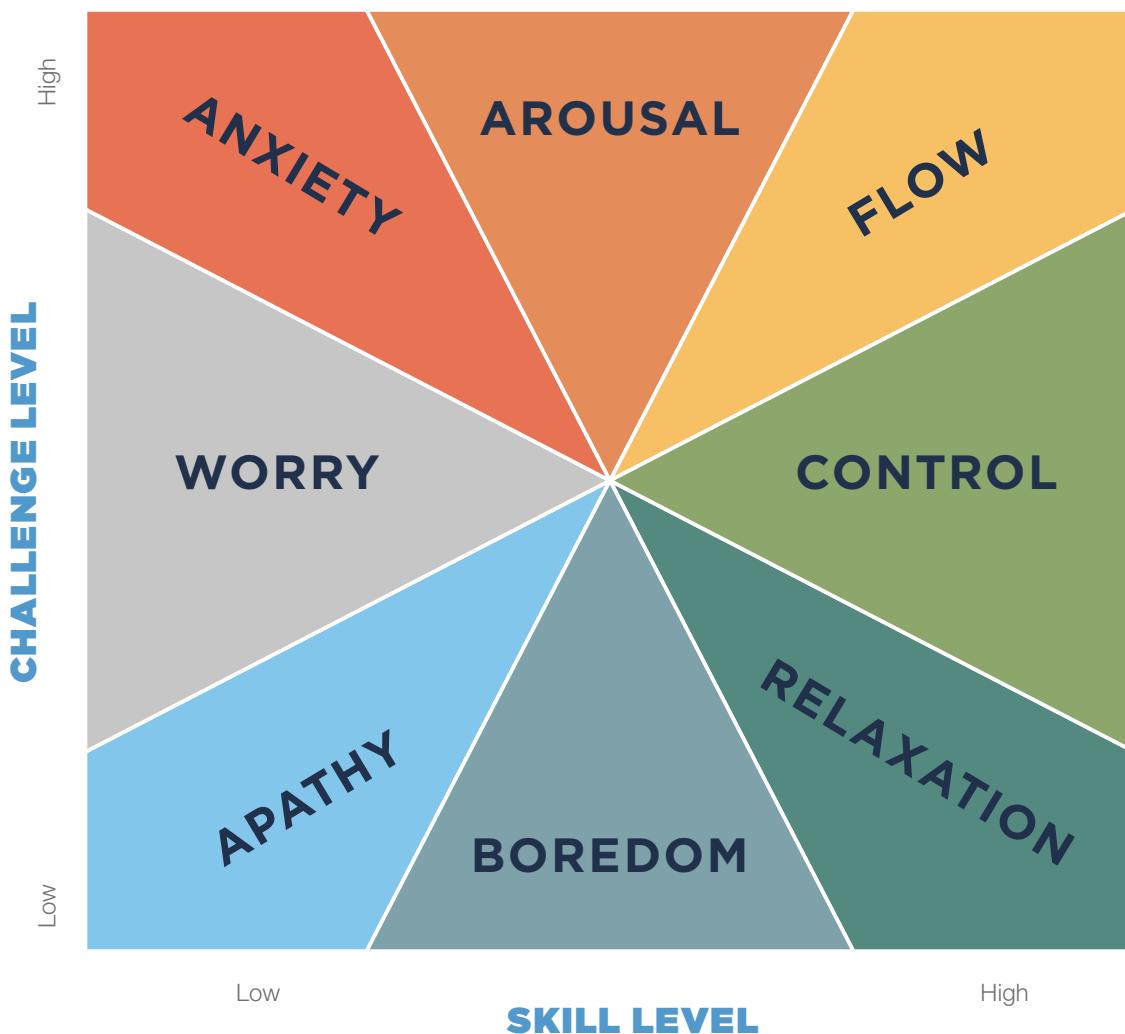
Adapted from: Csikszentmihalyi, Mihaly. Flow: The Psychology of Optimal Experience. New York: Harper Perennial Modern Classics, 2008.

USING STRENGTHS TO GET INTO THE FLOW

What challenges might you face while working on this project? What skills does your group bring and how can you pair them together to achieve the best outcome?

Challenge?	Skill(s) needed?	Who's strong in these skill(s)?

Cultivating Champions across Campus

By completing an ethics and integrity inventory, as well as an assessment of your team's assets and potential challenges, you are also developing an awareness of the entities on campus who either are affected by your initiative or may serve as champions of your efforts. This awareness enables you to identify important stakeholders and earn their support from the beginning. Your team should consider the various departments, programs, or individuals who may be affected by your work, as well as those whose support is vital to your success, and consider how to build strong relationships with these entities. Those whose work is clearly intertwined with your own goals will likely be key players in your implementation process and may serve as valuable collaborators on programming as you move forward. Other areas with indirect connections are still important; however, these may be approached differently.

Once relevant programs and entities are identified, the implementation team should consider how to engage with them in a productive way. One approach is to build an advisory team—a group of individuals that adds value to your initiative and will provide insight into the impact of your efforts across campus as you move forward. This advisory team can come together as a large group on a schedule determined by the implementation team, as a think tank or sounding board as your initiative moves forward. While it may be tempting to include stakeholders on your primary team, you want to ensure that team does not grow beyond its limits and that it maintains an action-

oriented focus. An advisory board allows identified stakeholders to participate in the larger initiative, but does not necessarily come with the expectation of action. These people are charged with coming to the table, providing ideas or critiques of the implementation process, and offering feedback on next steps, as the project grows.

Finally, students are vital stakeholders to any effort to enhance ethics and integrity education on campus. The advisory team can be a natural place to include students. Students may be included in an advisory board alongside faculty or staff, or a separate student advisory board may be formed. Determining the structure should be based on your team's capacity. While students on your campus may have an action-oriented mindset, their time and capacity to engage in event planning and execution, for example, may be limited. Including students on an advisory team allows their voices to be heard, without the pressure of implementing a completely new program. This is not to say that students on an advisory board cannot engage directly in the implementation of the initiative. It is likely that you may have a student who becomes more invested than others, and you may be able to include them in either the planning of a smaller program or entrust to them a portion of the larger initiative. Regardless of how your team includes students, their meaningful involvement is critical. Identifying the right means of engaging students in your initiative requires an awareness of the strengths your students bring and their capacities for engagement.

As you work to build support among key stakeholders and influencers across campus, it is important to ground any requests you make in a recognition of the demands already placed on the faculty, professional staff, and students whom you are inviting to participate. For example, it is common for faculty and staff who hold minoritized identities in higher education to be asked to engage in this kind of campus service more often than their peers. As you work to foster broad participation and representation in your initiative, remain conscientious about how the burdens of carrying out the work are distributed.

Not all stakeholders and potential collaborators will be able to commit to regular advisory committee meetings. For these individuals and offices whose support is important to the success of your initiative, arranging periodic one-on-one meetings can help you build awareness and support for your work across campus. Your core team should divide responsibilities for maintaining these connections based on pre-existing relationships and individual communicative strengths.

"A successful integrity or ethics program in any college or university depends on the ability to build upon existing structures, programs, and resources. Establishing strong relationships throughout a school's existing academic and student affairs programs is essential. These must be true partnerships, however. They cannot simply be instrumental to your goals, but your goals have to aid your partners in meeting their needs as well. Before you start, identify the relevant stakeholders in your institution, meet with them, and listen. Successes you could not have anticipated will come from this.

EDWARD QUEEN
EIP DIRECTOR OF PEDAGOGY

As you build your network of stakeholders and potential collaborators among campus leaders, faculty, staff, and students across campus, it is useful to keep track of these connections in a way that can serve as a readily available tool for your team (See *Social Capital Review* Worksheet). Current core team members can use this type of tool to organize your understanding of your current connections and to strategize the best way forward in implementing new programs or seeking opportunities to enhance the ethics and integrity elements of current programs. Additionally, this tool may can also easily be shared with new core team members if and when your team experiences turnover, supporting the sustainability of your work.

EMORY INTEGRITY PROJECT IN PRACTICE

Initially, the EIP's collaborative efforts focused on faculty and staff who worked directly with ethics and integrity as well as those who had broad access to the undergraduate student population. We began with staff from student affairs who worked with student leadership, organizations, and orientation. These connections provided greater access to undergraduate student programs, student development expertise, and program planning resources. On the academic side, the EIP was led by faculty from the Center

for Ethics. They provided leadership in teaching and research about ethics and integrity. Center for Ethics faculty also opened the door to the academic side of the university, while student affairs professionals provided support in student life outside the classroom. Having leadership from two different sides of campus provided multiple perspectives from which to approach ethics and integrity.

Further, the EIP hosted a faculty advisory committee, as well as several iterations of a student advisory committee. The EIP learned that a committee charge is of utmost importance. The goals of an advisory committee differ from those of a task force, as the committee serves more as an idea incubator rather than as an implementation team. A clear set of shared expectations about

the role of the advisory committees was key, as well as a willingness to adapt the structure when it was not fulfilling the intended role.

In the early phases of the EIP, the student advisory committee was to serve a similar purpose—generating ideas from the student perspective. However, the EIP learned quickly that the student group preferred to function more like an organization with the opportunity to host their own programs, rather than solely providing ideas. Because of this, the student committee shifted after the first year of the program.

Having the flexibility to adjust to the interests and strengths of your stakeholders will help your initiative move forward, rather than be stifled by a committee or group that is not working in the way you expected.

SOCIAL CAPITAL REVIEW

Building on the Team Asset Assessment, this form is meant to be completed collaboratively by your working group.

DEPARTMENT OR OFFICE (AND CONTACT PERSON)	STRENGTH OF TIE (AND CONTACT PERSON)	RESOURCES	INSTITUTIONAL POWER

Adapted from: Krile, James F. *The Community Leadership Handbook: Framing Ideas, Building Relationships, and Mobilizing Resources.* Saint Paul, MN: Fieldstone Alliance, 2006.

CLARIFYING OBJECTIVES

In addition to building a core team and partnerships with key stakeholders across campus, another important early step is to clarify the aims of the project. While there may already be a set of directives based on the origins of the initiative, a clear purpose, mission, vision, and set of measurable initiative-level goals will be useful as the project moves forward. They are necessary for a successful project, not only helping to identify whether or not the project is making progress, but also facilitating your ongoing efforts to generate support and involvement with various stakeholders. Before defining the aims of your particular initiative, examining your current campus context is an important first step.

Examining Context

Reviewing the institutional mission, vision, and values provides a window into the priorities of the university as it relates to ethics and integrity, and it also will clarify the extent to which these issues are core to the institution or are aspirational. Whenever possible integrity programming initiatives should build on the institution's mission and vision. This alignment will create a strong foundation as well as help build long-term momentum and increase support across the university. Moreover, your team's aims should be grounded in your awareness of existing ethics and integrity efforts on your campus both curricularly and co-curricularly. As you contemplate your aims, revisit the Ethics & Integrity Inventory and explore what value you seek to bring to your campus that will complement the aims of the institution as well as its current strengths in the area of ethics and integrity.

As you review your context, it is important to be aware that current campus and national events may also play a role in people's perceptions of new initiatives. Locally, your campus may be undergoing a leadership transition, updates in branding, strategic planning processes, or new construction, any of which can impact the overall campus environment. Awareness of a changing climate will help you develop programs and their timing in a way that aligns with emerging realities and priorities on campus. If the campus climate currently does not allow for such a new initiative based on a major event or update, adjusting the timeline might be in order. If the campus has been in the local news recently, depending on the reason, launching an integrity program may seem reactive and thus spark inaccurate student perceptions. Further, on a national level, news stories that highlight deficits of ethics and integrity are prevalent. Because members of the campus community are exposed to these deficit narratives on a regular basis, a conscientious effort is needed to build a positive, strengths-based program.

As you clarify the aims of your project, it is important to consider what is needed to move from your current campus strengths with regards to ethics and integrity to the vision you have for ethics or integrity on your campus. How will you define your mission and goals in a way that is responsive to your local context? Conducting a needs assessment can help you answer this question. A needs assessment should gauge what is necessary to move from

The EIP experienced changes influenced by institutional context on a number of levels. At the campus level, the university was embarking on a three-year Quality Enhancement Program (QEP), which is a required program for accreditation for Southern institutions, at the same time that the EIP was getting up and running. Coincidentally, the EIP was originally scheduled to begin the same semester the QEP was set to start. Because of the nature and importance of the QEP for the university's accreditation, the EIP chose to delay its launch by one year. The EIP was able to use this delay to take a year to host focus groups, plan programs, and read the campus climate, which was a ultimately more useful than starting at the original date.

Further, the semester prior to the EIP's new launch, the university found itself in the news for several ethics-based issues. Specifically, there was an incident on campus surrounding chalking—students taking chalk to the sidewalks and other areas of campus and writing politically driven messages that were offensive to various groups of people. The following semester, the EIP launched by

the current state of integrity on campus to the desired state. Needs may range from additional support to expand strong programs to reach more students, to creating new programs that take advantage of currently underutilized opportunities to reach students and engage them meaningfully around issues of integrity and ethics. Identifying needs helps you develop a strong rationale as to why the program is necessary and beneficial, which in turn will help you hone your message to key stakeholders across campus.

A needs assessment can also help the initiative narrow its focus. Some campuses find that integrity programming needs to be campus-wide and permeate all areas of the student experience. Other initiatives may find it beneficial to launch the program only in professional schools. Your assessment of what is needed to create the change you want to see on campus should be rooted in engagement with your stakeholders across campus. Beyond the obvious benefits of helping your project develop in a way that is responsive to the interests of colleagues and students across campus, this process also offers an opportunity to bring stakeholders together in conversation about the strengths and opportunities for growth on campus, working to change deficit-oriented narratives around ethics and integrity.

Because the traditional approach is one of deficit, students often view these initiatives as reactive to their own unethical behavior, when in reality the goal may be to leverage their ethical behavior. Using the asset-based model to host focus groups and other conversations with

stakeholders to ask about ideal behaviors, leadership skills, and current program offerings will help the team to understand more deeply the needs of the campus. Additionally, it is important to be aware that the desired changes from the perspective of students, faculty, and staff are likely to differ. Thus, conversations with all players, both in one-on-one and collective conversations, will provide a more accurate picture of the how your project can best effect change on campus.

While a thorough assessment of what is needed to move from your starting point to your desired state is an important part of laying the groundwork, it is important to remember that this is an iterative process. With campuses constantly evolving and the national education narrative regularly changing, needs will shift over time. Thus, willingness to engage in ongoing assessment and to accept feedback throughout the process will help as the initiative moves forward.

Developing Your Aims and Values

Once you have examined your context from several angles, the next step is to sit down with your team to clarify your project's aims and values. This process will include identifying your purpose, mission, vision, and goals, as well as the core values that will guide your efforts to realize these aims (See *Aims & Values Clarification* Worksheet). Whereas statements of mission, vision, and goals are focused more inwardly, your purpose should look outward.[11] It should be an aspirational statement that identifies why your initiative exists. Your vision translates this motivation or why into a description of the end state your

hosting free-standing chalkboards around campus to create project awareness, as well as engage students in ethics and integrity conversations. The chalkboards had an ethics-based question each week, and students were invited to write short responses. However, because of the chalking scandal of the previous semester, the students perceived this initiative as a reactive attempt to create a positive, albeit passive, environment for sharing opinions that was rooted in a judgment of students' integrity. Moreover, the EIP chalkboards were placed on campus during

the fall of 2016 amidst the highly polarized United States Presidential election campaign. Politicized comments proliferated on the boards and impacted students' perceptions of the EIP.

As we learned that the EIP chalkboards were not achieving the short-term goal that motivated them, we also learned the valuable information that the aims and origins of the project were misunderstood by some students. This misunderstanding was able to thrive in part because of the passive nature of the chalkboards— i.e., with each student engaging

with or viewing the boards as they walked by without any direct engagement with the EIP team. We used this new insight to adjust our approach to new programming moving forward, focusing on opportunities to engage students more directly in discussions guided by peers, faculty, and student affairs professionals who were versed in the aims of the project.
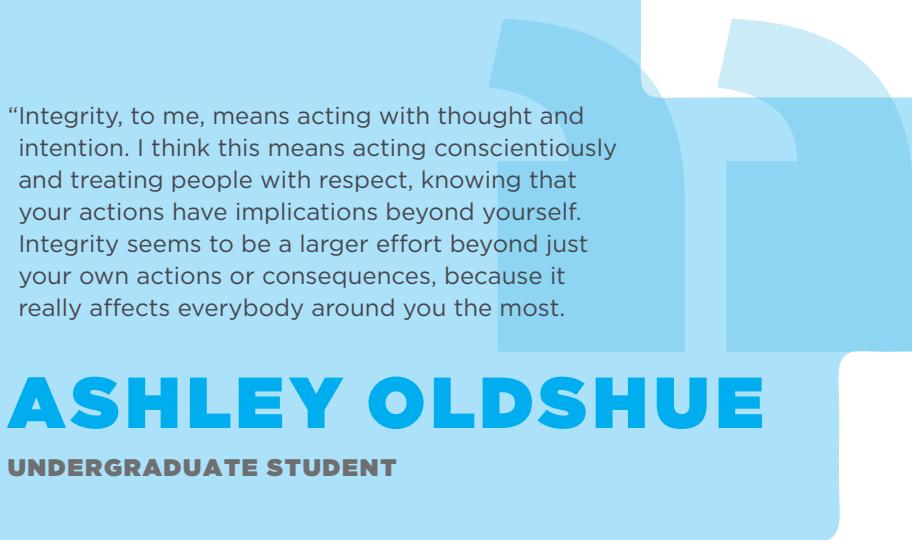
initiative hopes to achieve. Then, the mission identifies what strategies you will use to get to that end point. The mission will help guide your overall programming and set boundaries for collaborations and other opportunities, whereas your goals will break the broad aims of your initiative into multiple measurable long-term and short-term components. Each of these components is informed by the core values or principles that guide your team.

As you develop the language for your aims and values, remain cognizant of points at which it may be useful to engage key leaders or stakeholders at your institution. If your initiative involves a charge or desired outcomes from particular administrators at your institution, these should play a major role in your process. However, if you are starting with a great idea and a blank slate, the institutional mission and vision that you previously reviewed will give your team a starting point. As you begin this process, you will want to consider three core questions: the why, who, and how of the project or initiative.

WHY IS THIS INITIATIVE IMPORTANT?

Many ideas have good intentions; however, they are rooted in the "what," rather than the "why." For instance, starting an integrity initiative because a particular area on campus needs more programming is likely not rooted in a strong "why." It is vital to start with a strong sense of why ethics and integrity are important on your campus and more narrowly why your initiative is important. Your answer to this question should build on the understanding of your local context developed previously through your Ethics & Integrity Inventory and Team Asset Assessment. Drawing on these insights, you are prepared to identify the purpose, mission, vision, values, and goals of your initiative.

Of course, some campus integrity efforts grow out of concerns about academic dishonesty or specific conduct concerns. If you are in this position, it is valuable to consider ways that you might reframe the narrative surrounding your initiative. Your team should consider areas of strength that you may build on, despite the negatively-framed impetus for the initiative.

WHO ARE YOU HOPING TO IMPACT?

Identifying your audience is critical. While many initiatives desire to impact the entire campus community, funding and other resources may create limitations. Thinking about your campus structure and size and the traction that ethics and integrity have on your campus already will help to clarify your target audience. The scope of your intended audience will help to frame your mission. Knowing why your project matters and to whom it matters will allow the mission not only to guide the future of the project, but also will help your audience understand your purpose more readily.

From the asset-based lens, considering your audience can be tricky. It is easy to automatically identify the populations that will latch on to a program like this quickly and to stop there. However, the strength and impact of your initiative will benefit from a broader approach. The asset-based approach looks to the desired audience and acknowledges the strengths of that current audience, rather than focusing on their deficits. For instance, if your audience is second-year students, making a list of the strengths of that population, as well as how those strengths will influence your programming efforts in a positive way, will help to clarify your mission and goals.

Your initiative may be expressly curricular or co-curricular, or a combination depending on your campus context. Decisions about the avenues through which you aim to have an impact on campus should be grounded in your assessment of the strengths and opportunities on your campus, and we will discuss programming options in greater depth in the next section. The mission and goals for your initiative should ultimately reflect your decision about the scope of your programming. If you plan to be strictly co-curricular, your goals should not include specific classroom changes, for example. This decision may seem obvious initially, but as the project takes shape, changes in its scope may necessitate that you revisit your mission and goals and revise them to reflect current realities.

As you develop clarity about your initiative's overarching aims, you will need to clarify the short-term and long-term goals that will indicate you are succeeding. These goals will help break down your initiative into smaller, measurable components. Each goal should be specific, measurable, achievable, relevant, and timely (See *S.M.A.R.T. Goals* Worksheet). Your core team should work collaboratively to develop these goals, considering the capacity of the team to achieve each one. Additionally, any individuals involved in assessment of your project should be consulted during this process. They may provide insights into choosing language that will facilitate assessment of your success in achieving these goals. Thinking about assessment early will help you craft a project that will not only succeed, but also whose successes you will be able

to communicate effectively to others, further building support for your initiative and building its long-term sustainability.

The key to the entire process is recognizing that shifting needs, priorities, and realities ultimately shift the foundations created. Any shifts in your overarching mission and goals will also impact your assessment strategy and may diminish the relevance of baseline data collected prior to implementation, minimizing your ability to measure your initiative's impact over time. Thus, it is important to gain as much clarity as possible about the scope of your project and the channels through which it will operate on campus before moving into baseline assessment data collection and ultimately implementation of the project. You must strike a balance between adaptability and foresight.

Creating Common Language

Creating a common language is a central component of developing a shared understanding of your aims and values. As you work to define the aims, scope, and values of your project, it is useful to also define your key terms in succinct ways that will help you communicate about your work with others (See *Defining Your Terms* Worksheet). Institutions grappling with the complex language of virtue might consider reflecting on their traditions, history, and current programmatic trajectories in order to develop a language that conveys their identity. Integrity can assume many meanings that institutions of higher learning can use to focus their self-reflections and to rally students around. Defining integrity should not be an arid academic exercise. It can have enormous institutional value.

EMORY INTEGRITY PROJECT IN PRACTICE

The EIP originated from a grant, and thus the purpose was initially defined through the grant-development process. However, we learned that the language used in the purpose needed to adapt over time. In the grant proposal, the mission of the EIP was identified as "creating a culture of integrity." While a simple phrase, it quickly became a not-so-simple undertaking both to implement and to measure, and thus, the mission had to be adjusted. After a year of preparation, the team re-evaluated resources, feasibility, and measurability of the overarching mission. Because the grant was a three-year process, the team knew it would be difficult to demonstrate a culture shift in a short period of time. Through discussion with our assessment team, we decided to reframe our mission as "fostering a community that embraces integrity," which aligned with the core impetus behind the project while also lending itself to assessment more readily. The EIP did not completely overhaul its purpose; however, it made changes that helped move the project forward, instead of sticking with something that was not going to work in the long-term.

Creating definitions specific to your initiative helps to build buy-in across campus, ensuring that everyone is on the same page about how your project defines ethics, integrity, and/or other key terms. This is an important step, not only because these terms have deep philosophical roots and are subject to varying interpretations, but also because it gives you an opportunity to learn about various perceptions of the terminology you are using in your project and to build a shared language collaboratively. Moreover, framing terms like "integrity" and "moral courage" from a place of asset rather than deficit will send clear messages to the campus community about the stance your project is taking on the topics at hand.

Additionally, the process of building an integrity program is rarely linear, and thus your team will have to think of several areas at one time. As you develop the central language for your project, you should also think concurrently about assessment opportunities connected to these concepts. It is beneficial to explore existing scales designed to measure traits like integrity, as well as measures of moral development, ethical reasoning, and other related tools. It is also valuable to consult with any offices on campus that have conducted related assessments in the past, to gain an understanding of the language that informed any prior assessments and the data that may be available. Considering assessment while developing your language will ensure you are best able to utilize existing tools in your assessment strategy.

EMORY INTEGRITY PROJECT IN PRACTICE

The EIP started as an all-campus initiative, including undergraduates at the main university campus and satellite campus, along with faculty, staff, and all graduate students. However, the team and funder quickly realized that this broad aim was unwieldy and infeasible. Recognizing these limitations, the intended impact of the project was scaled down to undergraduate students at the main campus. Faculty and staff involvement was then cultivated in relation to the central aim of impacting the undergraduate experience at the main campus of the university.

Our mission also initially encompassed a wide array of collaborations and programming across both academic and co-curricular contexts. As we moved into the implementation of the project and learned from our external assessment team more about the most effective avenues to develop our efforts, we revised the scope of our mission. We maintained both curricular and co-curricular elements but shifted our attention more heavily to co-curricular opportunities, which were more abundant and which allowed us to address some relevant programming needs on our campus. For example, we learned that Emory undergraduates were eager for leadership development and mentorship opportunities and designed a new ethical leadership program, not included in the original project proposal, that would connect students with faculty and student affairs mentors among other components. This new program served several aims of the EIP simultaneously—addressing an interest of students, engaging faculty in students' ethical development outside the classroom, and building on the strengths of student affairs professionals in mentorship and leadership development.

AIMS & VALUES CLARIFICATION

You must understand the why, how, and what of your initiative. Building a purpose, mission, and vision that are aligned with values and goals will help build a roadmap with guiding statements for your initiative. The purpose statement is short and inspirational. The mission is descriptive and functional. The vision is futuristic and aspirational. The values and goals help operationalize the purpose, mission, and vision.

MISSION
What do we do?
Who is it for?
How do
we do it?

VISION
What it is our aspiration?
What does
the future
look like?

PURPOSE
Why does this initiative exist?

VALUES
What principles
guide our work?

GOALS
What will
we accomplish?
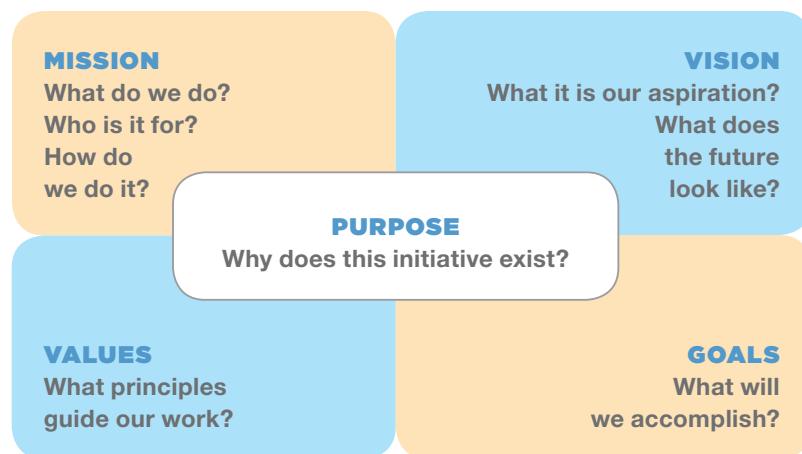
PURPOSE		
Why are we doing this?	Why now?	What inspires us?

Purpose Statement Draft (140 characters or less):

MISSION		
What do we do?	Who do we do it for?	How do we do it?

Mission Statement Draft:

VISION		
What is our aspiration for the future?	How will our campus be different if we are successful?	What is our ideal impact?

Vision Statement Draft:

VALUES & GOALS	
Values	Goals

MISSION	VISION

PURPOSE

VALUES	GOALS

As you move forward, use the other worksheets in this volume on S.M.A.R.T. goals, defining your terms, and developing a theory of change to further hone your project's aims.

S.M.A.R.T. GOALS

Goals are important to make sure you know what your striving for and how to measure success. This worksheet will help you refine the goals you identified in the Aims & Values Worksheet to ensure they are specific, measurable, achievable, relevant, and timely.

S	**Specific**	Make sure your goals are specific in describing what you want to accomplish. **Ask who, what, when, where, and why.**
M	**Measurable**	Your goals should be designed to allow you to **measure progress and success.**
A	**Achievable**	Set realistic expectations for what you can **achieve with your resources.**
R	**Relevant**	Make sure your goals connect to the **overall mission of your initiative or program.**
T	**Timely**	Ensure your goals are set within a realistic timeframe. **Include start dates, end dates, or timeframes.**

EXAMPLE:

Original Goal: We will have new programs right out of the gate.

SMART Goal: We will execute 3 new programs introducing the ideas of ethics and integrity for students within the first two months of our initiative.

WRITE YOUR OWN S.M.A.R.T. GOALS.

Write out your goal.	Is it S.M.A.R.T.?

1

- ☐ S
- ☐ M
- ☐ A
- ☐ R
- ☐ T

2

- ☐ S
- ☐ M
- ☐ A
- ☐ R
- ☐ T

3

- ☐ S
- ☐ M
- ☐ A
- ☐ R
- ☐ T

4

- ☐ S
- ☐ M
- ☐ A
- ☐ R
- ☐ T

CREATING POSITIVE MESSAGING

PUBLICITY AND MARKETING: DEFINING A COMMUNICATION STRATEGY

Large-scale, campus-wide initiatives require a communication strategy complete with publicity and marketing materials. A three-tiered approach works best: examining current campus marketing outlets, engaging social media, and utilizing direct email campaigns.

While this does not exhaust marketing opportunities and we do not claim to be an expert resource on marketing best practices, this approach is a useful starting point (See *Communication Plan* Worksheet).

Gaining awareness of current campus marketing and communication outlets is a necessary first step. Rather than re-inventing a strategy, leverage what the campus already utilizes to work for the project. Further, best marketing practices on a college campus can often be a mystery. Thus, consider what the project may not know about how students learn about events and programs, and ask colleagues and other offices who are known to have particularly effective marketing for strategy recommendations. As you develop your understanding of the marketing and communication support your project will need to be successful, you should consider who on your team is best equipped to take on this type of work and what supports are available to help them be effective.

Provided that students are your target audience, social media is often a necessary means of reaching them. If you do plan to utilize social media, developing a strategy rooted in your local context, including the particular platforms that students on your campus use most regularly, is critical. A poor social media presence at best is a misuse of your team's time that does not produce results and at worst can diminish the project's credibility particularly if a following is established and then your online presence decreases. Therefore, the strategy should include timelines for marketing particular programs, as well as an overall initiative timeline. When thinking about this element, it is a good idea to brainstorm creative ways to leverage social media. Giveaways, prizes for "likes" or "follows," or conversation platforms are all ways your program can utilize social media for your benefit. These efforts also provide an opportunity to engage students directly in getting the word out about your project. Incorporating social media interns into your work can keep your social media presence current while engaging students as ambassadors for your project.

EMORY INTEGRITY PROJECT IN PRACTICE

The EIP worked hard on the front-end to ensure there were clear definitional parameters around what our key words meant to students. Because "integrity" was a key term, making it tangible for our students' everyday language was important. Based on your specific audience, this might be a consideration for your team as well. Thus, we pared down several pages of philosophical definitions to create this overarching language:

INTEGRITY: consistently and reliably acting with honor, humility, and helpfulness.

> This definition is undergirded by three virtues that were selected specifically for our campus context. Each virtue was defined colloquially and helped to create a robust picture of what the EIP stands for. The terms were defined as follows:

HONOR: ethically reliable thinking and behavior, which in challenging situations may require moral courage.

HUMILITY: other-regarding behaviors and attitudes, including respect for and consideration of differing viewpoints, along with an awareness of one's own limitations and imperfections.

HELPFULNESS: an interest in and willingness to assist others in fostering their legitimate goals, interests, or aims.

These specific terms and definitions served several purposes for our project. First, as discussed, they provided parameters for our programming and gave students accessible and relevant language to integrate regularly into conversations. The alliteration of what we called the H3 model (honor, humility, and helpfulness) supported the overall integrity definition, while providing a quick nickname (H3) and simple terms to utilize when marketing. Finally, the terms fit well into our assessment, giving our external assessment team three additional concepts to work with as they measured the impact of our project in the campus community.

"Integrity can be defined as the state of being whole and undivided. I found that to be a very interesting definition as it paints a picture of an individual who is not only doing 'the right thing' but who is doing it in a way that makes them stronger. It takes being able to uphold one's moral principles in everything they do. It resembles honor in that honor is defined as fulfilling an obligation. We can view our set moral principles as an obligation to ourselves and others that we ought to fulfill. That being said, it is important to maintain humility while fulfilling these obligations. Being humble allows an individual to think more of others. With this mindset, it is easier to be helpful, to provide useful assistance to others. With a better understanding of these values, I have been able to become more conscious of my decisions and actions and how they affect others."

FIONA MUIR

UNDERGRADUATE STUDENT
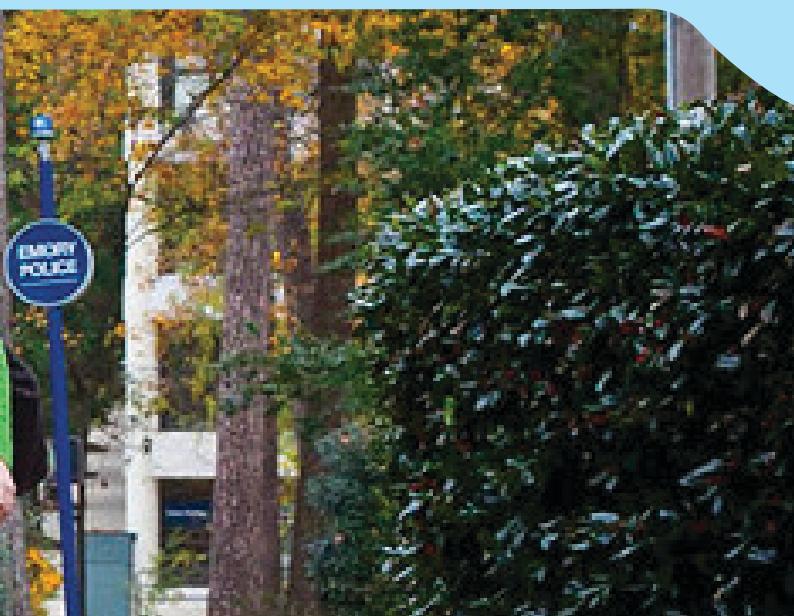
QUESTIONS TO CONSIDER

» What key terms do you need to define? Who is the audience for the messages—faculty, staff, students, and/or other stakeholders?

» What institutional language or terms might you be able to use?

» How will your key terms be integrated into your assessment strategy?

"During the earliest stages of planning the Emory Integrity Project (EIP), we spent a good deal of time contemplating the word integrity. We decided that the term had so many connotations that choosing a central or essential one seemed arbitrary. Instead, we relied on academic tradition and especially Emory's history. First, all institutions of higher learning want to instill honor (and integrity) in their students, and Emory's honor code was undergoing revision when we launched the EIP. Hence, honor seemed a natural candidate to group under the notion of integrity. Second, because the importance of cultivating humility seemed particularly salient for young people today, we adopted humility as another pillar of our integrity formulation. Last, Emory University has increasingly championed a wide variety of programs, groups, and activities aimed at leadership, public support, and community service. The idea of a third "H" as in "helpfulness" to add to honor and humility seemed fitting.

JOHN BANJA

EIP DIRECTOR OF CONCEPTUALIZATION

Finally, developing email campaigns with stakeholders can be helpful, especially for targeted events or charges. Enlisting stakeholders who have influence with key student leaders and other groups comprising your target audience to help you promote your efforts can serve the dual purpose of expanding your project's reach while also cultivating ambassadors for your work among key faculty and staff.

These types of contacts can also be helpful when seeking student nominations or recommendations for programs or events. Stakeholders often enjoy promoting excellent students for new opportunities, and this engagement helps to continue to get the word out about the project via word-of-mouth and email. Similarly, students also enjoy being nominated or recommended for a particular program or experience. Personal emails to your target audiences (student or faculty and staff) are useful in expanding interest and engagement in your project.

It is also important to consider the various ways in which your project will want to have presence on campus. Printed materials, digital ads on social media, and a website are all helpful, but may not all be necessary based on your project. As you gain a fuller sense of your marketing needs, it is important to consider whether you need a dedicated team member for this work. Building a strong graphic presence can help enhance a project's overall success.

TO BRAND OR NOT TO BRAND?

Branding is an important step to consider before officially launching your project. Depending on the scale and scope of the initiative, a specific brand may be necessary to identify and distinguish the project across campus. It is recommended to further consider how the office or department leading the project is already branding itself and whether or not the project's brand should fit into the current branding structure or be unique. Finally, thinking about how to leverage the brand is important when programming and collaborating.

While this may seem like an easy foundational step, your team should think deeply about what this means for the topics you are hoping to engage. Ethics and integrity are topics that can be challenging to market, in part due to the strong history of deficit-based thinking surrounding them. Students may be inclined to disengage when faced with negatively-framed messaging. On the other hand, many college students are actively exploring their values and developing their own sense of personal integrity. Branding strategies that invite students into constructive and relevant discussions about ethics and integrity in their own lives may prove beneficial. Knowing your campus's marketing strategies will help when determining this step, and thinking critically about how you might brand a difficult topic will allow for greater long-term marketing success.

DEFINING YOUR TERMS

Defining the language for your initiative is critical for campus buy-in and understanding. As you develop the mission, vision, goals, and values of your project, take time to define your key terms in a way that will help your project gain traction.

Your terms should be accessible to your audience. Aim for no more than one sentence that uses colloquial language. Concision is key when getting others to embrace a new initiative.

MAIN TERM	DEFINITION
Example: INTEGRITY	Example: Integrity is consistently and reliably acting with honor, humility, and helpfulness.

Supporting Language	DEFINITION
Example: HONOR	

SUPPORTING LANGUAGE	DEFINITION

SUPPORTING LANGUAGE	DEFINITION

SUPPORTING LANGUAGE	DEFINITION

SUPPORTING LANGUAGE	DEFINITION

QUESTIONS TO CONSIDER

» What resources does the campus already offer that can be leveraged to market?

» Can the project include social media as a strategy? Do you have the human resources necessary to accomplish this effectively?

» What types of materials are needed: print, digital, website?

"The tagline 'Fly Higher' has kept ethical standards in the forefront of people's minds. It is also an easy and inspirational message that we can put on posters, emails, and other branding to remind our students and coaches of what we stand for. It helps us think a little more thoroughly about potentially sensitive situations before acting.

AMY BRYANT

HEAD COACH FOR WOMEN'S TENNIS

EMORY INTEGRITY PROJECT IN PRACTICE

The EIP had a specific brand as it launched into campus life. The brand and logo were professionally designed by the campus communications team. When the EIP started its first semester, its logo was everywhere: on flag poles, flyers, chalkboards, tshirts, sunglasses—you name it, the EIP had branded it. The expectation was that a strong presence and heavy marketing would naturally bring people to our events and we would begin to see culture shift within the first year.

However, our assessment data told a different story. We quickly learned two important lessons from the first year of the program. First, students were highly aware of the EIP. They knew our brand and could identify us visually. However, they did not necessarily know what we did on campus, nor did their awareness of the brand entice them to engage with us further. Second, we learned that the strong marketing presence created the opposite of the intended effect. Students began to create their own narratives around why our program existed (e.g., students believed our project was created because of a perception that students do not have integrity, rather than our actual goal of *enhancing* a current culture). Thus, the brand, while creating awareness, did not help our team to control our narrative and had to be re-evaluated. In response, the EIP relegated the brand as supplemental to collaboration and signature programming. The brand later became just a logo to put on events but was no longer concerned with branding the EIP as a project. Instead, the focus turned to collaborative partnerships, which in this context, helped with future event success.

COMMUNICATION PLAN

Properly communicating large- and small- scale messages about your initiative is a key factor for its success. Creating a communication plan at the outset and as you progress through implementation helps to ensure the right people know what is happening. This matrix helps you plan your communication strategy to see how you can tell the story of your initiative.

COMMUNICATION PLAN COMPONENTS

Communication / Action

What are you communicating?

Key Messages

What are your overall topics or talking points?

Audience

Whom is the message for?

Due Date

When is the message going out?

Channel / Sharing Method

How is it going out?

Email, website, social media, etc.?

Communicator(s)

Who is responsbile?

What is each person's role?

BELOW IS AN EXAMPLE OF HOW TO USE THE GRID.

COMMUNICATION/ ACTION	KEY MESSAGES	AUDIENCE TARGETED	DUE DATE	CHANNEL	COMMUNICATOR(S)	NOTES
Example: Initial Program Introduction	- Description of Program - Who is involved - Goals - Contact Information - First Event Information	- Program Stakeholder - Faculty & Staff	- By Sept 1st	- Email - Listservs	- Communications Manager - Leadership Team	People will each do assigned parts and send to comms manager.

Adapted from: Cohen, Dan S., and John P. Kotter. *The Heart of Change Field Guide: Tools And Tactics for Leading Change in Your Organization*. Boston, MA: Harvard Business Review Press, 2005.

USE THE GRID TO BEGIN TO CRAFT YOUR COMMUNICATION PLAN.

COMMUNICATION/ ACTION	KEY MESSAGES	AUDIENCE TARGETED	DUE DATE	CHANNEL	COMMUNICATOR(S)	NOTES
Example: Initial Program Introduction	- Description of Program - Who is involved - Goals - Contact Information - First Event Information	- Program Stakeholder - Faculty & Staff	- By Sept 1st	- Email - Listservs	- Communications Manager - Leadership Team	People will each do assigned parts and send to comms manager.

QUESTIONS TO CONSIDER

» Does the project require its own branding?

» How can the project leverage a unique brand?

» Can branding help your project move forward in achieving its goals?

The ability to break through the stream of announcements, events, academic messages, personal communications, and emails that the average student receives in order to inform them of EIP events and programs was a challenge. The key was to recruit allies—key student leaders and groups, other Centers— and to capitalize on Campus Life's presence in the residence halls. We decided that the programs and other efforts were more important than EIP 'branding' itself, so we deemphasized getting the EIP logo and name out there, and instead focused on attracting students to well-designed programs."

PAUL ROOT WOLPE

EIP PRINCIPAL INVESTIGATOR

LAYING THE GROUNDWORK REFERENCE

Page 35

[11] Kenny, Graham, "Your Company's Purpose Is Not Its Vision, Mission, or Values," Harvard Business Review, September 3, 2014, www.hbr.org/2014/09/your-companys-purpose-is-not-its-vision-mission-or-values.

DEVELOPING PROGRAMMING

This section discusses how to move from laying the groundwork to developing and implementing programming, incorporating a variety of programmatic examples from the implementation of the EIP throughout. The work of building a team, identifying your initiative's objectives, and developing a positive messaging strategy lays the groundwork for you to build on current strengths as you move to develop programming. Decisions about what type of programming to implement, including curricular and co-curricular options, and the extent to which you build on current programming or create new programming should be informed by the foundation of local knowledge and collaboration that you have built.

Revisiting your campus strengths in the area of ethics and integrity provides an opportunity to identify current programs and examine how your initiative can partner, assist, or support current endeavors. Identifying already successful events may open conversations on how to build on those with either increased marketing or other pre- or post- events that provide new space for ethical discussions. Building on current conversations around ethics and integrity can help drive early success. As you explore options for enhancing current programming, you should also consider what new programs can complement existing offerings in ways that use the strengths of your team and campus and align with your mission and vision. In what follows, we will offer examples from the implementation of the EIP in both of these categories.

Whether enhancing an established program or creating a new one, an assessment plan is vital to ensure that programs meet their learning objectives and overall outcomes and to help build a body of evidence that can help you build further support of the initiative. The final section of this handbook discussing assessment planning in greater depth.

As you move through the process of developing and assessing programming, it is important to revisit your aims regularly, to remain flexible and responsive to new challenges and opportunities, and to stay open to new partnerships that will enhance your initiative.

EXPLORING CURRICULAR AND CO-CURRICULAR PROGRAMMING OPTIONS

As your team progresses in the planning of your initiative, you will want to consider whether or not to engage both curricular and co-curricular programming. Based on the work your team has already done in identifying campus strengths, opportunities, and needs, one option or the other may already seem preferable. If possible, for a comprehensive campus-wide initiative, it is ideal to take a combined approach, incorporating the unique learning opportunities afforded across these different contexts in higher education and building on the expertise of faculty and staff working within both of these spheres. However, this is not always feasible, and moreover, depending on your aims and the particularities of your campus, it may not be the best way forward. As the project gets started, the team should consider whether or not a narrower focus or integrated approach is appropriate.

As you consider the programming opportunities on your campus, you may want to explore opportunities in the following areas:
- Existing ethics courses and programs
- Courses required for all students
- Academic integrity code and structures
- Standing committees

> e.g., curriculum committees, diversity and inclusion committees, open expression committees

- Student orientation
- Training for faculty, staff, and/or graduate students involved in instruction
- Training for student employees, including residence life and orientation staff

Like many institutions, Emory requires first-year students to enroll in particular transition courses, one of which is a health course. This course considers the overall health and well-being of first-year college students. The EIP had the opportunity to partner with the Health 100 faculty to edit three weeks of the course that corresponded with the goals of our project: goal-setting, values clarification, and flourishing. This simple opportunity allowed for long-term sustainability and growth for the course, as well as widespread impact for our project as all first-year students were exposed to the curriculum. Programs and courses such as our Health 100 course are easy ways for a new initiative to engage a broad audience, while limiting the work of the campus partner, which is always useful when building bridges."

EMILY FLOYD
EIP PROGRAM COORDINATOR

- Event or course support grants offered to faculty, staff, or students
- Athletics, including trainings with coaches and student athletes
- Common reading program
- Leadership programs
- Community engagement and service programs
- Identity-based centers and programs
- Fraternity and sorority programs
- Residence hall programs
- Student organizations
- Pre-professional programs

> e.g. nursing, medicine, business, law

This is not a comprehensive list, but we hope it gives you a starting point to guide your review of opportunities on campus. As you explore each of these areas, consider: Are there existing programs that already have a strong ethics and integrity component to which your project could offer further support? Are there required courses or training and/or popular programs that reach a high number of students that would be open to incorporating some ethics and integrity-related content in collaboration with your team? Are there particular interests or needs that students have expressed in one of these areas that your team can address through a new program?

Further, as you think about the various ways your initiative will integrate into the life of your campus, your team will need to continue to revisit who needs to be at the table to ensure your work gets into the spaces necessary. For instance, will your team need to engage an institutional curriculum committee if you pursue curricular options? Is there a faculty or staff senate that will need to approve new co-curricular programs? These are just some of the questions your team will discern as you navigate this process; they will help to maintain relationships already formed and build bridges in areas you may have previously missed.

The programmatic opportunities—or interventions—that you choose to pursue should be directly tied to the mission and goals of your project and your vision for the change you want to see on your campus. It is useful to concretize your understanding of the long-term, intermediate, and short-term goals and outcomes of your project, the pathways through which you will achieve these goals (including particular programmatic interventions), and the indicators you will measure to know if you are succeeding. Together these components represent the theory of change for your project (See *Theory of Change* Worksheet). For each component of your programmatic offerings, you should be able to articulate how it contributes to your project's aims. As you adapt to changes on campus and insights from the assessment of your early efforts, your theory of change can serve as a guiding, though adaptable when needed, resource to help you remain focused on how each component contributes to the greater whole.

EMORY INTEGRITY PROJECT IN PRACTICE

The EIP originally aimed to engage a combined approach, programming in both the curricular and co-curricular spheres. Curricular components included small grants for faculty to develop a freshman seminar series, additions to the curriculum for Health 100 (a required course for all first-year students), and the new first-year common reading program.Co-curricular elements included the collaborations with conduct and academic integrity, a wide array of residence hall programming, and support for various service-oriented programs at Emory to name a few.

As the project progressed, the team realized the greatest impact would be through co-curricular areas based on relationships and collaborators. Further, working in the curricular sphere was problematic as we hit several roadblocks based on institutional systems for curricular engagement. Rather than push those curricular components from the original vision that were not likely to be realized, we continued those that were successful and refocused our attention on the co-curricular sphere, including engaging faculty in new ways within co-curricular programming. We opened up the course grant program to consider applications for co-curricular events and programs as well, which renewed interest in the grant opportunities. We also built faculty involvement into a variety of our co-curricular programs in substantive ways. On the co-curricular side, we also adjusted based on what worked and responded to new opportunities, expanding our engagement in training opportunities for staff and students. The common reading program developed into an important co-curricular experience for students, adapted from the original more curricular vision.

QUESTIONS TO CONSIDER

» What are the aims of your project?

» What curricular and co-curricular programs are already established that work towards these aims? How can your team enhance these programs?

» What opportunities exist to build new programming that advances these aims? What is the value added of creating a new program?

ENHANCING CURRENT PROGRAMS

Prior to implementing new programs on campus, examine how your initiative could enhance current programs. As discussed previously, it is important to take a comprehensive inventory of current programmatic offerings that coincide with ethics and integrity. Identify current events and programs that align with the goals of your project and work with stakeholders to enhance those programs to meet new programmatic standards. If there are interventions that already exist on campus that align with the mission set forth by campus stakeholders, then enhancing those interventions is a necessary first step. Enhancing programs can take many different forms. As described above, consider both programs that are focused on ethics and integrity, and those that seem natural places to add, or enhance, elements in the program. Based on each partner's needs and assets, enhancing a program could involve very little investment or a major partnership.

One early step in the program planning process involves determining the desired goals, programmatic outcomes, and learning objectives and how these support the overall mission of the initiative (See *Learning Outcomes* Worksheet). Your mission, goals, and outcomes serve as boundaries for your team, as you collectively make crucial collaboration decisions. Before creating new programs, it is important, as always, to identify relevant campus programs and services to determine if it would be better to enhance an existing program or to create a new program. If relevant established programs are identified, the next step is to evaluate the intended learning objectives and outcomes for the dual purpose of determining how they align with your project's goals and learning whether these programs have been effective in meeting their set outcomes and objectives in the past. This process provides an opportunity to explore collaboratively whether a partnership between your project and each existing

program will be feasible and beneficial to all parties involved. Vital to this conversation is how the established program could be bolstered through your contributions. Enhancing current programs on your campus has the potential to broaden your project's reach by taking advantage of pre-existing connections with students and drawing on the resources available from your colleagues across campus.

The following are examples of various ways the EIP worked with already existing programs and offices to enhance integration of ethics and integrity into their work. These are programmatic highlights, rather than a comprehensive review of all our collaborations. We divided opportunities to enhance current programming into those focused on first-year students, seeking to bolster ethics and integrity discussions among students from their first days on campus, and those that continued these conversations more broadly among all undergraduates. For some programs, this enhancement involved creating new elements or new events. For others, it meant looking at current programmatic components through an ethics and integrity lens. Each required a different level of investment. All of these examples show that you do not need to focus solely on creating new programs to have a positive impact and advance the conversation of ethics and integrity on your campus. In fact, you may be most effective by building on ongoing conversations through current programs on your campus.

THEORY OF CHANGE:

CONNECTING YOUR GOALS, INTERVENTIONS, AND INDICATORS OF SUCCESS

LONG-TERM GOAL

**PENULTIMATE OUTCOME**

THEORY OF CHANGE

As you define your key terms and identify the mission, vision, and S.M.A.R.T. goals of your project, you should also reflect on how these various components combine to clarify the theory of change that will guide your project. Developing a visual theory of change is one method that your program might use to thoroughly think through what it will take to bring about the ethical change that you want on campus. This method is designed to illuminate the step-by-step efforts that it takes to create real, meaningful change: the long-term goals, intermediate and short-term outcomes (or goals), the interventions (whether enhancing current programming or developing new programming) that will help you get there, the assets and other preconditions that will affect your progress, and the indicators that will let you know you are achieving your goals.

INTERMEDIATE OUTCOMES

PATHWAYS TO CHANGE

Using backwards mapping, you'll now create a pathway to change map.

Think of your long-term goal as being the trophy up high on the top of your bookshelf.

- What do you need to do to get it there?
- Who helped you?
- What indicators did you look for on your way to your goal?
- When you sat down at your desk or kitchen table, what there the first steps you took to implement your plan to meet your ultimate goal?
- How is everything connected?
- What informs each new step?
- Where were you starting?
- What evidence do you need to collect before you get started in order to know whether or not you are succeeding in making change?
- What indicators will help you know you have succeeded at each step along the way?
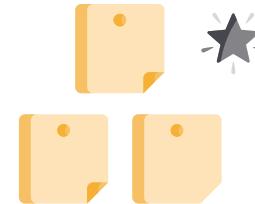
INTERVENTIONS

PRECONDITIONS

⭐ = **INDICATORS**

1. Fill in your goals, outcomes, and interventions

2. Draw arrows indicating how each point connects to other points

3. For each outcome, don't forget to also list indicators

LONG-TERM GOAL:

PENULTIMATE GOALS

INTERMEDIATE OUTCOME	INTERMEDIATE OUTCOME	INTERMEDIATE OUTCOME

INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION	INTERVENTION

PRECONDITIONS
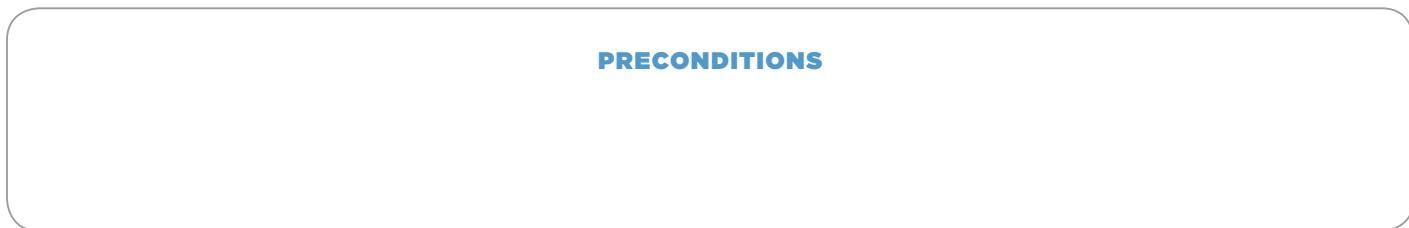
» How do the goals of the broader ethics/integrity initiative align with the objectives and learning outcomes for the existing event or program? How will your team's collaboration in the event affect the outcomes and objectives?

» Do you have established partnerships with the organizers of these events and programs, or do you need to build new partnerships?

» How will responsibilities for the funding, planning, executing, and assessment of the event or program be shared among the partners involved?

» What assessment tools are already in place for the existing event or program? Does the data being collected address the indicators of success your project has identified? If not, can you work with your partners to supplement or amend the current assessment tools to address your indicators of success?

LEARNING OUTCOMES

As you determine what types of programming you will offer, use this worksheet to develop learning outcomes that correspond with your institutional and initiative mission and goals.

LEARNING OUTCOMES MUST BE:

1. Precise & specific
2. Easily measurable
3. Focused on the outcome of the process (NOT the process itself)
4. Connected to programmatic, departmental, or institutional mission, vision, or goals

STRONG LEARNING OUTCOMES ARE:

5. Straightforward & direct
6. Action-oriented
7. Achievable
8. Tailored to each specific program and context

EXAMPLE OF LEARNING OUTCOME CREATION:

INSTITUTIONAL GOAL	OVERALL INITIATIVE GOAL	PROGRAMMATIC GOAL
The University is recognized as an ethically-engaged community.	The project will cultivate a community embracing integrity.	The ABC program will engage students in the practice of shaping the university identity and recognizing their ability to positively impact their community.

As a result of ABC program, students are able to name three aspects of ethical behavior.

Why is it a good learning outcome?				
What is the program or initiative? Who is learning?	Action-Oriented Verb	Action that modifies what students should be able to do	Modifier	Object
As a result of ABC program, students	*are able*	*to distinguish*	*three aspects of*	*ethical behaviour*
Practice!				
What is the program or initiative? Who is learning?	Action-Oriented Verb	Action that modifies what students should be able to do	Modifier	Object

Stewart, T. J. "Learning Outcomes and Closing the Loop: The Key to Successful Assessment in Student Affairs." Lecture presented at the University of Georgia, Athens, GA, Spring 2017.

ENHANCING THE FIRST-YEAR EXPERIENCE

Creating Emory

Creating Emory was a program developed by Emory Campus Life in 2013, which ran for six years through 2018. Each fall as new students engaged in Orientation, they would participate in Creating Emory—a two to three-module program that touched on various issues such as integrity, diversity and social justice, sexual and interpersonal violence, and identity exploration. The purpose and goals of the program changed over time

to meet the needs of the campus community. In its final iteration, the goals of Creating Emory were for students to:

- Describe what they bring to the Emory community.
- Describe what others bring to the Emory community.
- Explain Emory's values.
- Identify circumstances in which to take action as a bystander.
- Identify personal actions to advance social justice.
- Describe the value of engaging in conversation.

Creating Emory was originally developed to address campus issues around racial bias and interpersonal violence. This initial development took place prior to the implementation of the Emory Integrity Project. Integrity and values exploration were included in program content from

the inception of Creating Emory. When the Emory Integrity Project emerged on campus, EIP staff were invited to engage with the program and assist in the development of content around ethics and integrity. From Fall 2016 to Fall 2018, EIP staff were instrumental in creating content around values exploration. This content included values exploration exercises, developing small group discussion questions, and helping frame content around reconciling personal values with our Emory, community values.

ENHANCING THE OVERALL UNDERGRADUATE EXPERIENCE

Residence Life

As one of the largest student employers on Emory's campus, Residence Life was ideally situated to enhance conversations around ethics and integrity across campus by building capacity with its student staff. Efforts began with focusing on training Resident Advisors (RAs) and Sophomore Advisors (SAs) on ethical decision-making in their roles. As the project progressed, training moved from formal presentations to interactive scenario-based training. Ethical dilemmas were presented for students to work through as a group and apply various decision-making skills. Beyond training current staff, Residence Life also began to incorporate questions about integrity for student-staff candidates. Including integrity-focused questions in our interview protocols (e.g., "Tell us what Integrity means to you" and "Tell us about a time when you acted with integrity and what you learned from that experience") highlighted the importance of integrity and gave students a chance to demonstrate how they have acted with integrity in the past. In addition, residence life

"Ethics and integrity have always been woven through everything we do, but the EIP brought it to the surface in new ways. It allowed us to make a big impact with small changes in our current programming. We saw we could improve our trainings, interviews, and programs by more explicitly integrating ethics and integrity. We inserted additional questions in our staffing interview protocols, added integrity-based scenarios and conversations into our trainings, and helped students feel more comfortable talking about difficult situations and decisions. The EIP helped us to look at our everyday work and see how we could highlight the importance and practical nature of talking about ethics and integrity in Residence Life.

ELIZABETH COX

**DIRECTOR OF RESIDENTIAL EDUCATION**

requires RAs to participate in an academic course related to their role. At least one class period was dedicated to talking about ethics and integrity. All of these initiatives help train and prepare staff who work in independent roles with significant responsibilities to act with integrity.

One way Residence Life took ethics and integrity from theoretical to practical was through a more intentional approach in the scenario-based training called "Behind Closed Doors" (BCDs). In BCDs, students enter artificial situations that mimic ones they might encounter in their role. They are able to act out the scenario and practice skills they have learned in supporting students, working with difference, and other challenging situations. For example, a scenario around seeing staff members act in a way that could be considered unethical was added (e.g., consistently missing responsibilities or not communicating with supervisor). Another scenario involved a staff member deciding whether to confront their friend on a possible policy violation. By working through these scenarios in a safer environment, students were able to practice the conversation and reflect after going through the situation. This allowed students to talk with professional staff and their peers about the challenges and approaches to handling a particular situation.

Two activity examples follow: one that new students completed during Creating Emory, and one that student leaders participated in during training.

PROGRAMMATIC EXAMPLE

In addition to academic success, a personal goal I want to achieve this year is...

I want to be known as someone you can count on to/for...

The values I most want to align with my actions are...

A Vision for myself

I chose Emory because...

As I work to build community, I want my relationships with others to be...

I can contribute to building the Emory community by...
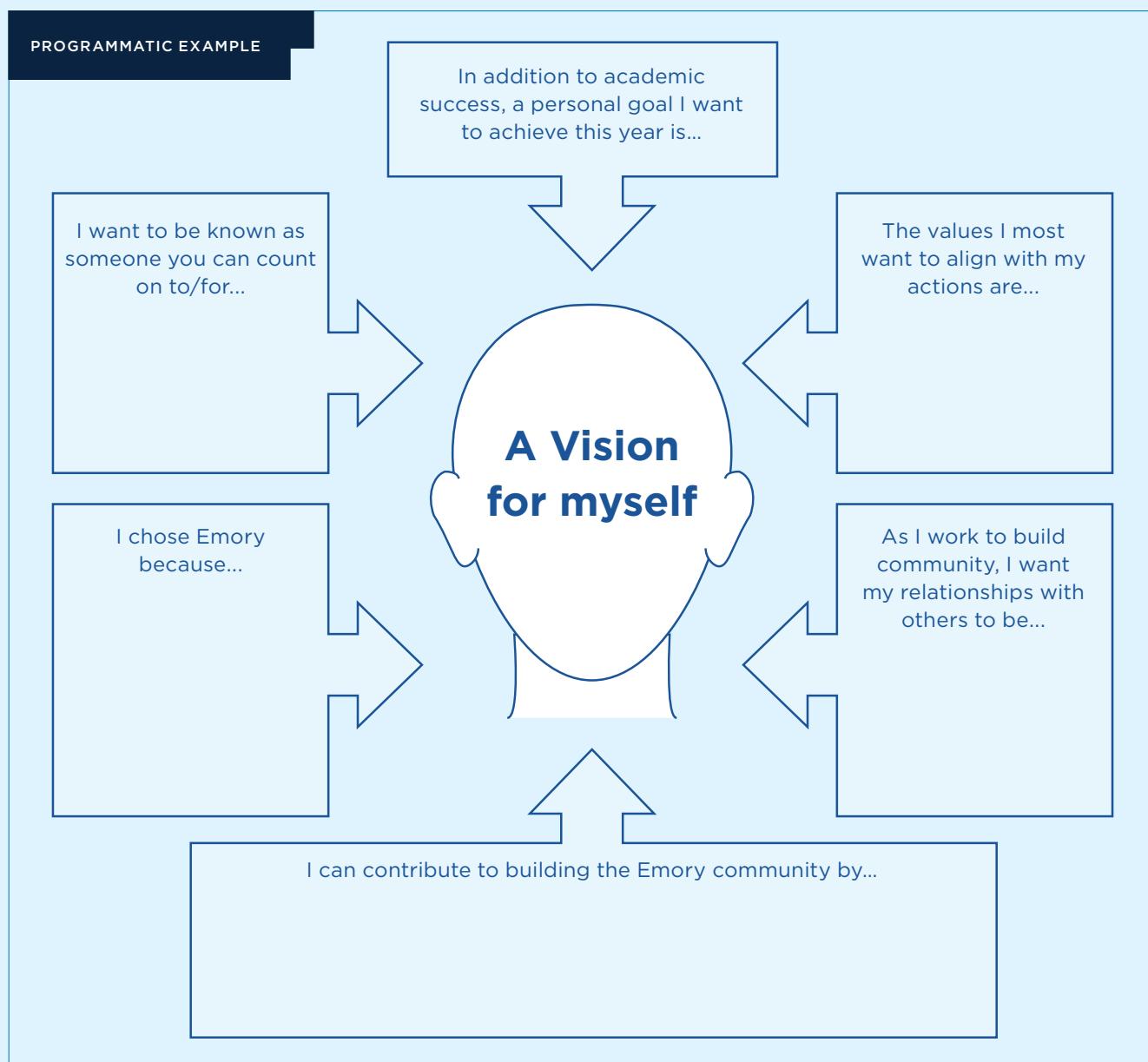
INTEGRITY BASELINE TRAINING 2016

ORIENTATION LEADER – CASE STUDY

There is a large group of people walking to dinner on campus including you, other OLs, and new students. The energy is high and new students are excited and nervous. Two students from your OL group are walking ahead of you talking. You suddenly overhear one of them speaking negatively about another student in your OL group. They mention the person by name and discuss how socially awkward they are, how they hate having to talk or interact with them, and how they're sure this student is going to have a hard time making friends or fitting in. You see that other students have overheard these comments, including the student they are talking about. What do you do?

RESIDENT ADVISOR AND SOPHOMORE ADVISOR – CASE STUDY

You are in the library studying for an exam. You're at a long communal table and several seats over you see one of your residents and a student you've never seen before. You assume the other student is their friend because they are talking, laughing, and seem to be studying for the same class together. It's 11:00 p.m. when you start studying and your student was already there when you arrived. You've been studying for over an hour. You're already exhausted and need a restroom break. When you walk to the restroom, your student and their friend are no longer in their seats, but their bags are still there. As you enter the restroom you see your student and their friend standing at the sink. As you walk in your student is passing their friend a pill and you specifically hear them say, "It won't hurt you. It…" but they stop talking as soon as you walk in. You look away quickly, use the restroom, and return to your seat. Now, what do you do?

DISCUSSION QUESTIONS

What do you say to the students to help them consider:
- Possible consequences?
- Which role(s) they should consider (friend, Emory student, daughter/son/child)?
- How their actions reflect their values?
- The course of action they could have taken, and the course of action they can take now?

Remember to help the students understand the:
- Facts
- Context
- Role
- Analysis of Facts
- Principles or Rules
- Application of Principles or Rules
- Action

Sorority and Fraternity Life

The Office of Sorority & Fraternity Life (OSFL) has traditionally offered various student trainings related to leadership development, risk management, and officer responsibilities. Through a partnership with the EIP, these student trainings were evaluated for their impact and areas of enhancement were identified. To implement new content, EIP staff partnered with staff from the Office of Health Promotion to create and facilitate curriculum on integrity and wellness during the annual Emory Sorority & Fraternity Leaders Retreat and Party with Purpose events.

The EIP presentation at the leaders retreat was a one-off event. The presentation included discussion around values, ethics, and wellness behaviors. It asked students to think of their values as well as the roles they play (whether that be a member of a sorority or fraternity, student, friend, brother, sister, etc.). The presentation then asked students to consider which personal values connect to each role and how sometimes values come into conflict. In addition, the presentation covered topics such as personal brand, organizational brand, and accountability within organizations. As relates to wellness, much of the content was around myths of alcohol use and information about safe alcohol use.

Party with a Purpose was a collaborative event that reframed the risk management training required for fraternities and sororities at Emory. While the event continued to cover policies and important regulations, a large portion of the program was given to exploring personal and organizational values, ethical decision-making, and role modeling among the fraternity and sorority community. Students were asked to think against social norms and to discuss how their fraternal values informed their decision-making as officers. This event was two hours in length and typically included dinner. At least one officer from each fraternity and sorority was required to attend. The session was offered twice to accommodate student schedules. Recommendations for campuses looking to implement this type of program would be to determine how to keep organizations accountable for attending. If an organization does not attend, campuses would need to decide what a makeup session would look like and how to implement it.

Following these earlier trainings, students expressed a desire to continue conversations centered on ethics and integrity within the Sorority and Fraternity life community. Simultaneously, Emory's Alumni office launched a program titled "Dinner with 12 Strangers," whose mission focused on connecting Emory alumni and current students through dialogue. The EIP team viewed this event as a perfect opportunity for collaboration given the desire for continued dialogue expressed by members of the Sorority and Fraternity life community. EIP, OSFL, and the Alumni Office hosted a special Dinner with 12 Strangers that focused on ethics and integrity within the Sorority and Fraternity Life community. This event provided an opportunity for current Emory students to engage with faculty, staff, and an Emory alumnus, a former member of the Sorority and Fraternity life community, about issues of ethics and integrity. This event provides an opportunity to make conversations about ethics and integrity sustainable within the Sorority and Fraternity life community at Emory.

Ethics Speakers, Panel Discussions, and Debates

The EIP also collaborated over its three years with various faculty and programs on campus to foster ethical discourse on campus. These collaborations ranged from co-sponsoring faculty-led events that brought guest speakers to campus or engaged students in dialogue about ethical issues in their field of study, to working with Emory's debate group, the Barkley Forum, to sponsor a series of student debates on a contemporary ethical issues.

The original grant proposed the EIP would host a series of ethics case conversations that would bring faculty and students together. As we solidified our goal of working collaboratively across campus whenever possible, our approach to these events shifted from planning them independently to collaborating with other programs who already had experience bringing students and faculty together and offering co-curricular event funding opportunities to both students and faculty interested in hosting this type of event.

In one early collaboration, we partnered with another long-standing program of the Center for Ethics to host a discussion of a series of brief case scenarios focused on issues on (in)visible disabilities on campus. A panel comprised of a faculty member from disability studies, a campus life leader, and a student interested in these issues led the conversation. The discussion questions about the scenarios brought in the 3H model of the EIP and provided a guiding structure for the discussion during the event.

EMORY INTEGRITY PROJECT IN PRACTICE

A CASE ON (IN)VISIBLE DISABILITIES AND OTHERNESS

THEY, THEM, THEIRS? ZE, HIR, HIRS?

During the summer before arriving for his first year at Emory, Peyton becomes aware of controversial bathroom laws that are sparking conversations about gender non-conformity and trans* rights. After moving to campus, he quickly learns about the practice of asking people for their preferred pronouns during Orientation. Eager to show his acceptance of difference, Peyton quickly makes it his regular practice to ask people he meets about their preferred pronouns and to inform them of his. He begins to notice that some people find this odd or even appear offended when he asks, noting that it should be 'obvious.' Should Peyton adjust his practice of asking for pronouns? Should he avoid asking people whose gender preferences seem 'obvious'? What constitutes 'obvious'? Is asking some people and not others problematic? How should students honor their peers in these circumstances as we seek to create community and a culture of integrity at Emory?

{IN}VISIBLE DISABILITY

A few weeks into the semester, Professor X notices a student in one of her classes and around campus whose behaviors and appearance are familiar to her, but different from many of her other students. This student, Taylor, seems to prefer to be alone or with only one or two other people, rarely speaks in class and is clearly nervous when called on, and seems to regularly flick a pencil and rock a bit when sitting in a chair. Professor X also notices that when Taylor is engaged with others and listening, he prefers to not use eye contact and speaks in a soft voice. He is also usually wearing headphones when not talking with other people. Professor X's course involves a group project.

She notices that another student, Peyton, is in the same group as Taylor and regularly tries to engage him in the conversation, but with little success. These, and other behaviors, lead Professor X to think that Taylor may be on the autism spectrum and not just a shy student. As someone who herself identifies as autistic, Professor X is interested in interacting more with Taylor and sharing her experiences with autism. Is it okay for her to approach this student and ask if he is autistic? What if Taylor does not identify as autistic? What are the implications of assuming a non-visible disability based on a person's behaviors or appearance? How does humility play into the role of Professor X seeking to share with Taylor? Should Professor X also engage Peyton in the conversation to ensure a successful group dynamic?

STARING

One evening, Peyton is walking across campus on his way to a floor meeting at his residence hall. He notices his RA, Frankie, walking ahead of him. Frankie is one of the people who Peyton has gotten to know the best since arriving on campus. He starts to try to catch her attention, but hesitates as she appears to be having a heated conversation with someone, although he doesn't see anyone near her. As they get closer to the residence hall, Peyton notices a group of students from his floor staring at Frankie and whispering amongst themselves. As everyone gathers for the meeting, Frankie continues to appear quite agitated and then abruptly cuts the meeting short. After she leaves, a number of students begin discussing her behavior. Peyton is uncomfortable and unsure of what to do. He came to the meeting hoping to talk to Frankie afterwards and get some advice about how to work with a peer in his group project, and now he cannot do so. He's not sure whom else he can go to for advice, and he is also worried about Frankie and upset by how the other students are responding to her behavior. What should Peyton do? Are the other students' responses to Frankie's behavior justified? One student suggests reporting Frankie's behavior to Residence Life. How can Peyton be most helpful in this scenario?

Case scenarios co-authored by Jennifer Sarrett, Karen Rommelfanger, and the EIP Team

LAUNCHING NEW PROGRAMS

After conducting a thorough inventory of current programmatic offerings, your team may consider launching new programs that respond to opportunities to complement existing programming on campus. Because of the foundational work your team has already done examining your campus context, you likely have identified opportunities to develop new programs that not only complement current offerings, but also are responsive to student interests and community values. Revisit your theory of change and determine if the new programs you are considering are necessary and if they will help you achieve your desired goals. You should ground decisions about new programming in your knowledge of the strengths and capacities of your team as well as campus needs. For example, if your team has expertise in leadership development and community-engaged learning and students are your campus are heavily engaged in leadership or service activities but have limited formal opportunities to engage in discussion of the ethical dimensions of these activities, creating a new ethical leadership or service program may offer immediate value to your campus.

The team will want to ensure new programs develop their own set of learning outcomes and objectives (See *Learning Outcomes* Worksheet), which should be intentional and seek to meet a need that is currently not offered by existing interventions. Depending on the original scope of your initiative, new programs may not be needed after assessing collaborative opportunities to enhance existing programming on your campus. However, if your goal is to create a new program, the following descriptions of some of the new programs launched by the EIP may illustrate the process and demonstrate the various shapes and forms new programs can take.

As you progress through the development and implementation of new programs, you will need to take stock of the existing resources you have to implement these successfully, how responsibilities will be divided among your team, and how you will incorporate these programs into your assessment strategy. Implementing a new program can be a challenging process, and you will likely encounter some bumps along the way. As these challenges arise, revisit your Team Asset Assessment and Social Capital Review and then develop a strategy for how best to respond in a way that matches your strengths and resources to the challenges you are facing (See *Challenge-Asset Matching* Worksheet).

Finally, knowing your campus context also comes into play when considering how best to time events and key dates for your programs. It is important to avoid competing for students with other broadly popular campus events, as well as other programs that target students interested in ethics and integrity-related issues. As you move into event planning, use the connections and knowledge you have built to make scheduling decisions that will help you reach students (See *Calendar Considerations* Worksheet).

As part of the implementation of the EIP, several new programs were created. As with our efforts to enhance existing programs, some new programs targeted first-year students, and other engaged undergraduate students broadly. These programs aimed to respond to opportunities on campus to engage students in new ways on questions of ethics and integrity. While some of these programs faced challenges in building involvement among students, others were successful and are anticipated to be sustained after the grant-funded period of the project ends. In this section, we describe some of these new programs.

"From the beginning of the EIP, one of our main goals was to find ways to engage students in conversations about tough ethical topics. One initial programmatic idea was to create a new series of "case study" conversations that would give students an opportunity to discuss ethics cases with faculty. Over time, we realized that we could achieve the initial goal of this program and reach more students by collaborating with the Barkley Forum, a well-established debate program on campus. Through this partnership, we worked with the Barkley Forum to craft debate topics that highlight significant contemporary ethical challenges, capitalizing on the popularity of debate competitions on our campus to reach more students.

REBECCA TAYLOR
EIP POST-DOCTORAL FELLOW

QUESTIONS TO CONSIDER

» Who needs to be involved for the new program to be successful? What additional relationship building is needed to ensure the success and sustainability of the new program?

» How will responsibilities for the funding, planning, executing, and assessment of the event or program be shared among the partners involved?

» What are the intended outcomes and objectives of the new program?

» How will the new program be assessed? How will this assessment align with and complement other assessment efforts your initiative is undertaking?

CHALLENGE-ASSET MATCHING

Recalling campus assets should be part of your strategy to resolve ethics and integrity programming challenges.

When your team identifies a challenge to integrity programming, brainstorm campus assets that can be models or partners for overcoming the obstacle.

CHALLENGE TO ETHICS & INTEGRITY PROGRAMMING *Example: Students think integrity programming is only about being "in trouble."*	ASSET-BASED SOLUTION *Example: The Athletics program honors athletes who display integrity through a monthly recognition. This model has helped changed the narrative around integrity in college athletics.*

CALENDAR CONSIDERATIONS

When scheduling events or programs, it is imperative to be aware of your institution's academic and social calendar. This prevents scheduling conflicts with institution-wide events. Reviewing the institutional calendar may also provide insight into potential partners who may be hosting similar events and open opportunities for collaboration.

Student culture is also important to consider when scheduling events. Depending on the campus culture of your institution, there may be specific times of the year to avoid programming (e.g., breaks, exams, organizational recruitments, rush) and other times that may elicit increased participation. Once you have determined the best time to schedule your event, reach out to campus activities or governing student groups to request the event be added to a campus calendar.

QUESTIONS TO CONSIDER:

What dates or calendar conflicts will you want to avoid when scheduling the program?

Are there certain times in the semester where your program has a higher likelihood for success?

Are there specific offices and/or student organizations that you will need to reach out to for calendar access?

What is the process for having your event added to a campus-wide calendar of events?

ENHANCING THE FIRST-YEAR EXPERIENCE

Common Read

When the EIP began on Emory's campus, the university had not yet implemented a Common Reading experience. Fortunately, the EIP was a great place to develop this program, as we had the advantage of selecting texts that created clear narratives about ethics and integrity for incoming first-year students. Similarly to many common reading programs across the nation, the EIP selected a text for incoming students, highly recommended the students read the text the

summer prior to their first semester on campus, and then offered various levels of programming surrounding the main themes of the text.

Because the program was brand new, it took time to get it off the ground and weave it into the fabric of the university. In the first year, *I am Malala* by Malala Yousafzai was selected and distributed to all incoming first-year students. Programming surrounding the text included discussions in the residence halls and a campus-wide event featuring Shiza Shahid, the founder and CEO of the Malala Fund, who spoke to students about the power of young people raising their voices.

As the Common Read gained more traction on campus during the implementation of the EIP, the scope of programming was broadened. The final Common Read of the EIP grant, *Just Mercy* by Bryan Stevenson, gained attention of the entire campus community, not just first-year students, and also allowed the EIP to engage in the local and surrounding community for high-impact programming.

Because of Stevenson's work with the Equal Justice Initiative and fairly recent development of the Legacy Museum and Memorial, Emory's proximity to Montgomery, Alabama created an ideal environment for programming.

One example of programming connected to the Common Read included Montgomery Bus Trips led by the EIP. These trips were developed to provide students the opportunity to engage with the issues of social justice, integrity, and human rights addressed in the book through reflection and dialogue. They took students to the National Memorial for Peace & Justice and the Legacy Museum (both created by the Equal Justice Initiative which Bryan Stevenson leads) and concluded with personal reflection time and group discussion on the ethical issues related to mass incarceration.

ENHANCING THE OVERALL UNDERGRADUATE EXPERIENCE

STAND

STAND, another program of the EIP, was developed to expose students to various social justice issues and to engage them in reflection on their relationship to these issues. Addressing social justice issues is a priority of the Emory community; thus, this program resonated with students on our campus. In addition, our campus was particularly interested in exploring the ethical implications of and connection of social justice issues to ethics and integrity.

STAND was developed similar to a "Tunnel of Oppression" experience with different rooms engaging different issues such as neurodiversity, cultural appropriation, undocumented

"[For me] Shiza Shahid's lecture... provoked an intense personal reflection about the power of one voice being larger than we like to imagine. As long as one is willing to use that power in a way that champions evidence, ethics, honor, humility, and helpfulness, I think anyone who is determined and impassioned enough to make use of the power of their voice could be instrumental in inciting change to better the conditions of their fellow human beings.

XAVIER SAYEED

UNDERGRADUATE STUDENT

immigrants, ability and disability, mental health, and reproductive justice. For a program like this, the topics can vary each year. In addition to information and activities on the topic, visual aids or activities help participants explore these issues. Interactive activities ranged from watching videos, writing letters to promote mental health, reflecting on meaningful lyrics from songs, using magnets and dry erase boards for definition matching activities, among others.

> I don't think I really thought about Social Justice Week as anything special before this year, and when I attended STAND I was able to have meaningful conversations with several people that were staffing the stand as well as participating in the exhibit. This diversity of thought and willingness to contribute to the Emory community reminded me of why I need to be a person that demonstrates honor and tries to exemplify it with every discussion or conversation had on important social issues. I initially thought that most people would want to go through the exhibit because of the great giveaways they had, but I was immediately proven wrong when the majority of the people spent a significant amount of time interacting with the exhibit and having meaningful conversations with people around them. I think this exhibit should continue being a part of the social justice week every year as it has proven to ignite honor in students."

MARIANNE BIRKNER
UNDERGRADUATE STUDENT

In each year of implementation, the exhibit began or ended with an "integrity" space in which students could explore their values and/or name figures in their life or in history who exhibited integrity. To improve the program, more explicit ethical or integrity related questions could have been included in each individual room instead of solely at the beginning or end of the exhibit.

We aimed to schedule STAND during Social Justice Week on our campus, and we tried to center the exhibit in high traffic areas on campus to draw more participants. We also created a logo for STAND to be used each year which helped with marketing and branding.

PIP

As mentioned previously, the EIP had several interventions written into the original grant that were modified to fit the needs of the campus during implementation. One of these predetermined initiatives was a Personal Integrity Plan (PIP). The PIP was originally conceived as a document that all incoming first-year students would complete during orientation, outlining their plans to maintain personal integrity as they enter the Emory community. This plan would be a hardcopy document that would live both in the Student Conduct and Honor Code offices. Over

the course of a student's academic career, the PIP would be examined and discussed with the student only if they were found in violation of conduct or academic honesty codes. However, if a student was never found in such a situation, the PIP would never be utilized beyond the first-year orientation.

As the team began to build what the EIP would look like on campus, it was quickly realized that the PIP as written in the grant was not an asset-based way of developing ethics and integrity programming on campus, nor would it likely enhance the current culture of integrity. Therefore, the team modified this new program in two ways. First, we maintained the acronym, but changed the format. We reconceived the PIP as the Personal Integrity Pledge, an online integrity inventory that individual students could take and commit to acting with integrity.

The inventory was designed around the H3 model, and students selected behaviors that aligned with each of the virtues that undergird the project's integrity definition. At the end of the inventory, the student was asked to create a one to two sentence pledge that furthers their integrity endeavors on campus.

Personal Integrity Pledge

The Emory Integrity Project strives to foster a culture of integrity on the Emory University Campus. The EIP defines integrity as consistently and reliably acting with honor, humility, and helpfulness. The Personal Integrity Pledge serves as an integrity inventory, as well as a commitment.

First, consider the following behaviors and indicate which you regularly engage in your daily life.

Now, select the behaviors you wish to continue to commit to engaging in, or will begin to engage in as you continue your academic career at Emory.

For each question, select all that apply.

❑ **CURRENT**

❑ **FUTURE**

Honor: I consistently and reliabilly act with honor by...
❑ ❑ placing a high value on keeping commitments I make to others.
❑ ❑ openly expressing positions congruent with my values.
❑ ❑ respecting others, regardless of whether or not I personally agree with or like them.
❑ ❑ engaging my personal values in decision making.

Humility: I consistently and reliably act with humility by...
❑ ❑ considering the impact on others in my decisions.
❑ ❑ considering the advice of those close to me when making difficult decisions.
❑ ❑ giving credit where it is due when discussing my accomplishments.
❑ ❑ acknowledging my contribution to failure when discussing setbacks.
❑ ❑ valuing self-improvement.
❑ ❑ being an ethical leader.

**Helpfulness: I consistently and reliably act with helpfulness by...**
❑ ❑ treating people with care.
❑ ❑ becoming aware of my own limitations when helping others.
❑ ❑ leaving Emory's campus better than I found it.
❑ ❑ serving others less privileged than me.
❑ ❑ sacrificing time to volunteer.
❑ ❑ doing random acts of kindness.

Finally, as you commit to engaging in these behaviors, in your own words, create your own Personal Integrity Pledge (PIP). This serves as a motto or theme in which you seek to live throughout your daily life.

Your PIP should be one to two sentences and encompass the qualities you commit to adding to the culture of integrity at Emory.

Examples:
- I pledge to live by my values by leading ethically and caring for those around me.
- I commit to humble leadership in order to foster a culture of integrity.
- I will contribute my time and energy to making Emory's campus a better place.

My Personal Integrity Pledge

Name

E-mail

EEGL

The newly revised PIP was a good start; however, our team wanted to take the inventory to the next level, and clarify the asset-based approach. We observed that Emory's students were engaged in a wide array of leadership experiences, yet the campus lacked direct leadership programming open to all undergraduates. This fact created an opportunity to launch new programming that would add value to students' leadership engagement. In response, the EIP developed a three-semester co-curricular certificate called the Ethically EnGaged Leaders program (EEGL). EEGL was able to not only fill that gap, but build a strong foundation to create a long-term, sustainable program beyond the EIP grant. The idea for EEGL grew out of the challenges that arose with the original Personal Integrity Plan idea from the grant. Although EEGL replaced an element of the grant that did not work as well in practice as it did in theory, we were able to incorporate elements of the original grant submission with the EEGL concept through the Personal Integrity Pledge (PIP), that students engage with during their application process.

EEGL aimed at creating a space for students to develop their ethical leadership through a mentoring model. The program includes four primary components: participation in a mentorship experience, participation in ethics and integrity events on campus, completion of an ethics course, and participation in an elective leadership experience.

- The mentoring component connects undergraduate students with faculty and staff mentors. By incorporating faculty and staff, the mentorship element helped to expand the goals of the EIP beyond our reach into the specific spheres of key mentors.

- The course requirement provides students with the opportunity to develop analytical tools that supports their ethical development. The requirement incentivizes participation in the Ethics minor courses and integrity-related courses developed by faculty closely related to the EIP and its goals.

- By incorporating leadership development, the program filled a gap in the current opportunities available to students. As the university's campus life worked toward building leadership development offerings to undergraduate students, EEGL provided a natural partnership with the campus life leadership initiatives, which helped in ensuring a sustainable certificate program beyond the grant.

- The event requirements encouraged students to explore the wealth of integrity- and ethics-related events happening across campus through the EIP and other programs.

As students complete these components, they are asked to submit written reflections through the OrgSync platform, which Emory had recently adopted. The final reflection at completion of the program asks students to reconsider their original goals and what they have gained from participation in the program. Throughout the program, students have the opportunity to discuss these reflections with their mentors, who ultimately sign-off on their successful completion of the program.

While all components are important to the program, EEGL attracted students because of the mentorship opportunity, which paired them with a faculty or staff member to talk about the values that guide their work and the trials and errors of acting and leading with integrity. This, coupled with the fact that EEGL met a need on campus for leadership programming for undergraduates, made the program a signature experience of the EIP, as well as one of the most successful initiatives the EIP developed.

WHAT IS EEGL?

The Ethically EnGaged Leaders Program (EEGL) is a co-curricular program that seeks to promote ethics and integrity at Emory University. EEGL engages students in experiences that support their development as ethically engaged leaders, including opportunities to reflect on their values, goals, and actions with a faculty or staff mentor. The program is open to undergraduate students and must be completed within three (3) semesters of enrollment.

The program includes four primary components:

- Participation in a mentorship experience
- Participation in EEGL cohort & other ethics-related events
- Completion of an ethics course
- Participation in an elective leadership experience

HOW DOES EEGL PROMOTE ETHICAL LEADERSHIP?

Ethical leaders cultivate integrity in themselves and others by consistently and reliably acting with honor, humility, and helpfulness. EEGL seeks to foster ethical leadership by: 1) encouraging students to reflect on their values and the ethical dimensions of decisions that they face in their collegiate experiences; 2) fostering knowledge and skills that support students' efforts to determine and implement ethical courses of action; and 3) promoting the moral courage needed to lead ethically. EEGL mentors support students' development in each of these areas by engaging them in meaningful dialogue about their participation in the program requirements, their written reflections, and their ethical development.

WHAT ARE THE BENEFITS OF PARTICIPATING?

While participating in EEGL, students will receive:

- Credit for many of the out-of-the-classroom opportunities students are already pursuing.
- One-on-one mentoring relationship with an Emory faculty or staff member.
- Opportunities to develop their leadership skills.

Students who complete the program will receive:

- Certificate of Completion.
- Recognition at an awards ceremony.
- Program pin to be worn at Emory's graduation.

FREQUENTLY ASKED QUESTIONS

Q: I have already completed many of the requirements listed for the EEGL program. Can these prior experiences be credited toward completion of EEGL?
A: Eligible courses or electives completed prior to enrolling may be used to fulfill EEGL requirements. However, students must complete the required reflections on these experiences and engage in the required mentor experience and EIP events during their enrollment in EEGL.

Q: EEGL is a three-semester experience. Can I complete the program sooner?
A: Although students may complete many requirements within a shorter timeframe, students must remain in the program for the full three semesters in order to complete the mentorship experience.

Q: What are the benefits of serving as mentor for the EEGL program?
A: Serving as mentors will allow faculty and staff to impact students' development by engaging them in active reflection upon what they are learning about ethical leadership in and out of the classroom, their successes and challenges, and the impact on their values as individuals and leaders. Mentors will also have opportunities to connect with other faculty and staff participating as mentors in the program.

ENROLLMENT

Second- and third- year undergraduate students are eligible to apply. Students must enroll by the fall semester of their junior year.

- Complete the OrgSync *Application Form*
- Complete mandatory EEGL orientation
- Agree to program commitments and expectations

Note: Upon completion of all EEGL requirements, you will be asked to complete a post-enrollment questionnaire.

MENTOR EXPERIENCE

In the first semester of the program, students will identify a mentor, fill out the mentor designation form, and have their first mentor meeting. Students will then meet with their mentor three (3) times per semester.

Note: Your mentor must also verify your completion of required program components reflections listed below.

SEMESTER 1	SEMESTER 2	SEMESTER 3
+ Identify Mentor	+ Mentor Meeting 2	+ Mentor Meeting 5
+ Submit Mentor Designation Form	+ Mentor Meeting 3	+ Mentor Meeting 6
+ Complete the Defining Issues Test & Personal and Social Responsibility Inventory	+ Mentor Meeting 4	+ Mentor Meeting 7
+ Mentor Meeting 1	+ Submit Mentor *Meeting Form* for Sem. 2	+ Submit *Mentor Meeting Form* for Sem. 3
+ Submit *Mentor Meeting Form* for Sem. 1		+ Submit *Completion* Form

EIP EVENT EXPERIENCE

Students enrolled in the certificate are to engage actively in developing the Culture of Integrity at Emory by participating in 1 EEGL meeting per semester and attending three other ethics-related events on campus during their time in EEGL.

ACADEMIC COURSE

Students must complete one (1) course with substantial ethical content, an explicit focus on integrity, or a significant community-engaged learning component with a grade of B or higher. This requirement should be completed by the end of the second semester of enrollment in the program.

- Select and enroll in approved course from course list on OrgSync during Semester 1 or 2 in EEGL Note: To nominate a course not listed, submit a Course Nomination Form for approval
- Submit Academic Course Reflection upon completion of course
- Discuss experience in a scheduled mentor meeting

ELECTIVE EXPERIENCE

Certificate participants are required to participate in one (1) elective leadership experience.

- Engage in elective experience for a minimum of (1) semester
- Submit Elective Experience Approval Form
- Submit Elective Experience Reflection Form
- Discuss experience in a scheduled mentor meeting

I believe that as ethically-engaged leaders, we should have the courage to make tough choices when required and yet be humble and willing to listen to other people's opinions. EEGL provided me the opportunity to learn the necessary theory by taking an ethics class and the chance to practice through the elective experience. I realized that when we are making a decision we should not simply avoid unethical behavior but also show others what the decision-making process looks like to provide an example for others."

AMY L.

UNDERGRADUATE STUDENT

"Evaluating the institution's context was a key consideration when deciding to initiate new programs. Feedback from the external assessment team and evaluations of events showed that students on our campus responded more to issues of integrity rooted in social justice issues. With this in mind, we created both passive and active programs to engage students in the ethical issues underlying social justice issues. As a result, STAND was developed to be a passive program allowing for students to take in and process the information at their own pace, while the Montgomery Bus Trips were structured for students to actively engage with issues of social justice, human rights, and integrity through reflection and dialogue. By using both active and passive programming, we were able to reach students with varying levels of comfort with social justice issues.

QUA'AISA WILLIAMS
EIP ASSISTANT DIRECTOR

Athletics

Developing ethical leadership skills had always been a goal for the Athletics department at Emory. However, having the resources to have formalized programs at the department level had been a challenge. The department began to expand programs in this area with creating ethical leadership workshops. The Women's Tennis Head Coach became the initial champion and liaison to the EIP. The first year began small with a one-hour leadership workshop which included athletes from across all varsity sports. The main focus of this workshop was leading and communicating with integrity. One example of an activity from this workshop is the Team Charter. A Team Charter is a group development activity adapted from the project management world. This tools offered a way for coaches and student leaders to talk about team values, goals, expectations, and communication preferences.

Outside of the workshops, conversations around current events in athletics called "Locker Room Talks" were introduced into both head coaches meetings and Student Athlete Advisory Committee meetings. The conversations allowed coaches and student athletes to talk about current ethical issues in sports.

In the second year, Athletics independently hired a staff member to focus on student-athlete leadership, development, and support. With continued financial and program support from EIP, the leadership workshops were expanded and the locker room talks continued. Student-athlete recognition for positive accomplishments off the court were also introduced called the "Elevated Eagle" award. The EIP was able to help provide support and expand efforts already underway in Athletics to help student athletes grow as ethical leaders.

As an athlete, I am constantly inspired by the impact athletics can have on people. I love hearing about professional athletes or organizations in the news that have supported kids who have cancer, or education or health campaigns. At the same time, I am cognizant of the fact that athletes are also in the news a lot because of domestic violence or drug abuse. I see every day how athletes seem to have a disproportionate influence on society and popular culture. I believe that with this influence, which in my opinion amounts to a leadership position, there is a great responsibility to not only act ethically and with integrity, but to help bring ethical discussions to the forefront, so that others may be inspired to act with integrity. I believe that integrity is contagious, and that acting with integrity in a leadership position helps create a culture of integrity."

BENNETT SHAW
UNDERGRADUATE STUDENT
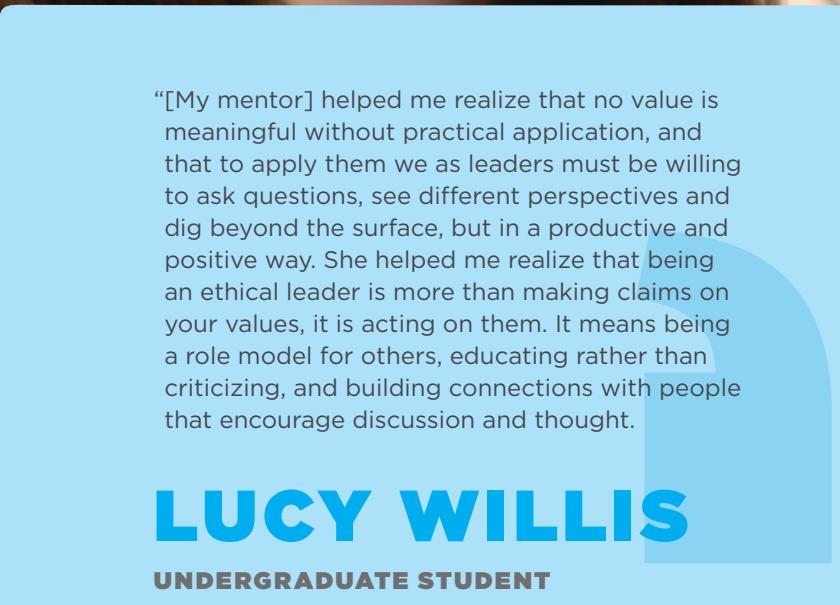
"[My mentor] helped me realize that no value is meaningful without practical application, and that to apply them we as leaders must be willing to ask questions, see different perspectives and dig beyond the surface, but in a productive and positive way. She helped me realize that being an ethical leader is more than making claims on your values, it is acting on them. It means being a role model for others, educating rather than criticizing, and building connections with people that encourage discussion and thought.

LUCY WILLIS
UNDERGRADUATE STUDENT

CREATING A TEAM CHARTER

A team charter is a mutually agreed upon compact which outlines foundational values, expectations, goals, and behaviors for the team. It should be grounded in honor, humility, and helpfulness. It honors the voice of all of members through co-creation. It is grounded in the humility of recognizing the dependence on each other as a team. It helps the group work better together and recognize the needs of all.

STEP 1. Establish ground rules for the conversation.
Make sure everyone has a voice, and decide how elements will be chosen for the charter.

STEP 2. Create clear and concise statements for each box answering the guiding questions.

STEP 3. Decide how this will displayed and shared with all team members. Establish a time to revisit the charter together.

FOUR CORNERS OF A TEAM CHARTER

VALUES

What principles guide us as a team? What do these values look like in action?

EXAMPLE: Honor, Humility, Helpfulness, Respect, Sportsmanship

EXPECTATIONS

What are our expectations of each other? How will we hold each other accountable?

EXAMPLE: Each person will invite at least one person to every home game personally.

GOALS

What will we accomplish by the end of the season? What will we accomplish out of season? How will recognize accomplishing our goals?

EXAMPLE: Our team GPA will be over a 3.75.

COMMUNICATION

How will we communicate with each other? How will we address conflict? What do we need from each other when communicating?

EXAMPLE: If you have a conflict with a teammate, communicate with them directly.

TIPS & TRICKS

+ Find ways to bring everyone into the conversation.
+ Let people offer feedback after the conversation.
+ Be solution oriented.
+ Establish how decisions will be made for final draft (consensus, majority, etc.).

+ Think of conflict as positive and clarifying.
+ Make sure all members have access to the charter.
+ Use your current team expectations, values, and guidelines to get the conversation started.
+ Creatively display and document your charter.

FOUR CORNERS OF A TEAM CHARTER

Values	Expectations

Goals	Communication

ASSESSING PROGRAMMATIC IMPACT

Assessment within a higher education context typically refers to the process of gathering, analyzing, and interpreting data collected about various policies, programs, or services.[12] "Assessment is, in effect, the effort to capture an accurate picture of programs, processes, and outcomes for the purpose of improving practice. By gathering data of multiple kinds and from multiple sources, assessors can create a mosaic to provide a picture of what is happening."[13] Assessment should reflect the intended outcomes of the programs, and so should be part of overall program development.

Implementing a campus-wide initiative comes with a series of challenges discussed earlier in this handbook. When planning to create change, it is important that the program planning be specific and intentional. Some general questions need to be addressed by the intervention development/implementation team from the start:

- Who is the focus of the intervention?
    » Students? Faculty? Staff? The campus as a whole?
- When will the intervention take place?
    » Is there an optimal time? Time to avoid?
    » What will be the duration of the program?
- What type of impact is expected?
    » Awareness? Content knowledge? Behavior change?
- What specific impact do you want to see?
    » If the intervention is effective, what will change, or what outcomes will result?
- How can we demonstrate that we achieved the change/outcome?
    » What evidence will there be, and how will we measure it?

Answers to each of these questions will help guide the development of the intervention and, relatedly, the overall assessment plan, with clear, intended outcomes as a primary focus for all involved. When the focus and goals of the intervention are clear, it is possible to design assessment strategies that will capture the results. An important early step is to identify the resources available to your team for assessment and to develop a shared understanding of key assessment terms among your team members (See *Building an Effective Assessment Praxis* Worksheet).

A note of caution: Campuses are complex places, with a vast array of conditions, influences, and experiences; as such, it is difficult—nearly impossible—to attribute causation for change solely to the intervention being assessed. At best, a carefully and intentionally designed assessment plan can identify institution-level changes that seem to be associated with the intervention. This is why multiple measures are important. Rather than using one strategy or measure to assess results, it is vital to develop a plan that includes measures of different scopes, types, and specificity so that the final analysis can include consideration of all of them together.

This handbook section is a broad overview of assessment considerations for a campus-wide initiative; examples from the EIP have been used to illustrate the points, but good assessment planning is situation-specific and needs to be tailored to the institution and the initiative being assessed. For broader background on assessment practice overall, we recommend you consult a resource such as *Assessment in Student Affairs*.[14]

DEVELOPING THE PLAN

The nature, goals, and intended outcomes of the intervention, as well as the stakeholders and their interests, will dictate the scope and levels of assessment required. The two primary purposes of assessment are accountability and improvement.[15] The EIP, for example, was accountable to the Templeton Foundation for stewardship of the grant funds and fulfillment of the grant objectives, and the assessment team therefore provided reports on the outcomes that were intended to both satisfy the grant requirements and also provide information that the implementation team could use for continued improvement of the project. Defining the needs for accountability and opportunities for improvement are a crucial initial step in developing an assessment plan. Another important consideration is whether the program will be implemented in a centralized way (e.g., from a single office or group) or decentralized, so that multiple units are developing and implementing program elements. Both can be effective, but the considerations in designing an assessment plan will differ.

One other implementation consideration and caution is necessary. Fisher, Smith, Finney, and Pinder pointed out the importance of fidelity in implementation and assessment.[16] This concept states that implementation fidelity "focuses on the extent to which a program is executed as *planned*. Does the *delivered* curriculum/programming match the *designed* curriculum/programming?" (p. 28). The EIP was a constantly evolving program, dependent on so many factors beyond the control of the Implementation Team that it was difficult to have full congruence between the original program plan and what actually transpired. This issue also makes assessment difficult; using program goals or intended learning outcomes as the basis for data collection and evaluation strategies is effective only if the program is delivered as designed. If it is not, the assessment will not align with the program, and the results will be meaningless. As EIP programs evolved, both from planning to implementation and from year to year across the duration of the grant, some parts of the original assessment plan had to be abandoned or changed significantly. At best, EIP assessment data provides a general snapshot of student or faculty/staff experiences, opinions, and beliefs, but it cannot provide a detailed, definitive evaluation of outcomes specifically attributable to the EIP initiative. The broader the scope of any initiative, and the more it evolves over time, the more likely this is to be true.

BUILDING AN EFFECTIVE ASSESSMENT PRAXIS

This worksheet is designed to create common assessment terminology for your project. Before working through this document with your team, you will need to identify the terms that are important for your project's assessment practices. These can include methodological terms as well as key concepts for your project.

METHODOLOGICAL TERMS

Directions: Your team should first brainstorm a list of key methodological terms that are relevant to assessment opportunities for your project. Each person should consider the item and indicate with a short statement their familiarity with each term.

TERMS	I am unfamiliar with this term	I have heard this term before but am not confident in using it.	I feel ok about using this term.	I am very familiar and comfortable with using this term.
Example: **Focus Groups**		I know this is a form of assessment, but don't really know how its implemented.		

_____

_____

_____

_____

_____

Discussion: After everyone has completed the table above, discuss the responses. Why are some terms more familiar than others? What are the gaps in knowledge of these concepts?

Adapted from: Culp, Marguerite McGann, and Gwendolyn Jordan Dungy, eds. *Building a Culture of Evidence in Student Affairs: A Guide for Leaders and Practitioners*. National Association of Student Personnel Administrators. www.naspa.org/publications/books/building-a-culture-of-evidence-in-student-affairs-a-guide-for-leaders-and-p

Directions: Listed below are the same terms related to a building an effective assessment praxis. The group should come to a shared understanding and definition for each term to ensure a good foundation for an effective assessment praxis.

TERMS	YOUR TEAM'S DEFINITION OF TERM	CONTEXTUAL CONSIDERATIONS
Example: **FOCUS GROUPS**	A **focus group** is a gathering of selected participants who engage in a structured discussion with the intent to gather their understandings, feelings, or perceptions about a particular topic or area of interest.	We must be mindful of the setting for our LGBT focus group to make sure it is a place where participants feel comfortable talking about their experiences with faculty in the classroom.

KEY CONCEPTS

Directions: First brainstorm a list of concepts that will be central to your assessment efforts. Refer back to the Defining Terms Worksheet. Each person should then consider each item and indicate with a short statement their familiarity with each term.

TERMS	I am unfamiliar with this term	I have heard this term before but not confident in using it.	I feel ok about using this term.	I am very familiar and comfortable with using this term.
Example: **INTEGRITY**			I have my own personal understanding of this term, but I'm not sure how it can be assessed.	

Discussion: After everyone has completed the table above, discuss the responses. Why are some terms more familiar than others? What are the gaps in knowledge of these concepts?

Directions: Listed below are the same key concepts or constructs identified above. The group should come to a shared understanding and definition for each term to ensure a good foundation for an effective assessment praxis. As part of this process, research existing assessment tools and strategies for measuring this construct.

TERMS	Your Team's Definition of Term (Refer to the Defining Terms Worksheet)	Existing Assessment Tools	Comments on Existing Assessment Tools
Example: **INTEGRITY**			

Elements of the Plan

The scope of the project dictates the scale of assessment needed. For example, in the EIP, the overarching goal was a shift in campus climate regarding integrity. That meant that the assessment team for the project would need broad, institution-level measures, as well as strategies focused on individuals and target groups. The design of the intervention dictated the design of the assessment plan. Similarly, our dual focus on accountability and improvement suggested that it would be useful to have both broad quantitative data and targeted qualitative data.

Data Collection and Management

The assessment activities for the EIP included both quantitative (standardized instruments, locally developed surveys) and qualitative (interviews, focus groups) processes. Because the design of the project was decentralized and evolved over time, there were limited opportunities to collect data that would allow for comparisons of responses from the same individuals. Instead, we designed an approach that involved data being collected at different points in time and with different groups of students, faculty, and staff. These 'snapshots' of data provided the opportunity for exploring campus climate as reflected in perceptions, behaviors, and attitudes throughout the three years of the grant, creating the mosaic described above. Additionally, there was a group of students recruited to participate in a longitudinal study over the three-year duration of the grant; this was the only place that individual comparisons were possible.

Given the array of data collection activities, the sheer volume of data collected, and in the case of the EIP, the involvement of an assessment team external to the institution, the institutional human subjects office was consulted to ensure data management integrity. It is important to work with this office regarding possible ethical concerns such as informed consent, vulnerable populations, confidentiality of data, and data storage.

Data set management is an important consideration for large-scale assessment projects. Where will the data be stored? Who has access? Is the storage system flexible for data analysis? Is the system safe? Each campus has data management guidelines that should be consulted as part of the assessment planning. In addition to storage and safety, decisions need to be made about personally identifiable information. If conducting longitudinal studies, it will be important to pair responses from different data collection points, and the systems for this must be established at the outset. This data management issue should also be discussed with institutional research or human subjects professionals.

Quantitative data. The advantages of quantitative data are that it is relatively easy to collect, can be analyzed using statistical methods, and can convey meaning from a large number of individuals. Additionally, since statistics are the traditionally recognized way to present results, some audiences will expect and appreciate a quantitative element of the overall assessment plan and report. Finally, if the goal of the project is to produce research as well as assessment data, a carefully designed plan can produce results that are generalizable and that contribute to a larger understanding of the effectiveness of the intervention.

Depending on the goals and needs of the project, you have several choices about how to collect quantitative data. You may choose to use a commercially available standardized instrument chosen for this purpose, access existing institutional data (e.g., NSSE, CSEQ, SSI), or develop an instrument created locally for this need. Standardized and existing instruments often offer the advantage of comparisons with national norms or other similar institutions or groups; if the desire is to know where your institution stands in relation to others, or how students who engaged in the intervention differ from those who did not, then standardized instruments are the best choice. Data sets from instruments already being employed by the institution, like NSSE or CSEQ, offer this advantage along with the added benefits that no additional cost is incurred and baseline data may already be available. The decision should rest on whether there are standardized instruments or existing data sets that closely mirror the focus of the program. It is tempting to use data that is already available, or an instrument that is readily available and easy to administer, but if the focus of that data is not a good fit with the project, the data will not be useful in assessing its outcomes.

If the decision is made to develop an instrument locally, then it is important to consider the level of sophistication, validity, and reliability that are needed. If such rigor is called for and members of the planning or assessment team are not measurement specialists, it is advisable to consult with faculty or with professionals from institutional research to partner in developing the needed resources. Alternatively, if the needs are more modest and involve a simpler,

more straightforward set of questions, then the team may decide to develop a questionnaire and administer it through a campus resource such as Qualtrics. If this is the approach chosen, it is wise to pilot it (including data management and analysis) extensively so that it can be refined prior to administration for the project.

EIP quantitative data. For the EIP, it was important that we measure campus climate at the institutional level, and we wanted to be able to make comparisons with other institutions. The focus of the project was integrity, as defined by the components of honor, humility, and helpfulness; therefore, the primary quantitative instrument selected for use was the Personal and Social Responsibility Inventory (PSRI: www.psri.hs.iastate.edu), developed in 2006 for the Association of American Colleges and Universities (AAC&U) Core Commitments initiative.[17] The PSRI instrument is a campus climate survey that assesses the following five core dimensions of personal and social responsibility:

- Striving for excellence: *Having a strong work ethic and a commitment to doing one's best in every aspect of college*
- Cultivating personal and academic integrity: *Acting out of honesty, fairness, and respect for others; includes engaging with formal academic honor codes*
- Contributing to a larger community: *Acknowledging and acting on a sense of responsibility to the local community and the broader society*
- Taking seriously the perspectives of others: *Acting on informed judgments while engaging with diverse and competing perspectives and points of view*
- Developing competence in ethical and moral reasoning and action: *Incorporating the aforementioned four dimensions as part of ethical decision-making*

For the constructs of importance to the EIP, the PSRI was the best choice for an instrument to collect data from a variety of campus constituents: faculty, staff, and students. While the students were the main focus of the initiative, faculty and staff are also important in creating the campus climate, and so they were invited to complete the instrument in the first year of the grant and again in the final year of the grant. Since the interest was in their overall responses, and to preserve anonymity, no individually identifiable information was collected, since there was no need to match scores. Instead, this was an assessment of faculty and staff perceptions at two points in time to explore any general shifts over the duration of the project.

PSRI Examples:

Table 1 shows a macro view of using the overall scoring on PSRI Scales and the percentage of students agreeing or strongly agreeing.

This provides an overall sense that students view these constructs as being important for the campus yet do not see the campus as a place where these constructs are a major focus. This provides information for programming planners to consider when discussing ways to bring about specific changes, both perceptual and actual, on campus.

Another way to use the PSRI is to analyze items within scales. For example, students were asked to indicate which group of individuals they seek out to discuss ethical and moral questions and concerns. To gather perspectives on their responses, we compared Emory responses in fall 2016 to the student responses in the 2007 PSRI national administration involving 23 campuses and more than 23,000 students. On one construct, students cited their peers and faculty as sources of support for discussing moral and ethical concerns; fewer cited senior administrators and student affairs professionals effort (See Table 2).

The PSRI results can be disaggregated to explore responses from particular groupings of participants. These results can be used to focus programming effort (See Table 3).

Table 1. Institutional Focus on *Personal and Social Responsibility Inventory* Dimensions
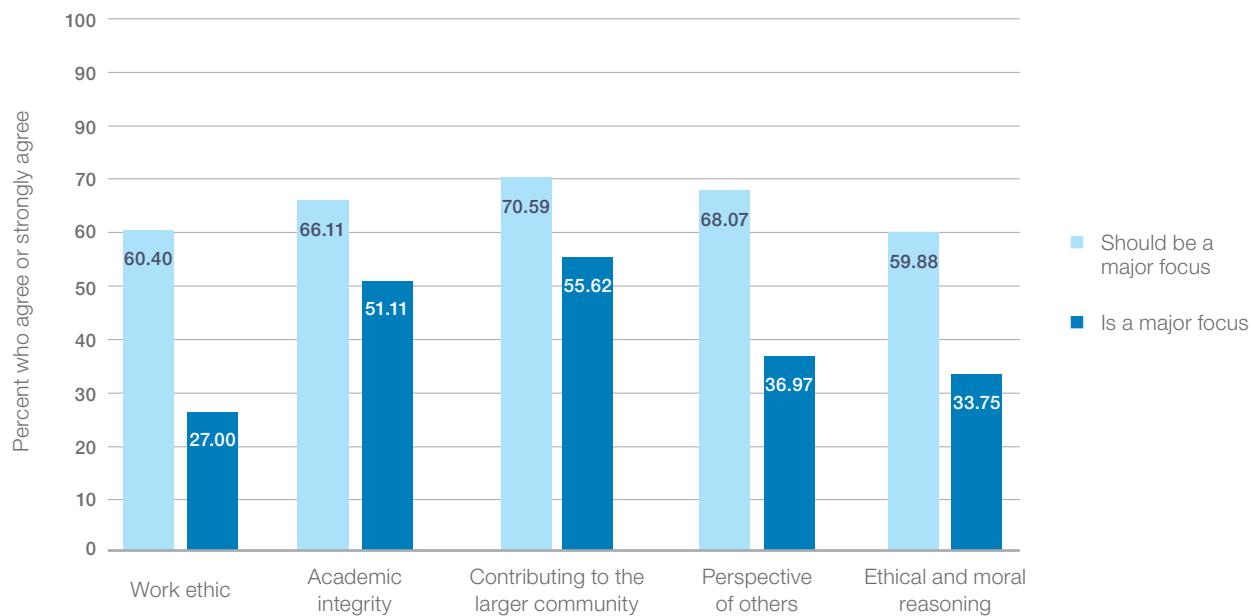
Several elements of the EIP were targeted, for example, at first-year students, so for the three years of the grant, students completed the PSRI after their first year on campus. This provided an assessment of perception from second-year students, but there was no way to know the extent to which those students had engaged in EIP initiatives. As mentioned earlier, a smaller group of students was recruited to participate in longitudinal data collection in which they took a set of inventories repeatedly; for this group, identifiable information could be matched to look at change in scores over time. While it is possible to develop a plan that involves identifiable comparisons over time for a large proportion of students, this is generally logistically difficult and practically not feasible. Both approaches, broad snapshots and longitudinal studies, can play an important role in the overall assessment plan and can contribute to the final mosaic of results.

In addition to campus or group-wide data collection efforts, another useful quantitative assessment strategy involves identifying existing points of data collection and collaborating to include project-relevant questions in them. For example, all first-year students at Emory enroll in a mandatory seminar called PACE and complete an end-of-course survey. Working with the faculty, we were able to add questions related to EIP activity to that survey each fall semester. This provided an ongoing assessment of student perceptions about various EIP programmatic initiatives each year without conducting an additional data collection (See Table 4).

Finally, the EIP was a decentralized program model; while some initiatives were designed and implemented by the EIP staff, there was also encouragement and funding incentives for other groups on campus to develop integrity-related

Table 2: Sources of Support for Ethical and Moral Development

PSRI Survey Item	Percent who strongly agreed	
	Students (Emory, 2016)	Students (National PSRI, 2007)
Students feel they can go to *faculty* to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face.	33.76%	29.8%
Students feel they can go to *senior administrators* to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face.	20.33	25.0
Students feel they can go to *student affairs professionals* to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face.	26.05	28.3
Students feel they can go to *their peers* to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face.	34.38	40.5

Table 3. PSRI Significant Findings by Gender

Variable	Male (N=65)	Female and Transgender (N=86)
Engagement characteristics		
~ Intramural sports	1.52**	1.20
~ Playing video games	1.95**	1.24
~ Watching TV/movies	2.44	2.83*
Striving for excellence		
+ Helping students develop a strong work ethic should be a major focus of this campus.	4.21	4.51*
Cultivating personal and academic integrity		
+ Formal course syllabi define academic dishonesty (including such issues as plagiarism, improper citation of Internet sources, buying papers from others, cheating on assignments or tests, etc.).	4.52	4.79*
Contributing to a larger community		
+ My experiences at this campus have helped me deepen my commitment to contribute to the greater good.	4.35	4.20*

Notes: Means tests computed with t-tests. **$p<.01$, *$p<.05$

programs of their own. The assessment team developed a bank of questions in various formats (i.e., Likert scale, open-ended) that the groups could draw from to add EIP-relevant questions to their evaluations and requested that a summary of that data be sent to the assessment team to include in the overall EIP assessment data.

Quantitative data can provide a broad, comprehensive picture of perceptions, attitudes, beliefs, and behaviors. Quantitative analysis can provide insight into differences between and among groups, changes over time, and the degree of impact. Including well-designed quantitative elements in the assessment plan helps ensure that the end results look both broadly and deeply at the outcomes of the intervention.

Qualitative data. While quantitative data is useful to show the *what*—in numerical terms, whether intended outcomes were met or change occurred—qualitative data adds critical information about *why* and *how* something happened or was experienced. Qualitative data can amplify individual voices and add personal, individual stories that convey the deeper meaning behind the numbers. The most frequently used qualitative data collection strategies are individual interviews and focus groups, but qualitative approaches can also involve observations, reflections, or written responses to qualitative questions (not just open-ended questions that ask for quantitative data, like suggestions or activities, but those that ask about how respondents experienced something, their perceptions, or their rationale for a response). Individual interviews provide

Table 4: PACE Evaluation Responses for EIP Items 1–4

	Question	Strongly Disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Total
1	Since being at Emory, I think more about how to act with integrity.	1.39%	19	4.61%	63	27.01%	369	48.46%	662	18.52%	253	**1366**
2	I feel able to seek help when I encounter an ethical dilemma.	0.88%	12	3.24%	44	20.22%	275	55.66%	757	20.00%	272	**1360**
3	I feel able to offer help to other students who are facing ethical dilemmas.	0.51%	7	1.76%	24	16.45%	224	58.15%	792	23.13%	315	**1362**
4	I am willing to challenge other students who I think are acting unethically.	0.37%	5	2.64%	36	20.63%	281	54.33%	740	22.03%	300	**1362**

opportunities to delve deeply into the experiences and perspectives of that person, unaffected by the experiences of others, while focus groups create dynamic opportunities for participants to interact with each other and react to what others have said, building a more complex picture of the group's perceptions and beliefs. When using either interviews or focus groups for assessment, it is imperative to consider issues of confidentiality and informed consent; in particular, participants need to understand clearly how anything they share will be used and who will have access to the data. Good human subjects practices should always be used, and those engaged in assessment would be wise to consult with the campus IRB office to ensure that appropriate safeguards are in place.

Qualitative approaches add valuable insight into how and why the respondents are affected by the intervention. While they can be more labor-intensive than quantitative approaches, both in data collection and analysis of qualitative data, the resulting depth of understanding is a vital component in a comprehensive assessment project.

EIP qualitative data. For this reason, assessment of the Emory Integrity Project included numerous interviews, focus groups, and open-ended questions that were added to quantitative data collection. In general, data analysis was conducted through a constant comparative process and included multiple researchers involved in each step of the analysis to ensure inter-rater reliability.

In some cases, qualitative data was 'quantitized' and presented as percentages. For example, one open-ended question on a survey asked if there was anything else the students wanted to say about academic honesty at Emory; to convey the results, the responses were coded and reported in terms of the percentage of responses indicating a specific thing, e.g., xx% of students mentioned the importance of faculty members in the academic honesty process.

Two large qualitative components in this assessment included a data collection from new students at orientation and each semester's interview data from Resident Advisor (RA) meetings with their residents. In both cases, data collection was already in place at these program points; the assessment team worked with campus partners to refine the questions and to obtain the data, which were also being used for those programs' purposes.

Orientation: Orientation included a session for all students that was co-created with EIP staff and designed to introduce the importance of integrity at Emory. Students then completed a written activity with response stems such as "I want to be known as someone…" (See p. 65). Responses were coded as being indicative of honor, humility, helpfulness (H3 Model of EIP), or integrity. This was another example of quantitizing qualitative data. Next, the same data was analyzed using constant comparative methods to explore themes across the responses, and year-to-year comparisons were also possible. Table 5 shows an example of data analysis comparing three years of data collection.

Notable changes:

- The percentage of students indicating *humility* in their responses to "In addition to academic success…" **decreased** from approximately 18% (in 2016) to 5% (in 2017).
- The percentage of students indicating *integrity* in their responses to "I want to be known as" **steadily increased** from approximately 11% (in 2015) to 13% (in 2016) to 15% (in 2017).
- The percentage of students indicating humility and honor in their responses to "Values I want to align with…" **drastically decreased:**
    - » *Humility* responses decreased from approximately 27% (in 2016) to 4% (in 2017)
    - » *Honor* responses decreased from approximately 31% (in 2016) to 12% (in 2017)
- Encouragingly, the percentage of students indicating *helpfulness* and *integrity* **increased** in their responses to "Values I want to align with…":
    - » *Helpfulness* responses increased from approximately 28% (in 2016) to 38% (in 2017)
    - » *Integrity* response increased from approximately 31% (in 2016) to 38% (in 2017)

RA meetings. Each semester, Resident Advisors (RAs) are required to meet individually several times with each of their residents and to include specific, designated questions in the conversation; a process was already in place for them to compile what they heard related to those key questions. Similar to other examples, the EIP assessment team was able to add a few questions to these meetings and then used constant comparative analysis to explore themes in the responses. It is important to be clear about the focus of the questions that are added on to existing data collection points. These questions were about awareness of and participation in EIP programs, as well as about thoughts and ideas about the concept of integrity; they were not an assessment of residence life, programming in the halls, or anything specific related to the residential experience. This is an important consideration when asking campus partners to collaborate with you on data collection. Also, since RAs were already having meetings with their residents, nothing was being added to the job tasks for those individuals.

Table 5. Coded Responses to Vision Activity, 2015-2017

Percent of *Vision for Myself* responses indicating Helpfulness, Humility, Honor, or Integrity

In addition to academic success…   I want to be known as…   Values I want to align with…   I can contribute

■ Helpfulness   ■ Humility   ■ Honor   ■ Integrity
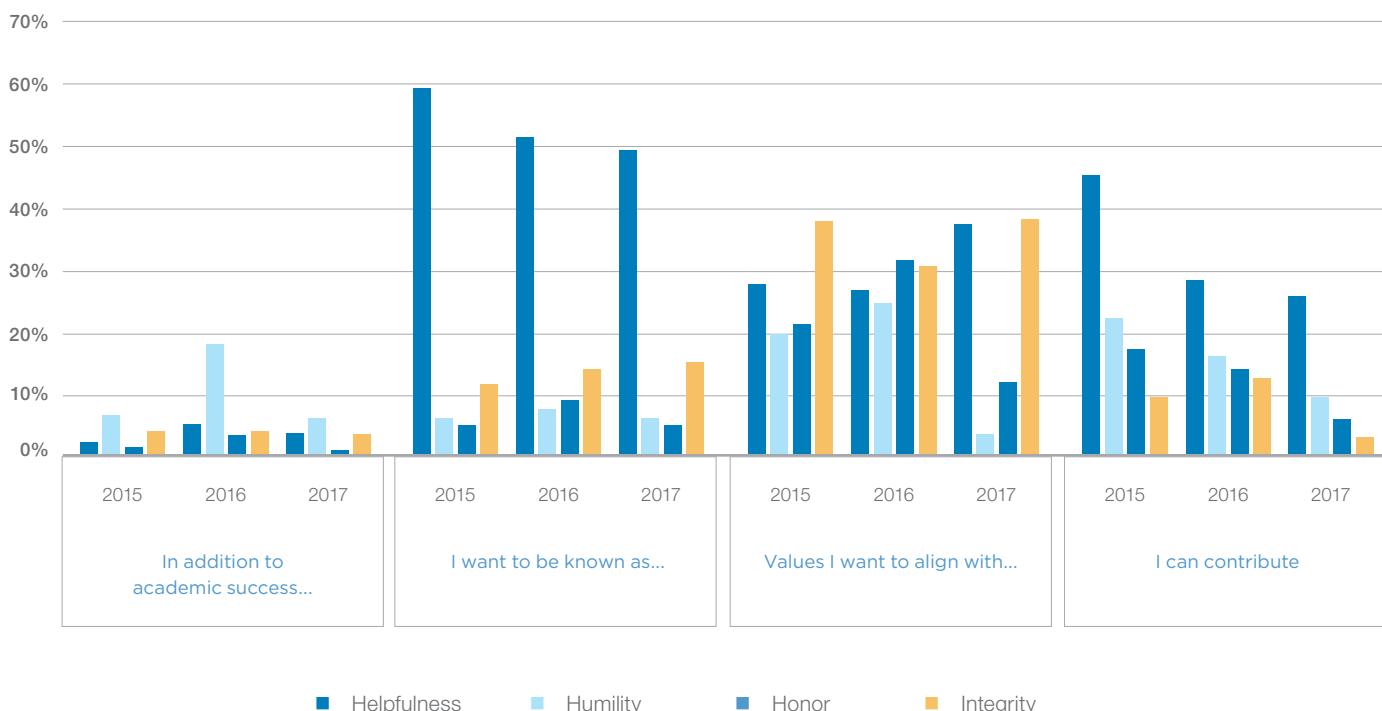
An example of the data analysis from this process in year two of EIP was the following:

QUESTION: WHAT DOES INTEGRITY MEAN TO YOU?

Theme #1: Honesty; Truthfulness

411 coded responses – 33.39%

This theme is straightforward and is most abundant, with over one-third of responses captured. Often, respondents simply used the word "honesty" alone as their response to what integrity means. References to "truthfulness" or its opposite, "not being dishonest," were also coded within this theme. Occasionally, respondents described examples or scenarios of not cheating on tests.

Theme #2: Commitment to personal values; congruence between values and behavior

290 coded responses – 23.56%

Respondents indicate an understanding of integrity to mean the identification of values that are personally important and adherence to said values. Within this theme, respondents suggest *action* aligning with values, not merely the values' presence alone. Respondents used phrases such as "having good morals and applying them to your decisions," and "applying your values in everyday life," and "acting with your morals in mind."

Theme #3: Ethical Actions for the Sake of Being Ethical

175 coded responses – 14.22%

In this theme, respondents indicate behaviors and actions that are moral, just, and selfless—not in exchange for favor or reward. The most common phrases used within this theme were various iterations of "doing the right thing when no one is watching." Other versions include doing the "right thing" despite challenges or "even if it's not easy."

Theme #4: Commitment / Follow-Through with Promise

55 coded responses – 4.47%

This theme was not as present as the others but showed up often enough to warrant recognition. Phrases coded within this theme most often included iterations of "sticking to my word" and/or "doing what you say you are going to do."

Uncoded Responses (approximately 25%)

Many students responded with either the exact phrase or vague iterations of "doing the right thing." While encouraging, the data do not provide evidence of any follow-up to the

> It was important for the EIP to accept early on that ongoing and regular assessment was key to moving the project forward in positive and productive ways. Throughout the project, assessment was seen as a necessary element to its success. It enabled us to assess our successes and challenges basically in real time and to make data driven changes and alterations in programs in ways that directed our time and energies in the most productive and positive ways."

EDWARD QUEEN
EIP DIRECTOR OF PEDAGOGY

response to extract nuance on the meaning of *doing the right thing*. This may be due to haste in answering the question, or awkwardness in presenting a question that felt random among the set of interview questions.

Focus groups. Focus groups were used to listen to various groups of individuals across campus who should have or could have had involvement with EIP programs, or insights into the campus climate. Given the focus on integrity, the student focus groups conducted for EIP included members of the student judiciary, student organization leaders, leaders from fraternity/sorority organizations, students from identity groups (e.g., LGBT, multicultural, women), and students involved with the Ethically EnGaged Leaders Program (EEGL). Additionally, focus groups were conducted with the Faculty Advisory Board of EIP and other interested faculty, as well as with the EIP implementation team itself.

Program specific assessment. EIP was a campus-wide initiative, but it involved a number of smaller-scale programs—both those created by the EIP staff and others developed by other campus units. Such smaller-scale programs can be assessed in more typical ways, such as end of program written evaluations that are completed by participants. In that case, it is possible to more directly assess the outcomes from the specific program, since the respondents are those who have engaged in it. Several of these more focused activities were embedded in EIP and were assessed separately.

STAND. Emory Integrity Project staff sponsored a social justice program in the student center featuring interactive and passive displays as part of a walk-through exhibit created by students from diverse communities.

The displays were organized around minoritized populations and the relationship between integrity and social justice activism in support of these populations. They addressed immigration, neurodiversity, diverse forms of music, (dis)ability, and national origin, and culminated with a board where participants 'voted' for historical figures who epitomized integrity (e.g., Mahatma Gandhi, Rosa Parks, Harvey Milk). After walking through the exhibit, participants were invited to complete a brief evaluation form focused on the intended outcomes of the program. Data collected in this assessment form were analyzed to identify themes in participants' reactions to the program.

Ethically EnGaged Leaders Program (EEGL). This certificate program was designed to provide a unique and valuable experience for students and to contribute to the goals of the EIP. Students opted into the program and engaged in a variety of ethics-oriented activities, including a mentor relationship with a faculty or staff member. Since this represented a group of students who were invested in learning about ethics and leadership, they provided an important opportunity for targeted assessment. The EIP assessment team, in cooperation with the EIP implementation team, created an assessment plan for students enrolled in EEGL. The students in the program completed the following surveys: demographic and leadership behaviors survey; the Defining Issues Test, Version 2 (DIT2); the PSRI; and several reflective activities. There were approximately 20 students in this program each semester, so having multiple assessment points was important for evaluating the program as well as for generating data to contribute to the overall EIP assessment. In addition, results of the individual surveys and inventories were provided directly to the student participants so they could learn from their own responses, in comparison with the group. (NOTE: Additional IRB processes were necessary for this type of assessment in order to assure compliance with human subjects consideration and regulations.)

ADDRESSING CHALLENGES

Assessment is never easy, but it is crucial to understanding if our work achieves the intended results and, if it does not, to understand how to improve it. Many challenges are avoidable or manageable with careful planning and forethought; others are inherent in the situation or context. Assessment of the EIP came with some specific challenges in both design and implementation. The grant funder required, as an element of the grant proposal, the inclusion of an assessment team made up of members external to Emory University. As Burr, Wallace, and Dean pointed out, "External assessment strategies have clear advantages, [but] they also present some distinct challenges to both the external assessors and to those internal to the project itself."[18] The external assessment team for EIP consisted of faculty and doctoral students at the University of Georgia and the University of Iowa, each selected to bring specific expertise to the project. Those planning campus-wide initiatives should consider who can provide the needed skills in assessment design and implementation, as well as in data collection and analysis using appropriate research methodologies (e.g., skills in management of large data sets, designing questionnaires, writing learning outcomes, running statistical analyses, conducting qualitative analysis). An external assessment team can bring fresh eyes and credibility to the results and reports, while an internal assessment team benefits from knowing the campus, having access to systems, and understanding the context of the project. If an external assessment group is the best choice for your initiative, keep in mind that they will need to be part of planning to ensure that the assessment plan mirrors the elements of the initiatives and is designed to evaluate the intended outcomes. Clear and consistent communication channels should be in place so that they are aware of changes in the initiative or needs for access. However, external assessors should remain largely independent of program implementation to avoid conflicts of interest or undue influence.

In many situations, however—particularly local initiatives that are not grant-funded—the same group will be responsible for creating, designing, implementing, and assessing the project. As noted above, this has some advantages, but the same cautions apply. To be most successful and to allow for effective assessment, the project should be developed in as much detail as possible before implementation, including specific intended outcomes and the measures that will be used to assess them.

While changes will always occur during the life of a project, careful planning at the outset can minimize the derailment to which unexpected changes can otherwise lead.

In this section, we have given an overview of assessment considerations for a large, campus-wide project and have provided examples of what we did for the Emory Integrity Project. No assessment plan is perfect; some of what we planned just did not work, and other parts did not yield the results we anticipated. Changes in program initiatives from year to year, and the changing nature of a campus community, meant that there were limited opportunities to make comparisons over time—which makes it difficult to identify changes or to attribute results to EIP initiatives. Still, by employing the combination of a large-scale quantitative instrument, other quantitative instruments

used with targeted student groups, individual and group qualitative strategies, and program evaluations, we were able to put the pieces together that reflect the climate of integrity at Emory over the course of the grant.

Intentional linkages between the goals and intended outcomes, the design and implementation of the program, and multiple assessment measures will yield results that, taken together, will create a mosaic that conveys a clear and useful picture of the results and effectiveness of the intervention and can in turn be used to improve programs and student learning in the future (See *Closing the Assessment Loop* Worksheet).

CLOSING THE ASSESSMENT LOOP

ESTABLISH PROGRAMMATIC OBJECTIVES & STUDENT LEARNING OUTCOMES (SLOS)

SELECT MEASURES & OUTLINE ASSESSMENT SCHEDULE

GATHER DATA

ANALYZE DATA

USE FINDINGS TO IMPROVE PROGRAMS & STUDENT LEARNING
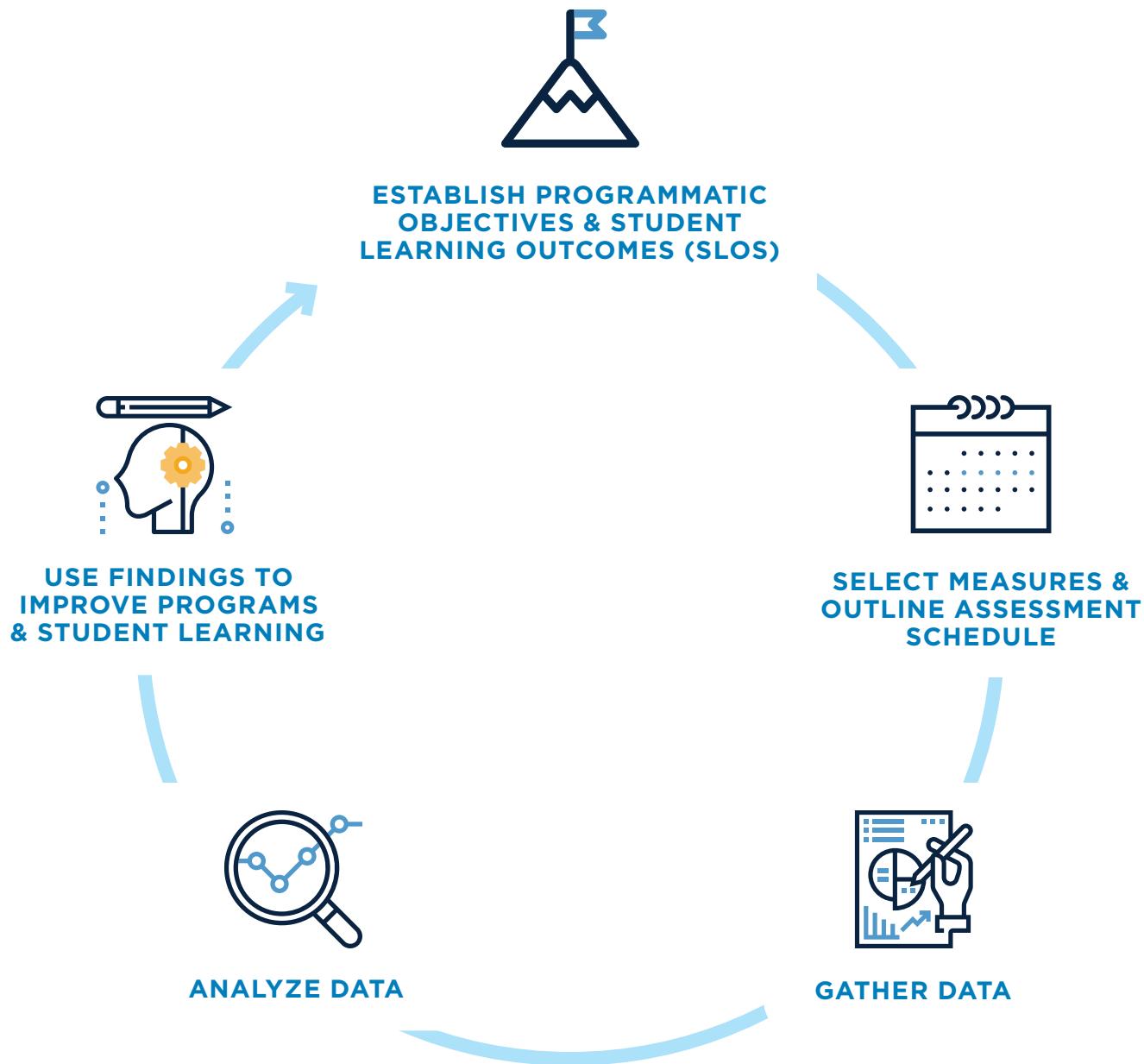
Adapted from: Banta, Trudy W., Elizabeth A. Jones, and Karen E. Black.
Designing Effective Assessment: Principles and Profiles of Good Practice. San Francisco: Jossey-Bass, 2009.

As you develop your assessment strategy, you can use this worksheet to map out your timeline and assign responsibilities among your team.

STAGE	ACTION(S) TO TAKE	DUE DATE	PERSON(S) RESPONSIBLE
Establish Objectives & SLOs			
Select Measures & Outline Assessment Schedule			
Gather Data			
Analyze Data			
Implement Finding to Improve Programs & Student Learning			

ASSESSING PROGRAMMATIC IMPACT REFERENCES

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CONCLUSION

At the start of this handbook, we highlighted the challenges and opportunities that colleges and universities currently face in the realm of ethics and integrity. This handbook presented an asset-based approach to designing, implementing, and assessing ethics and integrity initiatives that respond to these challenges and opportunities. We hope this approach will prove useful in guiding your efforts to enhance programming on your campus.

At Emory, we developed this strengths-based approach over time as described in the examples and reflections offered throughout this guide. As we moved through the planning and implementation of the project, we returned often to discussions of how to ground our work in our campus context. Beginning with individual and community values allowed us to add to the current strengths of our community. We found starting from our strengths helped build positive momentum in the work we were doing. We encourage campuses to utilize their own strengths in order to build on their campuses' values and bring them life.

Several key principles emerged from our experience of building the EIP: starting with campus strengths, prioritizing partnerships, clarifying aims early and often, identifying and evaluating indicators of success, planning for sustainability, and maintaining flexibility. At the core of these principles is the idea of reflecting on what you have, what you need, and where you want to go. We hope the principles help show the way toward creating an inclusive, practical, and meaningful initiative. The worksheets incorporated throughout the handbook can be used to get started in grounding your work in these guiding considerations.

We hope this handbook helps you start new conversations on your campus about ethics and integrity and foster new ideas for how to develop your efforts. We look forward to learning about your initiatives. Please feel free to reach out to us at:

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