



BU Good Work Initiative

Faculty/Staff Tool Kit

Suggested activities for
University Seminar

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Fall 2012

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Overview of BU Good Work Initiative

According to Howard Gardner (Harvard University), William Damon (Stanford University), and Mihaly Csikszentmihalyi (Claremont Graduate University), Good Work is work that is **excellent** (i.e., of the highest quality), **ethical** (i.e., socially responsible), and **engaging** (i.e., personally meaningful). Since 1995, Gardner, Damon, and Csikszentmihalyi have investigated what it means to do Good Work across professions (e.g., journalism, business, genetics, higher education) as well as factors that support and challenge professionals' ability to do Good Work.

Although research indicates that most young people aspire to do Good Work, few know what constitutes Good Work. In addition, technological advances, economic issues, and social expectations pose challenges to students' willingness and/or ability to do Good Work. Furthermore, forces that facilitate the understanding and practice of Good Work (e.g., adult, near-peer, and peer role models) appear to be limited. Sadly, young people often state that they intend to do Good Work once they have achieved their academic or professional goals.

The Bloomsburg University Good Work Initiative is focused on advancing undergraduates' understanding of what it means to do **academic** Good Work as college students as well as identifying strategies and developing resources to advance their ability to achieve Good Work. To this end, the BU Good Work Initiative seeks to find ways to integrate Good Work concepts into curricular and extracurricular activities at Bloomsburg University. In addition, the BU Good Work Initiative strives to strengthen the culture of Good Work on our campus by identifying and highlighting role models of academic Good Work and by challenging students to systematically reflect upon their own academic excellence, engagement, and ethical behaviors.

Members of the University community are invited to join Bloomsburg University's Good Work Initiative. To learn more about advancing awareness and practice of Good Work on our campus—work that is excellent, ethical, and engaging—please contact a member of the Bloomsburg University Good Work Team:

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Overview of proposed program

1. How does this program fit into the Bloomsburg University Good Work Initiative?

- A major goal of the BU Good Work Initiative is to strengthen the community of Good Work on campus. To this end, the Good Work team has created a series of opportunities for first-year students to reflect upon the meaning of academic Good Work, including:
 - The Summer 2012 Freshman Reading Assignment (due August 10, 2012)
 - The Fall 2012 Freshman Orientation (August 24, 2012)
 - A Keynote Lecture and Workshop by Dr. William Damon (Stanford University), an originator of the GoodWork™ Project (October 16, 2012)

- The program outlined below will provide students the opportunity to learn more about and reflect further upon the meaning of academic Good Work during their regularly scheduled University Seminar course. Kindly note that this entire program has been integrated into the Fall 2012 ACT 101/EOP University Seminar course. You are welcome to implement activities and assignments from this toolkit at your discretion.

2. What are the goals of the proposed program?

- To offer a series of three small group discussions in which first-year students will be challenged to reflect upon the definition of academic Good Work and their role models of academic Good Work.

- To use what we learned from the Fall 2011 BU Good Work Initiative pilot study to:
 - address students' misconceptions about what it means to do Good Work as undergraduates
 - emphasize the role of ethics in academic Good Work and strengthen students' moral courage in the face of ethical dilemmas

- To increase the number of quality one-on-one interactions between first-year students and faculty, staff, and advanced students during small group discussions.

3. What will students accomplish during the 3-week series of small group discussions?

Session 1	
Student assignment to prepare for discussion	In-class pedagogy and discussion goals
<ul style="list-style-type: none"> • On-line pre-program survey (See Appendix A) • Essay: “Me at My Academic Best” (See Appendix B) 	<ul style="list-style-type: none"> • Define/describe the 3 Es of Good Work (i.e., <i>excellence</i>, <i>ethics</i>, and <i>engagement</i>), and demonstrate how the 3 Es relate to academic Good Work. • Engage students in a critical analysis of their “Me at My Academic Best” essays looking for evidence of all 3 Es. • Guide students’ reflection on a different time when they were at their academic best -- demonstrated by presence of all 3 Es. • Introduce Assignment 2: “My Academic Role Model”.
Session 2	
Student assignment to prepare for discussion	In-class pedagogy and discussion goals
<ul style="list-style-type: none"> • Essay: “My Academic Role Model” (See Appendix B) 	<ul style="list-style-type: none"> • Review the 3 Es of academic Good Work, and discuss how the 3 Es apply to the selection of academic role models. • Engage students in a critical analysis of their “My Academic Role Model” essays looking for evidence of all 3 Es. • Guide students’ reflection on a different role model (or multiple individuals who collectively serve as a role model) of academic Good Work who demonstrate(s) all 3 Es. • Introduce Assignment 3: “Academic Moral Courage”.
Session 3	
Student assignment to prepare for discussion	In-class pedagogy and discussion goals
<ul style="list-style-type: none"> • Values Inventory (See Appendix C) • Essay: “Academic Moral Courage” (See Appendix B) 	<ul style="list-style-type: none"> • Brainstorm with students about past and future ethical dilemmas in academia that require moral courage. • Engage students in role-playing exercises that allow them to demonstrate how their values translate into morally courageous responses to specific ethical dilemmas. • Guide students’ reflection on how their signature values can translate into not only ethical behavior but also excellence and engagement—in other words, Good Work.

4. *How will students' understanding and retention of the concept of Good Work be reinforced and monitored after the 3-week series of small group discussions?*

	Requirement
Prior to Session 1	Complete on-line post-program survey. (See Appendix A)
Tuesday, October 16th 7pm in Kehr Union Ballroom	Attend William Damon talk. Students will be required to attend and complete a brief survey at the end of the talk. In addition to gathering data for the outcomes assessment of this year's BU Good Initiative, this survey will be used to monitor students' attendance at the talk. (See Appendix D)
Follow-up Assignment	Interview a role model of academic Good Work. Students will interview a role model of academic Good Work at BU, including an examination of how the role model used his/her values to negotiate challenges/obstacles to academic Good Work. (See Appendix E)
Follow-up Assignment	Letter of Advice Assignment. Ask students to integrate the concept of Good Work into a 1-page letter offering advice to prospective first-year students about what it means to do academic Good Work, the role models and resources available to support academic Good Work at BU, and how to overcome challenges/obstacles to Good Work in higher education. (See Appendix F)

Session One: Academic Good Work

Assignment 1:

Part 1: Students complete a brief 10-minute pre-program survey through BOLT (see Appendix A).

Part 2: Students complete a 1 to 2 page essay entitled “Me at My Academic Best.” Students will write about a time in their lives when they had performed their academic best (see Appendix B). Essays will be submitted through BOLT. Students also will be instructed to bring a hard copy of their essay to the next discussion session.

Discussion Session 1:

Part 1: Overview of Good Work concepts

- Students will be asked to recall their Summer Reading Assignment and Freshman Orientation discussion.
 - Do students remember Sam Eshaghoff? Can they retell his story?
 - Note: Faculty/staff facilitator may replay part of the video clip from the Summer Reading Assignment to refresh students’ memories (http://www.youtube.com/watch?v=dfqFEiP10_E).
- Do students remember the 3 Es of Good Work introduced to them during Freshman Orientation? Write the 3 Es on the board and ask students to define them. See definitions provided by the GoodWork™ Project below.

Excellence	Ethics	Engagement
<ul style="list-style-type: none"> • Of the highest quality • Best in one’s field • Technically superior performance 	<ul style="list-style-type: none"> • Socially responsible • Considers the effect of one’s behavior on others • Considers whether behavior harms or helps others • Makes personal sacrifices for the good of others 	<ul style="list-style-type: none"> • Finding meaning, pleasure, fulfillment in one’s work • Sometimes experienced as a state of “flow” in which one can feel: <ul style="list-style-type: none"> ○ engrossed in/focused on a task ○ time flies by or stands still ○ a sense of personal control ○ loss of self-consciousness ○ the task is intrinsically rewarding

- Ask students to think of definitions/examples of **academic** Good Work as students. See below.

Academic Excellence	Academic Ethics	Academic Engagement
<ul style="list-style-type: none"> • Acquiring a deep understanding of course material • Applying knowledge • Mastering information beyond course content 	<ul style="list-style-type: none"> • Doing own work (not cheating, not plagiarizing) • Not providing others an unfair advantage by telling them what is on an exam • Putting the good of the university first (tell professor if someone is cheating) 	<ul style="list-style-type: none"> • Finding enjoyment and meaning in learning, attending class, or completing assignments • Experiencing flow when studying, in class, or completing assignments

- Based on last year’s Good Work Initiative, we learned that many students have misconceptions about the concept of Good Work in general and the 3 Es of Good Work in particular. Below are students’ most common misconceptions about *excellence*, *ethics*, and *engagement*. It will be important to provide constructive feedback to students’ responses to help them clarify the meaning of the 3 Es and the overall concept of Good Work.

Excellence	Ethics	Engagement
<p>Excellence is more than just effort.</p> <ul style="list-style-type: none"> Doing one’s best or trying one’s hardest is not excellence. <i>Brainstorm: Ask students about times they tried their hardest but did not achieve excellence in order to demonstrate this important point.</i> <p>Excellence is more than just meeting minimum expectations.</p> <ul style="list-style-type: none"> Going to class, doing assignments, or staying organized are not examples of excellence. These meet the minimum expectations of faculty/staff/administrators at Bloomsburg University, as students discussed during Freshman Orientation. 	<p>Ethics is more than just making good personal choices</p> <ul style="list-style-type: none"> Prioritizing studying over partying or going to class instead of sleeping in are not ethical dilemmas because they lack social implications. Making good personal choices meets minimum expectations. Therefore, making good personal choices is not an example of excellence either. <p>Ethics is more than just “doing the right thing”.</p> <ul style="list-style-type: none"> Ethical decisions involve “shades of gray”, not black-or-white choices. A behavior may not be “illegal” or “wrong,” but if it harms another person, other people, an institution, or society as a whole, then it is unethical. 	<p>Engagement is more than just effort.</p> <p>Engagement is more than just involvement in university activities.</p> <ul style="list-style-type: none"> While students may experience engagement while participating in university clubs, service organizations, and sports teams, students should focus on <u>academic</u> engagement. <p>Engagement is more than just interest in a topic.</p> <ul style="list-style-type: none"> One can have interest in a topic without finding meaning, fulfillment, or the experience of flow from pursuing it.

- Last year’s Good Work Initiative also informed us that first-year students rarely felt **academic engagement** during their first semester. To help students understand more about academic engagement and why it may be difficult to attain in their first year, faculty/staff facilitators can share the conditions that characterize the experience of flow. Students may be prompted to discuss whether these conditions are present for them as first-semester freshmen and, if not, how they might work to ensure that these conditions are present in the future.
 - Academic flow requires the following conditions:**
 - The academic task does not overly challenge a person’s ability
 - The academic task has well-defined goals
 - The student receives immediate feedback on task progress

IMPORTANT!!! After reviewing the 3 Es and clarifying their meanings, faculty/staff facilitators should emphasize that ALL 3 Es MUST BE PRESENT to qualify as Good Work!

- Example: Sam Eshaghoff demonstrated 2 out of 3 (excellence, engagement) but he was not performing Good Work (he lacked ethics).

Part 2: Students relate Good Work concepts to their “Me at my Academic Best” essay

- To provide a near peer example of Good Work, a Program Assistant (PA) will share his/her “Me at My Academic Best” essay. The PA will point out how the example includes all 3 Es required for Good Work.
 - All PAs will be asked to submit their “Me at my Academic Best” essays, and the Good Work team will choose 1 or 2 to share anonymously across all sessions.
- First-year students will review their own “Me at My Academic Best” essays
 - Students will search for evidence of *excellence*, *ethics*, and *engagement* in their own essays.
 - Students will highlight and label the Es as they identify them in their own essays.
- After a few minutes, faculty/staff facilitators will poll the class:
 - How many students found 0, 1, 2, or all 3 Es in their essays?
 - Which Es did they notice most in their essays?
 - Which Es did they notice least?
- Most students may not find examples of all 3 Es in their essays.
 - If time permits, prompt students to think of a different time when they were at their academic best and all 3 Es of Good Work were present.
 - Ask students to write a few sentences on the back of their “Me at My Academic Best” essays about this other time they were at their academic best taking care to highlight all 3 Es.
 - Some students may struggle with this task. *If students comment that they cannot think of an appropriate academic example, you may invite them to consider other domains (e.g., music, sports, hobbies, service, etc.), but try to keep students focused on their academic work.*
- Collect students’ essays.

Part 3: Introduce students to their next assignment “Examining Academic Role Models”

- Let students know that today they focused on their own Good Work as students. It may have been difficult for some students to think of times in their academic past when they were able to achieve all 3 Es, and that is okay. Achieving Good Work is a goal we all need to work toward every day.
- While there may be times when we feel Good Work is difficult to achieve, we can look to role models to help us remember the criteria for Good Work—*excellence, ethics, and engagement*.
- In the next assignment, posted on BOLT, students will write an essay about an individual whom they believe exemplifies **academic** Good Work because they demonstrate all 3 Es.

Session Two: Academic Role Models

Assignment 2:

“My Academic Role Model” essay. Students will complete a 1 to 2 page essay in which they relate the 3 Es of Good Work to a role model of academic Good Work (see Appendix B). Essays will be submitted through BOLT. Students also will be instructed to bring a hard copy of their essay to the next discussion session.

Discussion Session 2:

Part 1: Examining qualities of role models who demonstrate academic Good Work

- Review the 3 Es of Good Work—excellence, ethics, and engagement—by asking students to brainstorm what we should look for in role models of **academic** Good Work. Write students’ responses on the board and be sure to gently correct any responses that do not adhere to the strict definitions of the 3 Es discussed in Session 1.
- The faculty/staff facilitator may share his/her role model of academic Good Work (e.g., a BU faculty, undergraduate, graduate student, etc.) highlighting the 3 Es demonstrated by this role model.

Part 2: Students relate Good Work concepts to their “My Academic Role Model” essay

- First-year students will review their “My Academic Role Model” essays
 - Students will search their own essays for examples of how their role models demonstrated *excellence, ethics, and engagement*.
 - Students will highlight and label the Es as they identify them in their own essays.
- After a few minutes, faculty/staff facilitators will poll the class:
 - How many students found 0, 1, 2, or all 3 Es in their essays?
 - Which Es did students notice the most in their essays?
 - Which Es did students notice the least in their essays?
 - Where/How did/do students find their academic role models?
- Most students may not find examples of all 3 Es in their role models.
 - Introduce students to the idea that they may need to look across two or more role models to find examples of all 3 Es. For example, one role model might demonstrate excellence and ethics, while another role model demonstrates engagement.
 - If time permits, prompt students to think about one or more individuals at BU who singly or collectively demonstrate all 3 Es of academic Good Work. Ask students to write their thoughts on the back of their “My Academic Role Model” essays.
 - Collect the essays.

Part 3: Introduce students to their next assignment: Values Inventory and “Academic Moral Courage” essay.

- As students discover and interact with role models of academic Good Work at BU, they will likely find that even role models have faced challenges/obstacles. The purpose of the next assignment, posted on BOLT, is to have students think about some of the challenges/obstacles to achieving academic Good Work that they have faced as well as available resources to overcome such challenges/obstacles.

Session Three: Academic Moral Courage

Assignment 3

Part 1: Students complete an online Values Inventory that requires them to rate the relative personal importance of a list of values (see Appendix C). Due through BOLT.

Part 2: Students complete a 1 to 2 page essay entitled “Academic Moral Courage.” Students write about an **academic** event in their past that required moral courage. Moral courage has been defined as “the willingness to endure danger or hardship for the sake of principle.” After identifying the academic event, students will explain how their highest-rated values from the Values Inventory helped them to overcome the event (see Appendix B). Essays will be submitted through BOLT. Students also will be instructed to bring a hard copy of their essay to the next discussion session.

Discussion Session 3

Part 1: Moral Courage in Academia

- Brainstorm
 - Ask students to reference their essays so that they may share academic events from their past that required moral courage. Write the events on the board and prompt students to explain why the events required moral courage. Help students relate these events to the topic of *ethics*—i.e., behaving in a socially responsible manner in order to safeguard or advance others’ welfare.
 - In addition to the challenges students have encountered in their past, college life poses other challenges to one’s moral courage. Ask students to think about other academic ethical dilemmas that may occur in higher education. Write them on the board and prompt students to explain why the events required moral courage.
- Relate Values Inventory to the concept of moral courage.
 - Define and describe moral courage as “the willingness to endure danger or hardship for the sake of principle.”
 - Discuss how values govern what we think, do, and say. Knowing what their values are and how to use those values in service of academic Good Work can help students negotiate difficulties that they may experience during their undergraduate careers and beyond.
- Role-play the ethical dilemmas
 - Have students choose an event from the earlier brainstorming session or choose one of the following ethical dilemmas:
 - Selling or sharing exams
 - Asking someone who took an exam for information about what was on the exam
 - Plagiarism

- Ask students to think about how their three highest-rated values (i.e., their signature values) can help them demonstrate moral courage when faced with the specific ethical dilemma. Ask students to volunteer their ideas orally or to role play their response.

Part 2: Integrating one's signature values with the 3 Es of Good Work

- As a way to bring closure to the 3-week series of small discussion groups, students will complete a handout (see Appendix G) that requires them to critically examine how their signature values can help them demonstrate not just *ethical behavior* (i.e., moral courage) but also *excellence* and *engagement*—the 3 Es of Good Work.

Appendix A

Pre- and Post-program Assessment Surveys

Pre-program assessment survey

Note: This brief 10-minute survey will be posted on BOLT. Students will be given room to write brief (up to 100 words) responses to each item.

1. Describe what you think it means to do Good Work, in terms of your academic schoolwork, as a student at Bloomsburg University.
2. Provide a specific example of when you have witnessed another student at Bloomsburg University performing **academic** Good Work. Why do you consider this example Good Work?
3. Provide a specific example of when you have performed **academic** Good Work at Bloomsburg University. Why do you consider this example Good Work?

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4. Describe what it means to do EXCELLENT **academic** work as a BU student? Also, give an example.
5. Describe what it means to do ETHICAL **academic** work as a BU student? Also, give an example.
6. Describe what it means to be ENGAGED in your **academic** work as a BU student? Also, give an example.

Post-program assessment survey

Questions 1 through 6 above plus:

7. Why is academic Good Work important?
8. What value, if any, did you find in participating in the Good Work discussion sessions?
9. Please write about the one most important thing that you took away from the Good Work sessions?
10. Please provide any suggestions that you think would lead to an improvement in future Good Work sessions.

Appendix B

Instructions for Assignments

Assignment 1: “Me at My Academic Best” essay

Write a 1 to 2 page essay (12-point font, double spaced) about a time when you were at your academic best. Be sure to focus on an academic activity or event (i.e., not a sport, hobby, social event, etc.). Your essay should include sufficient detail to answer the following questions:

- *What did you do?*
- *How did you do it?*
- *How did you feel?*
- *Why does the activity or event that you selected demonstrate you at your academic best?*

You must submit your essay through BOLT. Also, you are required to print out a copy of your essay and bring it to your next assigned discussion group which will be held during your regularly scheduled University Seminar time.

Assignment 2: “My Academic Role Model” essay

Write a 1 to 2 page essay (12-point font, double spaced) about your academic role model. Be sure to focus on an academic role model (i.e., not someone who you admire because of their success in other aspects of their lives). *You MAY NOT choose yourself as your own academic role model.* Your essay should include sufficient detail to answer the following questions:

- *Who is your role model of academic Good Work?*
- *How does this person demonstrate academic Good Work?*
- *How did you find/meet this person who demonstrates academic Good Work?*

You must submit your essay through BOLT. Also, you are required to print out a copy of your essay and bring it to your next assigned discussion group which will be held during your regularly scheduled University Seminar time.

Assignment 3: “Academic Moral Courage” essay

After you have completed the Values Inventory assignment (See Appendix C), write a 1 to 2 page essay (12-point font, double spaced) that describes an academic event in your past that required moral courage. Moral courage is “the willingness to endure danger or hardship for the sake of principle.” Your essay should include sufficient detail to answer the following questions:

- *What was the academic challenge or obstacle that required moral courage?*
- *How did you use one or more of your three top-rated values (as identified through the Values Inventory) to overcome this challenge and demonstrate moral courage?*

You must submit your essay through BOLT. Also, you are required to print out a copy of your essay and bring it to your next assigned discussion group which will be held during your regularly scheduled University Seminar time.

Appendix C Values Inventory

Part 1: Below is a list of 10 values that are, to some degree, important to all people. As you look through the list you will likely notice that some values are more or less important to you. Read through the descriptions of the 10 values below. For each value, indicate whether the value is more or less important to you by placing an “X” in the appropriate box.

Descriptions of Values	This value is LESS important to me.	This value is MORE important to me.
Achievement Personal success through the demonstration of competence in accordance with society’s standards, e.g., ambition		
Benevolence Preservation and enhancement of the welfare of others in one’s immediate social circle, e.g., forgiveness		
Conformity Restraint of actions that violate social norms or expectations, e.g., politeness		
Hedonism Personal gratification and pleasure, e.g., enjoyment of food, sex, and leisure		
Power Social status, prestige, dominance, and control over others, e.g., wealth		
Security Safety, harmony, and stability of society, e.g., law and order		
Self-direction Independent thought and action, e.g., freedom		
Stimulation Excitement, novelty, and challenge in life, e.g., variety		
Tradition Respect for and acceptance of one’s cultural or religious customs, e.g., religious devotion		
Universalism Understanding, appreciating, and protecting all people and nature, e.g., social justice, equality, environmentalism		

Part 2: Now that you have indicated which values are more or less important to you, look at the values that you indicated were MORE important to you. Which of these values are MOST important to you? **Choose your top three values.** Write the values, in rank order, below.

#1: The value of *highest importance* to me is: _____

#2: The value of *second highest importance* to me is: _____

#3: The value of *third highest importance* to me is: _____

Appendix D
Outcomes Assessment for Dr. William Damon Lecture

Note: As you exit the room at the end of Dr. Damon's talk, we will collect your completed worksheet. We will only accept one completed worksheet from each person. In other words, you must be present to hand in your own worksheet. We will return these worksheets to your professors as proof that you attended this talk.

Your name: _____

Sex (circle answer): Male Female **Age:** _____ **If applicable, what is your major?** _____

If applicable, write the course name for which you are receiving credit: _____

What is the name of your professor for that course? _____

Please write down three things you learned from Dr. Damon's talk.

(1)

(2)

(3)

Please write down three things you thought were interesting from his talk.

(1)

(2)

(3)

Please rate your responses to the following questions from 1 (low) to 10 (high) by circling your response.

	VERY LOW		MODERATE						VERY HIGH	
	1	2	3	4	5	6	7	8	9	10
Overall satisfaction with the event	1	2	3	4	5	6	7	8	9	10
Likelihood of recommending the event to a friend	1	2	3	4	5	6	7	8	9	10
Likelihood of attending the event next year w/different topics	1	2	3	4	5	6	7	8	9	10

Please provide any other comments and/or suggestions that you may have on the back of this form. Thanks!

Appendix E Interview of Academic Role Model

1. **Select someone at BU** who has demonstrated academic Good Work—excellence, ethical behavior, and engagement.

Name _____

Department/College/Office (if applicable) _____

Email address _____

2. **Contact your role model** by phone or in person (not via email) to introduce yourself, to inform the person that you have selected him/her as your academic role model, and to ask the person if he/she would be willing to grant you a 10 to 15 minute interview. If so, schedule an **in-person** interview for a time that is convenient for your role model.

3. Start the **in-person** interview by **telling your role model why you selected him/her as your role model of academic Good Work**. Tell your role model about a time when you observed him/her showing excellence, ethics, and engagement. (You may use the space below to jot down notes for you to reference.)

a. Excellence _____

b. Ethics _____

c. Engagement _____

4. **Ask your role model to respond to each of the following questions:**

a. Can you recall a specific time when you knew that something you were doing or had done was academic Good Work? Please describe that time in as much detail as you are comfortable sharing with me.

b. How did you achieve academic Good Work?

c. What values guided your pursuit of academic Good Work? (You may wish to share the 10 values from the Values Inventory with your role model).

d. What factors strengthened your pursuit of academic Good Work?

e. What challenges/obstacles did you face to doing academic Good Work?

f. How did you overcome these challenges/obstacles?

5. **Obtain the signature of your role model** as verification that an in-person interview was conducted.

Signature of Role Model

Date of Interview

Appendix F Letter of Advice

Based on your first-semester experiences, write a 1 to 2 page letter (12-point font, double spaced) to an incoming first-year student offering advice for how to achieve academic success. Your letter will be shared with an incoming, first-year student next summer. You can decide to include your name at the end of the letter, or you can keep the letter anonymous.

Be sure that your letter includes what you have learned about what it means to do academic Good Work in higher education. Therefore, in addition to any other advice you would like to include, be sure to address the following questions in your letter:

What does it mean to do academic Good Work?

What role models and resources are available to support academic Good Work at BU?

What are some of the challenges/obstacles to pursuing academic Good Work and how can students overcome these obstacles to show their moral courage?

Offer incoming students an example of a time when you or someone you know demonstrated academic Good Work at Bloomsburg University.

You must submit your Letter of Advice through BOLT.

Appendix G

Integrating Signature Values with the 3 Es of Good Work

1. In the spaces below, please write the three values that you chose as most important to you, in rank order.

#1: The value of *highest importance* to me is: _____

#2: The value of *second highest importance* to me is: _____

#3: The value of *third highest importance* to me is: _____

2. In the table below, please identify which of the above values can help you to achieve each of the 3 Es -- excellence, ethics, and engagement -- in your academic work here at Bloomsburg University. Choose 1 value for each E. For each value you choose, explain how that signature value can help you to achieve that E.

Excellence in academics	Value that will help me achieve excellence: _____ How the value will help me achieve excellence:
Ethics in academics	Value that will help me achieve ethical behavior: _____ How the value will help me achieve ethical behavior:
Engagement in academics	Value that will help me achieve engagement: _____ How the value will help me achieve engagement: