

Character Criteria for Students Applying for Katie School Student Scholarships, Ethics Pledge, and Authorization to Release Information

In 2009, the Katie School undertook a study into the development a criteria for Character to include in its scholarship criteria along with academic achievement and leadership.

The Katie School conducted interviews and focus groups with members of the College of Business Executive Council (COBEC). The College of Business Executive Council serves as the student advisory council to the College of Business Dean's Office. The president from each College of Business Student Organization sits on the College of Business Executive Council. These students were asked to consider the elements that should be considered in establishing a Character criterion for scholarships.

These students were tasked with the following:

1. Define character in terms of
 - a. Attributes which would be considered
 - b. Review extant literature and research on character criteria
 2. Choose the best character attributes (or an absence of character attributes or negative attributes) for scholarship purposes. For scholarships the positive attributes (or opposite negative attributes) must be
 - a. Objective
 - b. Observable (demonstrable)
 - c. If possible, measurable
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A list of 25 character criteria was presented to the students. These were culled from multiple sources including Stephen Covey's Principle Centered Leadership, James Kouzes and Barry Posner's, The Leadership Challenge, and Doug Lennick's and Fred Kiel's Moral Intelligence, the ISU College of Business Standards for Professional Behavior and Ethical Conduct, as well as several websites from educational institutions that focus on building character. Criteria were discussed in terms of definitions, importance, and ability to assess for scholarship award purposes. Students also considered evidence of the absence of criteria and negative attributes in developing their final list.

Student leaders defined and consolidated criteria to come up with the following four key criteria:

- Accountability
- Drive for Excellence
- Respect
- Integrity

Drive for excellence, although a part of character is already contemplated in the academic and leadership performance criteria already in use by the Katie School. The criteria of accountability, respect, and

integrity are key to assessing the Character component of the scholarship criteria and included for students seeking scholarships and financial support from the Katie School.

Table 1 below provides a description of the criteria as defined by the students along with suggestions on ways in which the criteria may be assessed. Students were also asked to develop ideas for communicating scholarship requirements to students.

Table 1- Character Criteria and Suggestions for Assessment and Indicators That May Be Considered

Criteria	Possible Ways of Assessing
<p>Accountability. Defined by students as honoring commitments, being responsible for decisions, accepting consequences, and admitting mistakes.</p>	<ul style="list-style-type: none"> • Interviews (Ask behavioral questions such as): <ol style="list-style-type: none"> 1. When was a time when you made a mistake and what did you learn from it? 2. When was a time when you disagreed with someone on a project and how did you handle that? 3. Can others rely on your work? <ul style="list-style-type: none"> • Get references from bosses or faculty • Having a leadership role in organization that requires peers to vote in leadership (Not likely to vote in a person who is not accountable)
<p>Drive for Excellence- Defined by students as having a good work ethic. Getting results. Continuous improvement. Putting in time above and beyond basic requirements. Being involved in the campus community.</p>	<ul style="list-style-type: none"> • Involvement in student organizations (perhaps leadership role) • Reference from faculty on participation in class • Having a double major or a minor. • Academic performance • Getting promotions (within organizations and at work) • Completing certifications and professional exams. • Working job(s) while going to school. (Students felt like this showed drive especially if they had good academic performance even if they did not join clubs or have double major) • Reference from bosses. (Ask if they show pride in work and go beyond basic requirements)
<p>Respect-Defined by students as treating others fairly. Listening to others and accepting input from others. Living up to promises made to another. Maintaining self-control. Exhibiting consideration for things and people that they encounter.</p>	<ul style="list-style-type: none"> • References from faculty AND advisors (sometimes students lose temper and don't treat advisors well. Respect and disrespect sometimes exhibited in classroom as well and these outbursts should be considered in awarding scholarships.)

	<ul style="list-style-type: none"> • Interview question.
Integrity- Defined as being honest, trustworthy, caring, and ethical.	<ul style="list-style-type: none"> • Community service (especially if it is voluntary and they already have busy life of work and school) • NOT having record of behavior that would indicate an absence of integrity or having unfavorable character attributes, especially those showing fraudulent intent*
*Footnote on use of reports of violations in considering character criteria	
<p>1. In addition to obvious violations such as convictions of felonies, student leaders felt that there were a few violations that should bar an applicant from obtaining a scholarship such as violations related to fraudulent intent such a plagiarism and cheating as those would directly link to student integrity. Suggested “zero tolerance” violations would include:</p> <ul style="list-style-type: none"> • Lying on the scholarship application (including failing to mention violations or criminal convictions) • Plagiarism (Even if it did not lead to suspension) • Cheating on an exam or project (Even if it did not lead to suspension) • Passing bad checks • Gambling violations • Trespassing <p>2. There was consensus among all student leaders that students should have a right to explain any violations. (This should be in the application form but may even require more explanation.) Students indicated that they were aware of students receiving a cheating violation and an F on an exam for sharing a calculator, or for plagiarism for failing to cite one source in a paper. Faculty apply the standards differently.)</p> <p>3. There was a consensus among student leaders that there should be time limit for looking back on a record. For example, they believed that if there was something like a “drinking ticket” received in the freshman year, and the person applying is a senior that had spent the past three years demonstrating accountability, drive for excellence, respect, and integrity through outstanding academic achievement, and community service, student leadership, and professionalism on the job then that maturity improvement should be viewed favorably. Several student leaders felt that they matured tremendously since their freshman year.</p> <p>4. A consensus of students felt that more recent violations (for example within the past year) and multiple violations, showed a lack of judgment and maturity and should be considered negatively.</p>	

Katie School Ethics Pledge

I, _____, pledge to comply with the principles of honesty, respect, accountability, and integrity. In endeavoring to act with integrity I will refrain from misstating or misleading employers about my credentials and experience. I will not mislead employers about my intentions in seeking employment by accepting a job and continuing to seek other employment opportunities, without telling my prospective employer of my intention to do so. I will set a positive example for other students both in my conduct in class, at Katie School events, and in other public settings. I will seek to continually to maintain and improve my professional knowledge, skills, and competence. I will obey all laws and regulations, and will avoid any conduct or activity that would cause unjust harm to others. I will strive to

establish and maintain dignified and honorable relationships with other students, alumni, faculty, and business professionals. I will avoid conduct which would bring disgrace to my fellow students, to the Katie School, or to the university. I understand that my scholarship can be revoked in whole or in part if I fail to comply with the principles of this pledge. Penalties may include separation from all future Katie School events and reimbursement of any expenses incurred by the Katie School or others harmed by my failure to comply with these principles set forth in this pledge.

Signed, _____



Authorization Form for Release of Student’s Judicial Record

The Katie School of Insurance and Financial Services seeks student judicial records information in accordance with guidelines prescribed by the Illinois State University Dean of Students Office, as one measure of character, especially that related to integrity. A records release is required of all students seeking a Katie School scholarship.

If you are submitting an application for a Katie School scholarship award, please sign and date this form and return it to the Katie School office in room 432 in the State Farm Hall of Business before the scholarship application deadline.

Individuals who will have access to this information include the Director of the Katie School, the Associate Director of the Katie School, and any risk management and insurance faculty selected to review scholarship applications. These individuals agree to keep confidential any information contained in the released records. No students serve on the selection committee, and no students have access to the information.

I, _____, hereby authorize Community Rights and Responsibilities at Illinois State University to release my judicial records to the Katie School of Insurance and Financial Services.

Signature

Date

Do you have any judicial violations or criminal convictions?

If yes, you are entitled to provide an explanation which may be considered in determining whether you have met the Character criteria required of the Katie School scholarship. Explanation:

