

Prospectus & Report

Center for the Advancement of Applied Ethics

**Preston K. Covey, Director
Vice Provost for University Studies**

[The CAAE was established June 1, 1988]

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CAAE Activities to Date

Preston K. Covey, Ph.D., Director - Peter Madsen, Ph.D., Executive Director

In its first six months of operation, the CAAE has concentrated on fee-for-service seminars for corporations and government agencies, consulting, grant development for collaborative projects, and new curriculum for the university. The scope of the CAAE's potential activities embraces the full range of practical ethical issues arising in the contexts of private and public organizations and professions. But our approach is to begin modestly and to build incrementally, as our resources and comparative strengths allow. Our priority is collaboration with the world of practical affairs.

External Education Programs: The CAAE develops case materials in collaboration with its client organizations. All our programs have received excellent evaluations. Clients to date include:

The Internal Revenue Service
U. S. Department of Agriculture
The Easter Seal Society
Pennsylvania Association of Municipal Managers
Arthur Andersen & Company, PACE Program in Business Ethics
The Aluminum Company of America (ALCOA)
Duquesne Light Company
The Edison Electric Institute
PPG (Pittsburgh Plate Glass Co.) - Corporate Ethics Committee
Westinghouse Electric Company
CMU School of Urban & Public Affairs, Federal Executive Program
CMU School of Urban & Public Affairs, College Management Program
CMU School of Urban & Public Affairs, Master of Public Management Program
University of Pittsburgh, Katz Graduate School of Business

New courses planned, sponsored and taught by the CAAE for the university include *inter alia*:

Ethical Issues in Management
Ethics in America (utilizing new video courseware developed by the Annenberg/CPB)

Collaborative program-development projects include:

St. Francis Medical Center & the Center for Design of Educational Computing:
Development of interactive media and educational programs for in-service training in a teaching hospital on termination-of-life-support issues and policies.

The Software Engineering Institute:
Development of media and curricular modules on ethical issues in software engineering, for export to professional software engineering programs as well as for use in university curricula. Proposal submitted to the NSF / EVS Program.

Duquesne University Graduate Program in Communications: Journalistic ethics curricula.

Don McClusky, CMU Board of Trustees and CAAE Advisory Board, is investigating ethics program gaming strategies developed by Strategic People, Ltd., Middlesex, England.

The CAAE in Context

Society & the Professions

There is nary a professional organization (or university) that is not addressing the need to attend to ethical issues in both professional education and practice, from the IEEE, ACM and AAAS to business schools and corporations themselves.

Applied ethical issues are not merely an academic matter and hardly a special monopoly of philosophy departments; they are vital, ubiquitous and integral concerns for all individuals, their professions and society at large. Likewise, all professions contribute to our understanding of ethical issues as well as the settings in which they arise.

However, the variety, profile and importance of ethical and value issues should be better reflected in our educational programs, both graduate and undergraduate, both general and professional.

Salient initiatives in ethics and values education have been undertaken by Engineering & Public Policy and University Studies (in collaboration with faculty in several departments).

Beyond these efforts, there exists a vast 'hidden' resource in our faculty -- in all our schools and departments -- who in fact confront ethical issues in their professional work and teaching.

But the salience of ethical concerns -- across campus, in our various educational programs -- has yet to match their ubiquity and importance in practical life or in the professional worlds for which we wish to equip our students.

CMU has commitment and strengths in ethical matters, but needs a generative strategy to promote them more widely in education: enter the Center for the Advancement of Applied Ethics (CAAE).

Carnegie Mellon University

Under the aegis of University Studies, President Cyert, Provost Jordan and I have established venue for a Center for the Advancement of Applied Ethics (CAAE) at Carnegie Mellon. This development is opportune for both the Center and the university.

Carnegie Mellon provides an excellent intellectual and institutional setting for a Center that is (a) dedicated to the exploration of ethical issues in contexts of practical 'real world' problems and (b) founded on close collegial ties between academics and working professionals in the world of practice.

The sciences, engineering, robotics, bio-engineering, public policy, industrial administration, urban affairs, social and decision sciences, the fine arts -- these strong centers of research and professional education provide an appropriate base for collaborative development of new curricula or the integration of applied ethical issues into current curricula. All the fields of the arts, sciences and technology in which Carnegie Mellon is a leader are rife with compelling, practical ethical issues for individuals, their professions and society. It is opportune for Carnegie Mellon to give focus and priority to such issues in both general and professional education.

At the core of any liberal education or any model of liberal/professional education must be the means and opportunity for serious values inquiry for practical life, the crux of applied ethics. Along with EPP, GSIA and SUPA, University Studies has initiated several innovative curricula in the priority area of Values in the Arts, Sciences, Society & Technology (VAST). President Cyert and I agree that ethics and values inquiry should become a hallmark of university-wide education. The CAAE will enhance the means (resources, media, case materials, curricula) for University Studies and the campus community to better serve this ideal of liberal/professional education.

Carnegie Mellon also has a hidden comparative advantage to exploit: In addition to a dozen philosophers who have active interest or specialties in applied ethics, there are myriad faculty and professionals across the disciplines already engaged by applied ethical issues who share the founding conviction of the CAAE that research and education in applied ethical domains is best served by practical as well as theoretical wisdom, by engagement in 'real world' settings of social and professional practice. And, of course, there already exist the allied enterprises of Engineering & Public Policy and the Center for Peace & Security Studies.

A further comparative advantage for the CAAE lies in the Center for Design of Educational Computing: CDEC has placed a high priority on technological innovations and new media for integrating serious, 'hands on,' practical values inquiry into both university curricula and professional contexts. Under the aegis of Project THEORIA (Testing Hypotheses in Ethics: Exploring the Roles of Observation, Rationality, Imagination & Affect), CDEC has inaugurated three projects to date that are developing video materials and computer-based interactive media for the exploration of compelling case studies. The ethics case materials involve collaborative research and site-testing with professionals in medicine and health services. The case material is not only realistic but real, involving principals actively engaged in the practical dilemmas and controversies under study (for example, the right to die and abortion). CDEC can provide the CAAE with the expertise and means to produce innovative educational media, powerful computer-based media for conveying the realistic texture and context of ethical problems in practical settings.

University Studies & "the Core"

The University Core Curriculum to date consists of **WRITING** and **COMPUTING** requirements plus a flexible framework of distribution requirements that can be tailored to various populations.

Priorities for University Studies have been to improve offerings and opportunities in **WRITING** (by attention to writing at the 'professional' level across disciplines) and **COMPUTING** (by revamping the Computer Skills Workshop and developing new curricula for integrating computing into the educational process across the curriculum).

In addition, there needs to be some attention to matters of substance. President Cyert agrees that the next priority for focus and improvement in university-wide education should be on **VALUES**. Whether or not the field of offerings in ethics and values issues becomes either broad or deep enough to sustain a university-wide "core" requirement, there is vast room for enhancing opportunities in the area of **Values in the Arts, Sciences, Society & Technology (VAST)**.

The CAAE will generate resources, opportunities, materials and strategies for integrating VAST issues into current curricula at all levels across the campus and for developing new curricula. The aim is to attract new resources, to capitalize on resources and interests already integral to our community, to build incrementally but concertedly (as in the Writing and Computing curricula) toward the explicit, systemic integration of applied ethical issues into liberal/professional studies.

Infrastructure for the CAAE

Preston Covey will serve as **Director** of the CAAE, providing the following university and professional liaisons. As Vice Provost: to university-wide educational initiatives through University Studies and the University Education Council. As Director of the Center for Design of Educational Computing: to CDEC's production facilities for new educational media; to the National Demonstration Laboratory for Interactive Technologies at the Smithsonian Institution (in whose Research Consortium CDEC is a charter member); and to the Interactive Learning Forum, a regional consortium of private and public sector organizations concerned with interactive laser-optical media for which CDEC is headquarters. As Chairman of the American Philosophical Association's Committee on Computer Use in Philosophy: to the APA committee's task force on computer technology and ethics. As a faculty member: to the Department of Philosophy and its Applied Ethics minor. Covey directs CDEC's Project THEORIA, whose computer-based media productions focus on issues of applied ethics; he is Executive Producer for THEORIA's ambitions to television broadcast media and would serve as such for the CAAE's media productions.

Effective June 1, 1988, Peter Madsen will serve as **Executive Director** of the CAAE in charge of the Center's case study series and external education programs, bringing with him his many years of successful experience in teaching, college administration and developing applied ethics programs for corporate, government and professional organizations. Madsen is a philosophy Ph.D. who has been Chair of the Philosophy Department at Carlow College for several years and Director (and founder) of its Center for Business, Society & Ethics for the past four years.

Madsen is one of five philosophers in the nation selected (along with seven corporate officers) for the Advisory Council for Arthur Andersen & Co.'s recently announced \$5 million PACE Program in business ethics. He will be developing and teaching case-study modules for this program for business school faculty at Arthur Andersen's corporate campus in St. Charles, IL. (See the 3/11/88 *Wall Street Journal* article announcing this new program, p. 19.) He is also developing CAAE external education programs with several other major corporations and government agencies.

As a model for the integration of applied ethical issues in current professional curricula, Madsen will be conducting sessions and developing materials for Delorese Ambrose's *Leadership & Management* courses in SUPA and GSIA. Madsen will also teach new applied ethics courses for University Studies under the *Values in the Arts, Sciences, Society & Technology (VAST)* rubric and develop a series of case-study materials gleaned from the CAAE's external education activities for publication as well as for use in CMU curricula.

Madsen's courses in *Government Ethics* and *Business Ethics* will exploit case materials developed collaboratively 'in the field' with the CAAE's client organizations. He will also develop a media-intensive applied ethics course exploiting videos developed for three PBS series and interactive media developed by CDEC; this experimental course will provide models for the integration of educational media on ethical issues in liberal/professional curricula.

Among our own faculty, there is a hidden comparative advantage and infrastructure that the Center will exploit: with Madsen, thirteen philosophers (see list below #) with interests or specialties in applied ethics plus myriad tenure-line and special faculty outside philosophy with special interests in applied ethics and cognate issues -- a strong interdisciplinary community to build upon, for which the CAAE will provide new opportunities for collaboration.

The CAAE plan has been vetted to date with the asterixed (*) deans, administrators and faculty below; others (+) exemplify the wide range of interests relevant to the Center -- a top-node sample, not complete or exhaustive of relevant faculty.

An **Advisory Board** for the CAAE is being recruited from a representative sample of academic and professional fields, both within and outside the university.

GSIA:	*	Betsy Bailey, Dean, Graduate School of Industrial Administration
	*	Tim McGuire, Deputy Dean
	*	Ilker Baybars, Associate Dean for MS Programs
	+	Kathryn Shaw, Head, Industrial Management Program
	*	Tom Kerr
	+	John Hooker . . .
SUPA:	*	Al Blumstein, Dean, School of Urban & Public Affairs
	*	Gordon Clark . . .
SEI:	*	Larry Druffel, Director, Software Engineering Institute
	*	Norm Gibbs, Director of Education Program
	*	Watts Humphrey, Director of Process Management Program
	*	Scott Stevens, Director of Advanced Technologies Project
MI:	*	Bill Kaufman, Director, Mellon Institute, VP for Applied Research
CIT:	*	Jim Williams, Dean, Carnegie Institute of Technology
	*	Dick Luthy, Associate Dean
	+	Granger Morgan, Head, Engineering & Public Policy
	*	Indira Nair, Associate Head, Engineering & Public Policy
	+	Steve Au, Cliff Davidson, Paul Christiano, Steve Fenves, Jim Hoburg . . .
MCS:	+	Robert Sekerka, Dean, Mellon College of Science [on leave spring '88]
	*	Juan Schaffer, Associate Dean, Mellon College of Science
	+	Susan Henry, Head, Biological Sciences
	+	Benoit Morel, Physics / Engineering & Public Policy . . .
CSD:	+	Nico Habermann, Head, Computer Science
CFA:	*	Akram Midani, Dean, College of Fine Arts
	+	Charlee Brodsky . . .
H&SS:	*	Steve Fienberg, Dean, College of Humanities & Social Sciences
	*	Joel Tarr, Associate Dean (effective July '88)
	*	Baruch Fischhoff, SDS & EPP
	*	Clark Glymour, Head, Philosophy
	*	Peter Stearns, Head, History
	+	Robin Dawes, Head, Social & Decision Sciences
	+	Jay Devine, Jay Kadane, John Modell . . .
University:	*	President Cyert
	*	Angel Jordan, Provost
	*	Bill Arms, Vice President for Academic Services
	+	Barbara Lazarus, Associate Provost for Academic Projects
	*	Ted Fenton, Director, University Teaching Center
	*	Herb Simon, University Professor
	*	Dana Scott, University Professor

Philosophy Faculty: P. Covey, C. Glymour, D. Hausman (or rep.), J. Pressler, T. Seidenfeld.
 Staff: Ernie Alieva (UStudies), Leslie Burkholder (CDEC), Richard Schienes (CDEC), Martha Harty-Scheines (EPP), Lisa Leizman (CDEC), Robert Cavalier (ICEC), Scott Roberts (CCUE).

The CAAE Agenda

The Center for the Advancement of Applied Ethics at Carnegie Mellon will be a resource center and generative force for serious attention to ethical issues in both liberal and professional education, both within and outside the university. The CAAE will provide:

Focus: university priority on ethics and values inquiry in liberal/professional education

Outreach: external education programs for the world of professional practice providing a two-way channel between academic and practical domains

Resource development: funding, case material, projects, ties to the world of practice

Coordination: with other university units and faculty to integrate applied ethical issues more broadly into educational initiatives & campus activities as well as:

special educational opportunities afforded CMU students (eg, internships)

consultative, collaborative opportunities for CMU faculty

collaborative, participatory opportunities for CMU alumni

potential ties to new professional fields such as software engineering

potential ties to programs in secondary schools

Educational Innovation: new curricula and innovative educational media for addressing VAST issues (Values in the Arts, Sciences, Society & Technology) as well as integration of applied ethical issues in current liberal/professional curricula.

CAAE activities will enhance the focus and visibility of the university's concern for ethics and values education, the quality and vigor of intellectual life on campus, and the opportunities for students -- especially professional students -- to develop as reflective persons and citizens.

The CAAE itself is a statement of the importance of reflective practice in private, public or professional affairs -- in any 'search for excellence,' a counterforce to the recently headlined and growing trend among the large majority of entering freshmen who value material wealth over other social and personal values such as developing 'a meaningful philosophy of life' ("Freshmen Found Stressing Wealth," *The New York Times*, 1 January, 1988).

Some caveats:

The CAAE will not be a 'think tank' concerned with the purely academic side of applied ethical issues or theory; its primary mission will be to facilitate, to inform -- and to learn from -- reflection on ethical issues in actual practical or professional contexts. Whatever moral *theory* we may cleave to, ethical problems present *practical* problems.

The CAAE will not seek to impose the development of new curricula or teaching duties on faculty across the university; its aim is to facilitate reflection and the integration of applied ethical issues in current courses, programs and practice -- rigorously, critically, incrementally, opportunistically, and, over the long term, systemically.

The CAAE will not seek to advocate any moral cause or political ideology, nor to "teach" values; its aim is to foster reflection, the exploration of ethical issues, the critical examination and development of values in personal, practical and professional life.

The CAAE will begin with an active outreach agenda of contracted external education programs and expand its activities as resources and opportunity allow, as follows:

Outreach to the World of Practice: External Education Programs.

The CAAE will build upon and extend the strong foundation of four years consulting and external training established by Peter Madsen in private, public and professional sectors. It will thereby build upon a strong portfolio of corporate and institutional sponsors and clients. Activities will include consulting, brokering collaborative 'on site' problem solving, external education programs and seminars, and the development of a series of case studies from these activities (for publication as well as use in both external and internal educational programs). These activities will be appropriately coordinated with the office for Post College Professional Education and other external education programs based at Carnegie Mellon (eg., in GSIA, SUPA, the SEI).

University Curriculum Development.

The CAAE will develop or help develop applied ethics materials, modules and curricula for professional (undergraduate and graduate) students in business, public administration, policy studies, the sciences and engineering as well as for the humanities and social sciences and the University Studies initiative for Values in the Arts, Sciences, Society & Technology. One dimension of the University Studies initiative generates courses in value theory and applied ethics. Another focuses on studies of the roles of the professions in society. Yet another focuses on the crucial perspectives provided by gender and minority studies.

For example, one of the CAAE's prospective projects is a series of seminars for a Fortune 500 corporation whose purchasing department is starting a Minority Business Program; materials and media developed for this project would be valuable for our CMAP program and University Studies courses in Race & Gender and Society & the Professions.

Peter Madsen will teach both Government Ethics and Business Ethics courses that exploit case study materials developed in collaboration with CAAE government and corporate clients. Client representatives will be invited to participate as guests in these courses.

Thus, the CAAE's outreach activities with professionals in the world of practice will provide resources (people, case material, and collaborative projects) to enrich university curricula.

As an example of how applied ethics can be integrated in current courses, Madsen is also developing modules with Delorese Ambrose for her Leadership & Management courses in the School of Urban & Public Affairs (SUPA) and the Graduate School of Industrial Administration (GSIA).

Research & Development of Educational Media.

As part of both the CAAE's external training and its internal curriculum development programs, and in collaboration with the Center for Design of Educational Computing, the CAAE will research and develop new educational media in addition to course plans and print materials: videotapes, associated broadcast, cable or closed-circuit productions, and computer-based interactive videodiscs. CDEC already has under development video and computer media on issues in the health professions and policy. These media are designed for both course and self-study use in both general education and professional contexts. New media are natural to explore for applied ethics education.

The CAAE will collaborate with CDEC to facilitate the integration of these media in professional contexts as well as university courses. For example, CDEC's videodisc on right-to-die issues will be site-tested and incorporated into educational programs at the University of Pittsburgh's Center for Medical Ethics and Falk Medical Library, the Life Sciences Division Nursing Program at the Community College for Allegheny County, the Harmarville Rehabilitation Center, and, potentially, the University of Pittsburgh Law School -- as well as several remote sites. This media enterprise will provide the CAAE with a unique comparative advantage among other centers of the kind.

Special Collaborative R&D Projects.

An **example** of a potential collaborative media project in applied ethics and value theory for the CAAE, CDEC and the **College of Fine Arts** is suggested by the work and trial of the conceptual artist J.S.G. Boggs recently reported in a fascinating serial article in the *New Yorker* ("Values I & II," January 18 and 25, 1988). Boggs, whose artwork consists in the transactional inquiries that result from his attempts to "spend" his artifacts, was tried by the Bank of England for his precise reproductions of currency. This case raises very basic, compelling issues in ethics, aesthetics, value theory, economics and law: deep questions about the nature of value, the value of art and money, and the cultural norms that govern their relationships. The transactional drama of this case lends itself naturally to interactive video treatment.

Another **example** of a potential long-term collaborative project that the CAAE could explore at Carnegie Mellon is to develop new educational media and curricular modules on ethical issues in practical settings of software engineering. These media and curricular modules could serve both internal university programs (liberal/professional, undergraduate and graduate) and the external training agenda of the **Software Engineering Institute**.

The SEI currently produces courseware for export that includes video media. It is also developing expert system modules for training in software inspection procedures (a highly interactive, collaborative task involving social, affective and technical aptitudes). Collaborative design and problem-solving processes provide instructive analogues or foils for protocols for negotiating moral mazes, ethical dilemmas or value trade-offs in a variety of domains of reflective practice (cf. Donald Schon, *The Reflective Practitioner: How Professionals Think in Action*, which takes design and engineering professions as paradigms for generalizing principles of reflective practice, where the 'problem situation' is muddled by issues beyond the scope of the professional's specialized knowledge -- the more proverbial case being ethical dilemmas confronting medical personnel). Computer-based media and research on expert-system modules for interactive, collaborative values inquiry could be pursued in collaboration with CAAE, CDEC and SEI investigators. Software engineering provides another domain of comparative advantage at Carnegie Mellon, since there is no other applied ethics work (that we know of) specifically focused in this expanding field.

Student Internships & Project Courses.

Project courses focusing on 'real world' ethical issues drawn from current contexts of professional practice would be ideal crucibles for *collaborative learning* among students from different professional and liberal arts disciplines. The Center would also negotiate internships for students (for summer work or during January Term, should one be instituted at Carnegie Mellon) in professional settings. Useful research projects would include analytical and empirical research on model codes of professional conduct as well as case studies or surveys assessing attitudes towards, compliance with, performance standards for practical norms in the field.

A Corporate and Professional Affiliates Program.

The climate and initiatives already underway in the private sector make a corporate affiliates program timely and feasible. We have identified potential affiliates (locally and nationally).

An Alumni Affiliates Program.

While corporate or professional affiliates are an important part of such a center, it would also be natural and imperative to make a concerted effort to recruit alumni as affiliates -- research consultants, intern sponsors and mentors, adjunct or visiting lecturers -- from the wide spectrum of professional fields represented by Carnegie Mellon's professional programs and graduates. Alumni in business or professional life should also be tapped as resources for case material and as consultants for research, curriculum and media development. The Center will provide an important opportunity to expand the invitation to alumni to participate in the intellectual and educational life of the university in ways that would be meaningful to all concerned.