

UNIVERSITY OF
BIRMINGHAM



THE JUBILEE CENTRE
FOR CHARACTER & VIRTUES
10TH ANNIVERSARY YEAR

10TH
ANNIVERSARY

THE JUBILEE CENTRE

for Character and Virtues

www.jubileecentre.ac.uk

INTEGRATING RESEARCH ON
CHARACTER AND VIRTUES:

10 YEARS OF IMPACT

ORIEL COLLEGE

UNIVERSITY OF OXFORD

8 - 10 September 2022

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*The person who really wants to
do something finds a way; the
other finds an excuse.*

— ” —

Sir John Templeton



Dear Colleagues and Friends,

It is my pleasure to welcome all of you to this milestone event for the Jubilee Centre, both familiar and new faces. Over the last ten years, our conferences have been conducive environments to share experiences, to form partnerships, to get to know people and even to make some new friends. We have always tried to provide opportunities for delegates to network and to confer with each other. Our conferences are intended to be enjoyable – we want you to have fun!

As always, we are confident that the delegate list reflects the impressive breadth and quality of work being undertaken in relation to character and virtues by colleagues globally. This year's conference will offer an opportunity to acknowledge and appreciate such work.

We are very proud of our own progress over the years since the inception of the Jubilee Centre, from our impact on educational policy and practice, to our support of and connections with many individuals and organisations. It is a joy to be able to take some time to reflect upon the past decade – a decade worth celebrating – and to discuss and contemplate what the future may hold for us all in the field. We encourage all of you to engage in discussions, here, with the same level of enthusiasm that has become a hallmark of this conference over the years.

I would also like to take this opportunity to thank all our speakers, particularly our key notes and panellists. I would like to express my gratitude to Heather Templeton Dill, her family, and the wider members of the John Templeton Foundation, and to Jim Rahn and all those at the Kern Family Foundation, who have supported us with such generosity and enthusiasm.

I salute Jack and Pina Templeton for making the Jubilee Centre happen.



Professor James Arthur OBE
Director



In Memoriam – Drs. Jack and Pina Templeton



PROGRAMME



Thursday 8 September 2022

11.30am - 12.00noon
Arrival and Registration
Porter's Lodge

12.00noon - 1.00pm
Lunch
Hall

1.00 - 1.15pm
Welcome
Harris Lecture Theatre

1.15 - 2.15pm
Key Note 1: Professor James Arthur
Harris Lecture Theatre

2.15 - 3.45pm
Seminar Session 1

3.45 - 4.10pm
Tea
Harris Seminar Room

4.10 - 5.00pm
Key Note 2: Professor Arthur Schwartz
Harris Lecture Theatre

5.00 - 5.10pm
A Call To Action: Dr. Andrew Serazin
Harris Lecture Theatre

6.30 - 7.30pm
Drinks
Champneys Room

7.15 - 7.30pm
Ambassadors of Character Awards

7.30pm
Welcome Dinner
Hall

After Dinner Speaker:
Jim Rahn

Friday 9 September 2022

08.00 - 09.00am
Breakfast
Hall

09.00 - 10.15am
Key Note 3: David Goodhart
Harris Lecture Theatre

10.15 - 10.45am
Coffee
Harris Seminar Room

10.45am - 12.15pm
Seminar Session 2

12.15 - 1.15pm
Lunch
Hall

1.15 - 2.30pm
Key Note 4: Professor Daniel Lapsley
Harris Lecture Theatre

2.30 - 3.00pm
Tea
Harris Seminar Room

3.00 - 4.30pm
Seminar Session 3

4.30 - 5.00
Visit to Newman Oratory and Window

6.30 - 7.30pm
Drinks
Champneys Room

7.30pm
Conference Dinner
Hall

*Performance from the Schola Cantorum
of The London Oratory School*

After Dinner Speaker:
Heather Templeton Dill

Saturday 10 September 2022

08.00 - 09.00am
Breakfast and Check Out of Bedrooms
Hall

09.00 - 10.30am
Seminar Session 4

10.30 - 11.00am
Coffee
Harris Seminar Room

11.00am - 12.30pm
10 Years of Impact Panel
Harris Lecture Theatre

12.30 - 1.00pm
Concluding Reflections
Harris Lecture Theatre

1:00 - 2.00pm
Lunch
Hall

2.00pm
Depart



KEY NOTE SPEAKERS

THURSDAY 8 SEPTEMBER

REFLECTIONS ON THE JUBILEE CENTRE'S JOURNEY: A DECADE WORTH CELEBRATING

Chair: Dr. Karen Bohlin

This talk will outline the origins of the Jubilee Centre for Character and Virtues through the personal reflections on directing the Centre over the last ten years. The challenges will be described and the growth of the Centre's research and impact will be sketched.

'A Decade Worth Celebrating' - The Jubilee Centre's 10th Anniversary Film - celebrating the first ten years of the Centre will be shown following the talk. This charts the Centre's journey since its launch and captures its key messages and achievements while providing a moment for viewers to reflect upon the work of the Jubilee Centre in achieving its vision and mission since 2012.



Professor James Arthur OBE
University of Birmingham, UK



Professor Arthur Schwartz
President, Character.org, USA

SIR JOHN TEMPLETON AND THE GRAVITY OF CHARACTER

Chair: Professor James Arthur

Sir John Templeton invited Dr. Arthur Schwartz to join his foundation in 1995. As the foundation's fifth employee and first academic, Dr. Schwartz worked together with Sir John and the wider foundation for the next 13 years to identify and support research and programmes that advanced Sir John's donor intent, including groundbreaking research on forgiveness, unlimited love, humility, gratitude, and noble purpose. Dr. Schwartz will reflect on how working with Sir John dynamically shaped and formed his own character, including how he continues to repeat to himself a number of character-inspired maxims and wise sayings that Sir John frequently shared with family, friends, and staff. In so many ways, these "laws of life" vivify Sir John's humble spirit.

A CALL TO ACTION

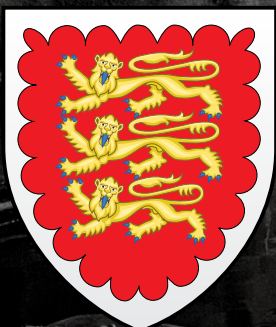
Chair: Dr. Tom Harrison

This *Call To Action*, given by the President of the Templeton World Charity Foundation, Dr. Andrew Serazin, will place the importance of character virtue development within the broader context of Aristotelian human flourishing.

Reflecting on the important work of the Jubilee Centre, and the work of character and virtue researchers elsewhere around the world, Dr. Serazin will outline the importance, and recent successes, of taking research into policy and practice.



Dr. Andrew Serazin
President, Templeton World
Charity Foundation, Bahamas



SEMINAR SESSION 1

2.15 – 3.45pm Thursday 8 September 2022

Harris Lecture Theatre

Chair: Tom Harrison

Randall Curren

Campus Climates and Public Life

James Davison Hunter, Gerard Robinson, and Ryan S. Olson

The Moral Ecology of Character
Formation: Schools, Families,
and Translating Research into
Practice in 10 Learning
Communities in America

Robert Beddard Room

Chair: Andrew Peterson

Jesse S. Summers

Virtue, Sainthood, and Anxious
Morality

Sophia Vasalou

Exemplars and the Ethics of
Virtue: Lessons from the
Islamic Tradition

Owen Walker Room

Chair: Michael Fullard

Wouter Sanderse and Doret de Ruyter

A Pedagogical Understanding
of Virtuous Teaching

Lynn Swaner and Andy Wolfe

Character Education and
Flourishing Schools: Insights
from Research

MacGregor Room

Chair: Aidan Thompson

Scott Parsons and Elise Dykhuis

Virtue Literacy: A Six-Week Study
of West Point Cadets During Their
Basic Training

Peter Meindl and Elise Murray Dykhuis

Making Character Assessment Far
Less Terrible

Kate Toms

Slipping the Surly Bonds of
Foolishness: Developing and
Sustaining Wisdom in Military
Pilots

WELCOME DINNER

THURSDAY 8
SEPTEMBER 2022

6.30pm

Drinks and Canapés - *Champneys Room*

Ambassadors of Character Awards

7.30pm

Welcome Dinner - *Hall*

Followed by

Jim Rahn

President, Kern Family Foundation



Jim Rahn

THE
KERN  FAMILY
FOUNDATION



friendship for virtue

Kristján Kristjánsson



OXFORD

KEY NOTE SPEAKERS

FRIDAY 9 SEPTEMBER



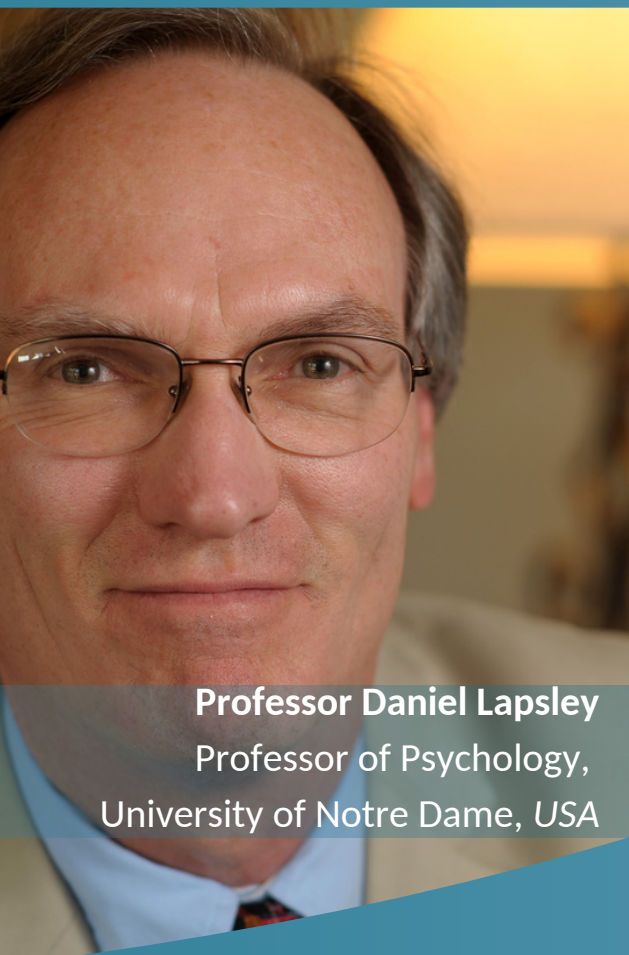
RECOGNISING THE VIRTUES OF HAND AND HEART IN PUBLIC LIFE

Chair: Lord James O'Shaughnessy

In recent years, the idea of a successful life has become too narrowly focused on academic success and entry into a cognitive-professional career. This has become politically and economically dysfunctional, we have reached 'Peak Head'. Politically, it creates too many losers, people who feel their contribution is not sufficiently valued (including an increasing proportion of graduates who are not getting the high-status, well-paid jobs they were expecting). Economically, it devalues the skills associated with Hand and Heart, leaving damaging shortages in middle-skilled technical occupations and a recruitment crisis in nursing and care. The cognitive meritocracy also pays insufficient respect to the stoicism and self-sacrifice that oils the wheels of families and societies, and the 'ordinary virtues' of being a decent, hard-working, person. But a rebalancing is underway, hastened by the pandemic



David Goodhart
UK Author, Broadcaster, and
Journalist



Professor Daniel Lapsley
Professor of Psychology,
University of Notre Dame, USA

VARIETIES OF CHARACTER EDUCATION AND THE MORAL FORMATION OF PERSONS

Chair: Dr. Liz Gulliford

One of the remarkable features of character education research over the past two decades is the extensive interdisciplinary dialogue that has taken place across the "mending wall" that divides the philosophical and empirical wings of moral psychology. How to ensure empirically responsible moral philosophy and philosophically responsible moral psychology is an exciting prospect. In these remarks, I propose a three-fold typology to organise the many ways character education has been understood over the years. First, Best Practice mobilises the educational psychology literatures of constructivist learning, academic press and communal organisation of schools to guide the formation of Good Learners. Second, Broad Character Education combines public health models of risk reduction and positive youth development strategies to fortify good learners with character strengths. Finally, Intentional Moral-Character Education transforms the Fortified Good Learner into a Moral Self. I make the case for considering the Moral Self as the aim of education, discuss new ways of understanding self-identity and how it relates to *phronesis*.

SEMINAR SESSION 2

10.45am – 12.15pm Friday 9 September 2022

Harris Lecture Theatre

Chair: Sarah Banks

Sabena Y. Jameel

The Fish School Theory of
Practical Wisdom: A Process
Unification

Claudia Navarini

Integrating Suffering and
Flourishing through Virtues: An
Interdisciplinary Case of
Phronetic Abduction

Jennifer A. Frey

Philosophical Knowledge and
Interdisciplinary Research

Robert Beddard Room

Chair: Randall Curren

Julie Taylor

The Ethical Role of the Student
Teacher Mentor: The Unspoken
Moral Dimension of Initial
Teacher Education?

Nicole Thompson, Cristy Guleserian, Carole Basile, and Paul Gibbs

Principled Innovation: An
Interdisciplinary Approach
Moving from Theory to Practice

Owen Walker Room

Chair: Paul Watts

Haley Edythe-Anne Dutmer

Moral Friendship Theory: Moral
Development and Education
through Friendship

Mike Prentice, Hernán González Cruz, and Falk Lieder

Evaluating Life Reflection
Techniques to Help People
Select Virtuous Life Goals

SEMINAR SESSION 3



3.00 – 4.30pm Friday 9 September 2022

Harris Lecture Theatre

Chair: Paul Watts

Liz Gulliford

The Medium and the Message:
Variables of Delivery in the
Use of Exemplar Narratives
for Moral Education

Matthew Dennis

Digital Emulation: From Moral
Exemplars to Online Celebrities

Robert Beddard Room

Chair: Catherine O'Leary

Robert Jackson

Perennial Practices for
Contemporary Character
Development

Juan P. Dabdoub,

Aitor R. Salaverría,

Marvin W. Berkowitz,

and Concepción Naval

Leveraging Colegios Mayores
for Character Development

Owen Walker Room

Chair: Sophia Vasalou

Juan A. Mercado and

Maria Pia Valenzuela

Coping with Complexity:
Methodological Overlaps
Between Psychology and
Philosophy

Eranda Jayawickreme,

Sara Etz Mendonca, and

Elise Murray Dykhuis

Examining the Possibilities for
Volitional Character Change
through a Three-Month Online
Intervention

MacGregor Room

Chair: Scott Parsons

Sarah Banks

Pandemic Ethics and Beyond:
Creating Space for Virtues in
the Social Professions?

Jorge Lopez,

Verónica Fernández, and

Salvador Ortiz de

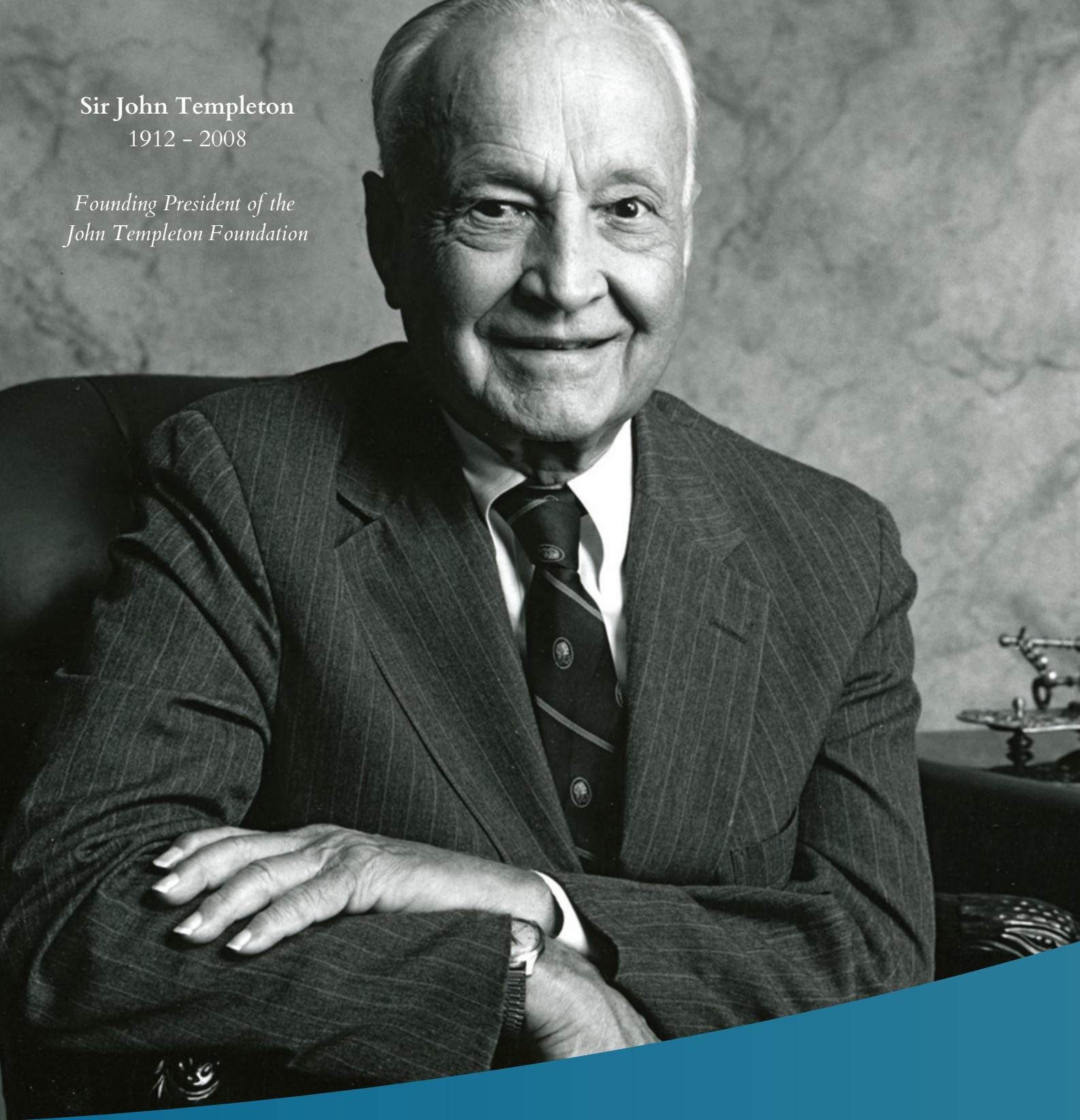
Montellano

Education in Virtues and
Education in Skills

Sir John Templeton

1912 - 2008

*Founding President of the
John Templeton Foundation*



“

The Jubilee Centre joins my grandfather in the belief that virtue can be cultivated. My grandfather felt that he had worked hard to develop character virtues in his own life which enabled him to succeed.

He wrote that building character may be likened to building a house. As you respond to life's experiences the choices you make become the building blocks that create and construct your character...

”

Heather Templeton Dill

July 2013

Great Hall, University of Birmingham

CONFERENCE DINNER

FRIDAY 9 SEPTEMBER 2022



6.30pm

Drinks and Canapés - Champneys Room

7.30pm

*Performance from the Schola Cantorum
of The London Oratory School - Hall*

Conference Dinner - Hall

Followed by

Heather Templeton Dill

President, John Templeton Foundation

The Toast



Heather Templeton Dill



JOHN TEMPLETON
FOUNDATION

SEMINAR SESSION 4

09.00 – 10.30am Saturday 10 September 2022

Harris Lecture Theatre

Chair: Professor Kristján Kristjánsson

Alan T. Wilson

Shamelessness as a Civic Vice

Sungwoo Um

Honesty: Respect for the Right
Not to be Deceived

Robert Beddard Room

Chair: Andrew Peterson

Jörg Schulte-Altendorneburg

The Rationality of Emotions:
Aristotle's 'Emotional Syllogism'

Zack Loveless

Phronesis for Fallible Beings

Owen Walker Room

Chair: Michael Fullard

Natasza Szutta

The Need for Virtue in the
Judicial Profession

Koji Tachibana

Virtue Education and Japanese
Culture: Towards a Fruitful
Collaboration between
Philosophy, Psychology, and
Pedagogy

MacGregor Room

Chair: Tom Harrison

Ed Brooks and Rebecca Park

Character, Culture, and
Leadership in Business,
Finance, Law, and Technology:
An Interdisciplinary Research
Project

Katy Granville-Chapman, Emmie Bidston, and Ed Brooks

Reimagining Educational
Leadership: Empowering
Human Flourishing

10 YEARS OF IMPACT PANEL



SATURDAY 10 SEPTEMBER

Chair: Professor Kristján Kristjánsson

Professor Concepción Naval

Dean, School of Education and Psychology
University of Navarre

Dr. Beth Purvis

Senior Program Director, Character
Kern Family Foundation

Ben Perks

Head of Campaigns & Advocacy
UNICEF

Lord James O'Shaughnessy

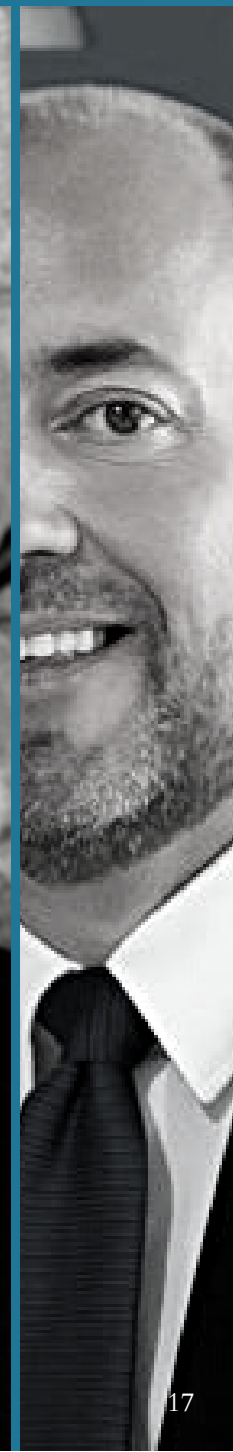
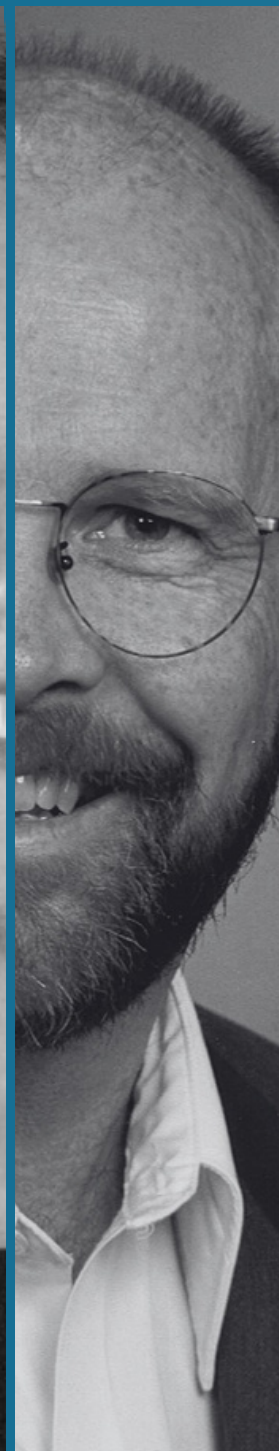
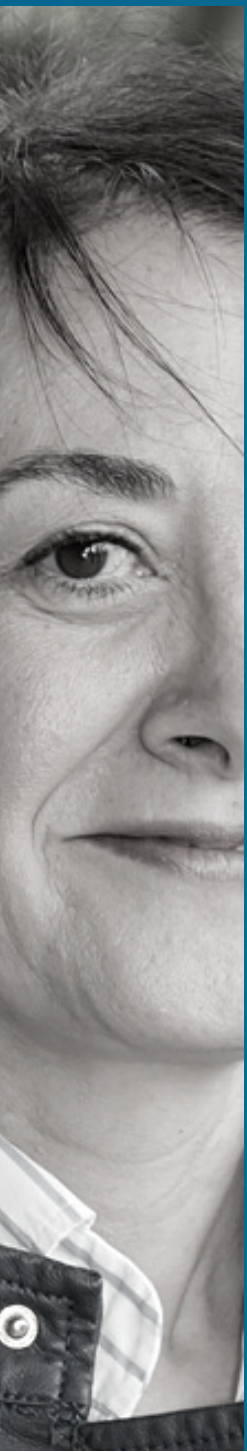
Senior Research Fellow
Jubilee Centre for Character and Virtues

Professor Blaine Fowers

Professor of Psychology
University of Miami

Fr. James Burns

President
Saint Mary's University of Minnesota



CHARACTER AND PUBLIC POLICY: EDUCATING FOR AN ETHICAL LIFE, 14 - 15 DECEMBER 2012, UNIVERSITY OF BIRMINGHAM, MARVIN BERKOVITZ, WILLIAM JAMES ARTHUR, LUCA BADINI CONFALONIERI, JASON BAEHR, JULIAN BAGGINI, AAREN BOHLIN, JAMES BURNS, DAVID CARR, JAMES CONROY, SANDRA COOKE, MICHAEL HAND, EDWARD HARCOURT, TOM HARRISON, HELEN HASTE, DANIEL HAYES, JENNIFER HIGGINS, KAZUNOBU HORIUCHI, JAMES HUNTER, MARK HYATT, JOHN LIPPITT, DAVID LORIMER, SIMON MARCUS, LAURA MCKENZIE, EDWARD MEARS, BLAIRE MORGAN, IAN MORRIS, DAN MOULIN, OSAMU NAKAYAMA, CONCEPT MARK PIKE, GARY POWELL, RICHARD PRING, MICHAEL ROBERTS, KEVIN RYAN, TONY SEWELL, AIDAN THOMPSON, DAVID WALKER, KENNETH WILSON, DAN WRIGHT, STEVE THOMA, HANAN ALEXANDER, CAROL ALLRED, JOHNNYANG, JAMES ARTHUR, ROSALINDA ADRIANA, BALLESTEROS VALDES, MARVINBERKOWITZ, MELINDA WRIGHT, JAMES CONROY, SANDRA COOKE, ROBERT COUTER, CLARK CUNNINGHAM, HOWARD CURZER, IAN DAVISON, JON DAVISON, JEFF DILL, STEPHAN ELLER, HYEMINHAN, MICHAELHAND, TOM HARRISON, DAN HAYES, SARAH HERTZOG, MICHAEL HOLDSWORTH, KAZUNOBU HORIUCHI, AGNIESKA IGNATOWICZ, JOHN TONE KVERNBEKK, JEN LEXMOND, BRIAR LIPSON, BRIAN LITTLE, DAVID LORIMER, ROBERT MAZELANIK, ROBERT MCGRATH, BLAIRE MORGAN, OSAMUNAKAYAMA, ROGERSON, WOUTERSANDERSE, MEGANSAXELBY, STEPHEN SCHEULLER, ANTHONY SELDON, ALESHA SEROCZYNSKI, NANCY SHERMAN, HARVEY SIEGEL, HUGH WALKER, LAWRENCE WALKER, JONATHAN WEBBER, MATHEW WHITE, KENNETH WILSON, DAN WRIGHT, **VARIETIES OF VIRTUE ETHICS IN PHILOSOPHY, SOCIAL SCIENCE AND THE PUBLIC SPHERE, JANUARY 4 - 6 2018, ORIEL COLLEGE, OXFORD, JOHN HALDANE, JOHN MILBANK, BOHLIN, JAY BRANDENBERGER, JONATHAN BRANT, KENDALL COTTON BRONK, EDWARD BROOKS, JAMES LOUIS COIFFAIT, DAVID CRAIG, RANDALLCURREN, CATHERINE DARNELL, JEFFREYDILL, KATY DINEEN, FULLARD, ANN GALLAGHER, KEVIN GARY, FIONA GATTY, LIAM FRANCIS GEARON, MARCINGIERCZYK, KAZUNOBU HORIUCHI, JOHNATHAN JACOBS, ERANDA JAYAWICKREME, MARK E. JONAS, HARRY JONES, GARY LEWIS, DAVID LORIMER, JUAN ANDRES MERCADO, JASON METCALFE, KAZUHIRO MIYASHITA, RYAN S. OLSON, PANOSPARIS, SCOTT PARSONS, BENPERKS, ANDREW PETERSON, KATE PHILLIPS, TENELLEPORTER, ROBINSON, MADISON RUPPEL, WOUTERSANDERSE, PAOLO SANTORI, JÖRG SCHULTE-ALTEDORNEBURG, LARRY WALKER, JOSEPHWARD, DANIELLE WARTNABY, LANI WATSON, PAUL WATTS, DAVID WEBER, MICHAEL WEE, **ORIEL COLLEGE, OXFORD, CHRISTIAN MILLER, DORET DE RUYTER, JONATHAN WEBBER, JENNIFER WRIGHT, JOSU MAGDALENA BOSCH, ROGER BRETHERTON, ANDREWBRIGGS, KENDALL COTTON BRONK, CLIFFORD BRIAN BRONK, RANDALLCURREN, OLIVER CURRY, WILLIAMDAMON, CAT DARNELL, JON DAVISON, CARLOS DIONISIODE MARCOS, GATTY, ULRIKE GENTNER, DAVID GONZALEZ-GINOCCHIO, DAVID GOODMAN, IGOR GROSSMANN, LIZ GULLIFORD, HART, GRAEME HARTLEY, HELEN HASTE, KAZUNOBU HORIUCHI, BENJAMIN HUFF, JAMES DAVISON HUNTER, RACHAELHUNTER, KONSTANTINOU, KRISTJANKRISTJANSSON, MICHAELLAMB, SABRINALITTLE, DAVID LITTLE, DAVIDLORIMER, JAMESMACALLISTER, JACOB NASH, CLAUDIANAVARINI, GUY NICHOLLS, RYAN S. OLSON, JAMES O'SHAUGHNESSY, SCOTT PARSONS, SHIRLEY-ANNE CAROLYNROBERTS, JONATHAN ROBINSON, JENNIFER ROTHSCHILD, MIGUEL ANGEL RUMAYOR, JÖRG SCHULTE-ALTEDORNEBURG, VOGLER, WARREN J. VON ESCHENBACH, INGIMAR OLAFSSON WAAGE, LUCAS WALSH, DANIELLE WARTNABY, PAUL WATTS, DIETER WEBER, **2020, ORIEL COLLEGE, OXFORD, SARAH BANKS, JENNIFER FREY, DAN HAYBRON, KRISTJANKRISTJANSSON, JAMES ARTHUR, HARLEEN ASSI, W. BRANDENBERGER, ROGER BRETHERTON, EDWARD BROOKS, MARK BULLIO, DOMINIC BURBIDGE, JAMES BURNS, T. RYANBYERLY, JACOB BYRNE, ANGELO CAMERON EDWARDS, STEPHAN E. ELLENWOOD, CRISTY FILLOON, BLAINE FOWERS, MICHAEL FULLARD, ANN GALLAGHER, KEVIN GARY, ROBERT GAY, ULRIKE GENTNER, KATY HARRY JONES, KAREN JORDAN, PAWEŁ KAŻMIERCZAK, IRO KONSTANTINOU, PHILIP LARREY, J. HARRISON LEE, CHRISTOPHER LEVENICK, GARY LEWIS, SABRINA MOORE, NICKY MORGAN, DANNY MUCINSKAS, JACOB NASH, CLAUDIANAVARINI, GUY NICHOLLS, JAMES O'SHAUGHNESSY, YOUSRA OSMAN, CAROLINE PADDINGTON REED, CAROLYNROBERTS, LEE ROGERSON, JAMES DOMINIC ROONEY, JENNIFER ROTHSCHILD, BENJAMIN RUSCH, SATABDISAMTANI, MATTHEW HARVEY SAND STAWSKI, MATT STICHTER, KAREN STOHR, EZRA SULLIVAN, NATASZA SZUTTA, KOJI TACHIBANA, AIDAN THOMPSON, NICOLE THOMPSON, CRAIG STEVEN TITUS, WATSON, PAUL WATTS, MATTHEW WHITE, BETHANWILLIS, MATTHEW F. WILSON, SARAH WINCH, DAN WRIGHT, HEIDRUN WULFEKUEHLER, DOUG YACEK, TOBIAS SHANNON VALLOR, JEROEN VAN DEN HOVEN, JAMES ARTHUR, SARAH BANKS, JENNIFER BAKER, ED BROOKS, JAMES BURNS, DAVID CIVIL, MATTHEW COLLINS, ROBERT JACKSON, MATTHEW KUAN JOHNSON, KRISTJANKRISTJANSSON, ANDREWMAILE, JOHN MCALEER, JOSEPH MCDOWELL, ADRIAN MCLEAN, SHANE MCDONNELL, JAMESPOST, RACHEL SIOW ROBERTSON, LOUISE SIMPSON, JULIE TAYLOR, AIDAN THOMPSON, BEC TIGUE, PAUL TRAFFORD, CANDACE VOGLER, DAVID IAN WATSON, **- 8 JANUARY 2022, ORIEL COLLEGE, OXFORD, JAMES ARTHUR, ARTHUR SCHWARTZ, DAVID GOODHART, DAN LAPSLEY, JAMES O'SHAUGHNESSY, BETH PETERSON, CHRISTINE BEECH, MARVIN BERKOWITZ, ROLAND BERNHARD, EMMIE BIDSTON, KAREN BOHLIN, XAVIER BOSCH, ED BROOKS, DAVID CIVIL, CHRIS CLYNE, JAMES O'NEVILLE FEW-DURNALL, MICHAEL FULLARD, JENNIFER FREY, SIMON GAINE, KEVIN GARY, FIONA GATTY, KATY GRANVILLE-CHAPMAN, CRISTY GULESERIAN, LIZ HORNING, JAMES DAVISON HUNTER, ROBERT JACKSON, SABENA Y. JAMEEL, ERANDA JAYAWICKREME, MATTHEW KUAN JOHNSON, MARK E. JONAS, CAROLE JOHNSON MENDONCA, JUAN A. MERCADO MONTES, BEN MILLER, ERIN COLLAZO MILLER, SALVADOR ORTIZ DE MONTELLANO, ELLEN MORGAN, JACOB NASH, CONCEPCION ANDREW PETERSON, PATRICK PLAISANCE, MIKE PRENTICE, BETH PURVIS, REBECCA RAHN, GERARD ROBINSON, LEE ROGERSON, BECKI RUST, DORET DE RUYTER, DANIEL SNOW, CHRIS STAWSKI, JESSE S. SUMMERS, LYNN SWANER, KOJI TACHIBANA, JULIE TAYLOR, AIDAN THOMPSON, NICOLE THOMPSON, REBECCA TIGUE, KATE TITUS********

TEN YEARS

JUBILEE FOR CHARACTER

2012 -

A DECADE WORTH

 <p>THE JUBILEE CENTRE for character and values www.jubileecentre.ac.uk</p> <p>CHARACTER AND PUBLIC POLICY: EDUCATING FOR AN ETHICAL LIFE 14 - 15 December 2012</p>	 <p>THE JUBILEE CENTRE for character and values www.jubileecentre.ac.uk</p> <p>CAN VIRTUE BE MEASURED? ORIEL COLLEGE, UNIVERSITY OF OXFORD 14-15 January 2018</p>	 <p>THE JUBILEE CENTRE for character and values www.jubileecentre.ac.uk</p> <p>VARIETIES OF VIRTUE ETHICS ORIEL COLLEGE, UNIVERSITY OF OXFORD 14 January 2018</p>	 <p>THE JUBILEE CENTRE for character and values www.jubileecentre.ac.uk</p> <p>CULTIVATING VIRTUES: INTERDISCIPLINARY APPROACHES ORIEL COLLEGE, UNIVERSITY OF OXFORD 7-8 January 2018</p>	 <p>THE JUBILEE CENTRE for character and values www.jubileecentre.ac.uk</p> <p>CHARACTER, WISDOM AND VIRTUE ORIEL COLLEGE, UNIVERSITY OF OXFORD 5-7 January 2018</p>
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DAMON, HOWARD GARDNER, KRISTJÁN KRISTJÁNSSON, RICHARD LAYARD, HEATHER WIDDOWS, WOLFGANG ALTHOF, REBECCA CUDBY, JON DAVISON, JEFF DILL, KATHRYN ECCLESTONE, JEAN GROSS, ELIZABETH GULLIFORD, JOHN HALDANE, NORIO IKENO, DEMELZA JONES, ÓLAFUR PÁLL JÓNSSON, BEN KOTZEE, IAIN LAW, CHI-MING (ANGELA) LEE, JEN LEXMOND, CIÓN NAVAL, GUY NICHOLLS, ANTHONY O'HEAR, JAMES O'SHAUGHNESSY, FARID PANJWANI, NICK PEIM, AMELIA PETERSON, CAN VIRTUE BE MEASURED?, 9 – 11 JANUARY 2014, ORIEL COLLEGE, OXFORD, RANDALLCURREN, NANCY SNOW, DA BIER, CARL BOWMAN, JONATHAN BRANT, RYAN BROWN, JAMES BURNS, DAVID CARR, YEN HSIN CHEN, JENNIFERCOLE ENWOOD, BRIAN FLAY, BLAINE FOWERS, SIMON GAINÉ, LIZ GULLIFORD, LUIS GUTIERREZ, JOHN HALDANE, JENIFER HALLIDAY, CHAO, JANG REN, ERANDA JAYAWICKREME, CHANTEL JONES, KHOTARO KAMIZONO, BEN KOTZEE, KRISTJANKRISTJÁNSSON, MA, KEVIN ORANGERS, GUY NICHOLLS, JAMES O'SHAUGHNESSY, RICHARDPRING, ROBERTROBERTS, GRACE ROBINSON, LEE H SOCKETT, PEGGY SWEENEY, HYWEL THOMAS, AIDAN THOMPSON, ELI TSUKAYAMA, JOHN UPTON, FIONA VITTEY, DAVID SCIENCE AND THEOLOGY, 8 – 10 JANUARY 2015, ORIEL COLLEGE, OXFORD, JULIA ANNAS, BLAINE J. FOWERS, ANDREW NES, PHILLIP BLOND, TONIA BOCK, KAREN BOHLIN, JONATHAN BRANT, JAMES BURNS, DAVID CARR, RUTH CIGMAN, RICHARD JON DAVISON, MATTHEW DENNIS, JOSEPH DUNNE, STEVE ELLENWOOD, ELAINE ENGLEHARDT, MATT FERKANY, LIA EDWARD HARCOURT, ALLAN HAZLETT, GABE IGNATOW, ERANDA JAYAWICKREME, MARK E. JONAS, KOHTARO MANGLOS-WEBER, TERRANCE MCCONNELL, CHRISTIAN B. 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WIVESTAD, JAY WOOD, HEIDRUN WULFEKÜHLER, DOUGLAS YACEK, VIRTUES IN THE JAMES O'SHAUGHNESSY, TALBOTBREWER, JAMES ARTHUR, SARAH BANKS, MARVINBERKOWITZ, KAREN BURNS, ANGELO CAMPODONICO, DAVID CARR, DAVID CHARLESWORTH, SHELBY CLARK, SARAH CLEMENT, STEPHEN EARL, STEPHAN ELLENWOOD, MARY ELLIOT, TRACEY FARQUHARSON, BLAINE FOWERS, MICHAEL KATY GRANVILLE-CHAPMAN, LIZ GULLIFORD, JOHN HALL, HOLLY HAMILTON-BLEAKLEY, TOM HARRISON, HOLLIE JONES, ÓLAFUR PÁLL JÓNSSON, KRISTJANKRISTJÁNSSON, MICHAEL LAMB, CHI-MING (ANGELA) LEE, FRANCISCO MOLLER, EDWARDMORGAN, DANIELMOULIN-STOZEK, CONCEPCIÓN NAVAL, GUY NICHOLLS, RICHARDPRING, TIMOTHY REILLY, CHARLOTTE RENNIE, REYNALDO G. RIVERA, CAROLYNROBERTS, JONATHAN EDWARDSKIDELSKY, NANCY SNOW, CHARLESSTARKEY, ALAN STEELE, KAREN STOHR, ALESSANDRA TANESINI, VACCAREZZA, TYLER VANDERWEELE, APOLINAR VARELA, CANDACE VOGLER, WARREN J. VON ESCHENBACH, BARBARAWILSON, MATTHEW WILSON, DANIEL WRIGHT, VIRTUES: LOCAL OR UNIVERSAL?, 3 – 5 JANUARY 2019, AHEDO, JAMES ARTHUR, SARAH BANKS, RON BEADLE, MATTHEW BERK, MARVINBERKOWITZ, RICHARDBOLLINGER, ED BROOKS, DOMINIC BURBRIDGE, JAMES BURNS, ANGELO CAMPODONICO, YI-LIN CHEN, ANNA CLARKSON, MATTHEW DENNIS, VIANNEY DOMINGO, STEPHEN EARL, STEPHAN ELLENWOOD, PATRICKFRIERSON, KEVIN GARY, FIONA KRISTIANGUTTESEN, JOHN HACKER-WRIGHT, MARTIN HÄHNEL, TERESA HÄHNEL, JOHN HALDANE, TOM HARRISON, PETER ROBERTJACK, JONATHAN JACOBS, ERANDAJAYAWICKREME, MARK JONAS, L. GREGORY JONES, HARRY JONES, IRO FRANCOMANNI, HUGHMCFAY, DANIELMCGINTY, JUAN ANDRÉS MERCADO, ELLEN MORGAN, MIROSLAW MROZ, ELISE MURRAY, PAUL, BENJAMIN PERKS, ANDREW PETERSON, MARK PIKE, RICHARDPRING, BETH PURVIS, JAMES C. 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MCLEAN, JUAN ANDRES MERCADO, JASON METCALFE, JOSEPH DOCK, HEIDY PAREDES, ANDREW PARRY, SCOTT PARSONS, KARL PESTKA, ANDREW PETERSON, CARISSAPHILLIPS-GARRETT, BETH PURVIS, JIM RAHN, BRENDAN WOUTERSANDERSE, JÖRG SCHULTE-ALTEDORNEBURG, SASCHA SETTEGAST, PAUL SHARKEY, ANDY SMARICK, NANCY SNOW, JOHAN SPERMANN, CHRIS S, MARIA SILVIA VACCAREZZA, PIA VALENZUELA, TYLER J. VANDERWEELE, CANDACE VOGLER, WARRENVON ESCHENBACH, INGIMAR OLAFSSON WAAGE, LAN ZIMMERMANN, VIRTUES IN THE DIGITAL WORLD, 10 – 12 SEPTEMBER 2021, ORIEL COLLEGE, OXFORD, MATTHEW DENNIS, TOM HARRISON, MARK E. JONAS, ANDREWDIRKSEN, KAREN EAMENS, NICOLE FEW-DURNALL, JUAN LUIS FUENTES, MICHAEL FULLARD, ANN GALLAGHER, KEVIN GARY, FIONA GATTY, TOM HAIGH, UGHLIN, BEN MILLER, JACOB NASH, MARA NEIJZEN, CATHERINE O'LEARY, SCOTT PARSONS, ANDREW PETERSON, GAIL PEYTON, GIANFRANCO POLIZZI, MATTHEW ALKER, BJORN WASTVEDT, LANI WATSON, PAUL WATTS, DOUGLAS YACEK, INTEGRATING RESEARCH ON CHARACTER AND VIRTUES: 10 YEARS OF IMPACT, 6 PURVIS, JAMES BURNS, CANDACE VOGLER, BEN PERKS, BLAINE FOWERS, HEATHER TEMPLETON DILL, JIM RAHN, SARAH BANKS, JOHN BARE, CAROLE G. BASILE, CONROY, RANDALL CURREN, JUAN DABDOUB, JON DAVISON, MATTHEW DENNIS, HALEY EDYTHE-ANNE DUTMER, ELISE MURRAY DYKHUIS, VERÓNICA FERNÁNDEZ, GULLIFORD, JAN HÄBL, MICHAEL HAHN, JOHN HALL, HILDA HALDANE, JOHN HALDANE, EMERALD HENDERSON, TOM HARRISON, LUTZ-PETER HENNIES, MARIA JONES, EVELYN KROPFREITER, FALK LIEDER, ZACHARY LOVELESS, MIKE LOVERN, JOHN MCALDER, JOSEPH MCDOWELL, ADRIAN MCLEAN, ANDREW MAILE, SARA ETZ DN NAVAL, CLAUDIA NAVARINI, CATHERINE O'LEARY, GUY NICHOLLS, RYAN S. OLSON, REBECCA PARK, SCOTT PARSONS, CLAIRE PARSONS, BENJAMIN PERKS, MAIOR SALAVERRIA, WOUTER SANDERSE, JÖRG SCHULTE-ALTEDORNEBURG, ANDREW SERAZIN, SUZANNE SHANAHAN, GEIR SIGURÐSSON, JAN ŠKOLNÍK, NANCY DMS, SUNGWOO UM, MARIA PIA VALENZUELA, SOPHIA VASALOU, CANDACE VOGLER, PAUL WATTS, ALAN T. WILSON, ANDY WOLFE, DAN WRIGHT, DOUG YACEK



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INTEGRATING RESEARCH ON CHARACTER AND VIRTUES: 10 YEARS OF IMPACT
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4-5 January 2022



CHARACTER AND WISDOM IN PROFESSIONAL PRACTICE

THE 11TH ANNUAL CONFERENCE OF THE
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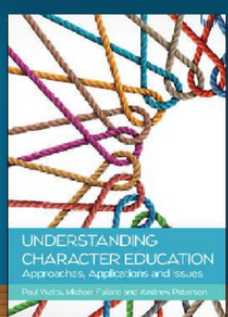
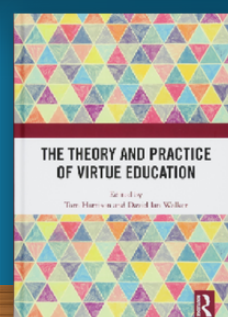
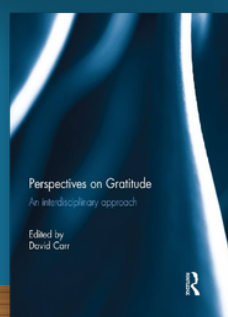
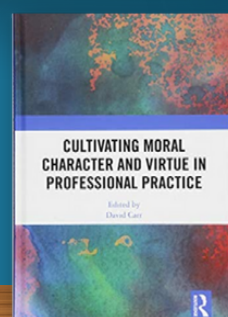
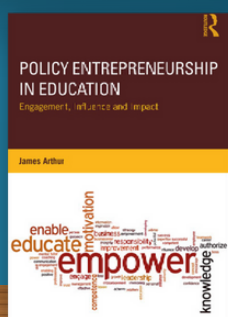
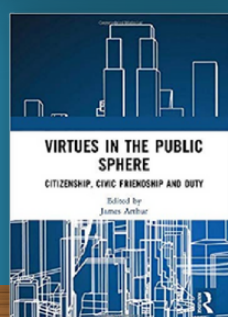
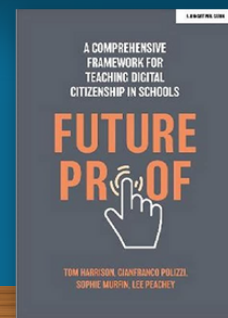
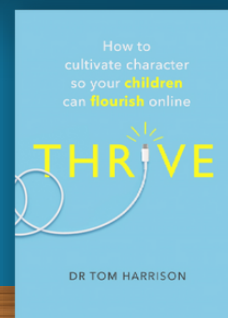
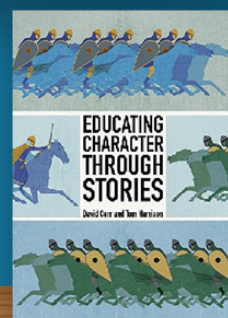
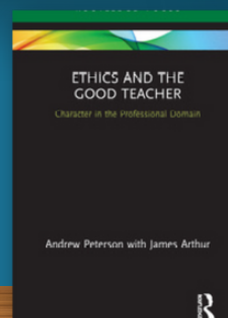
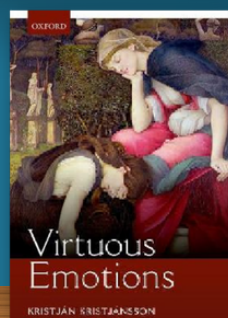
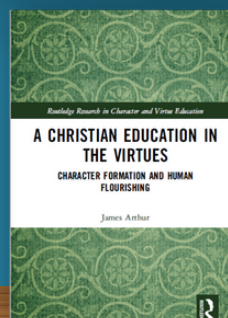
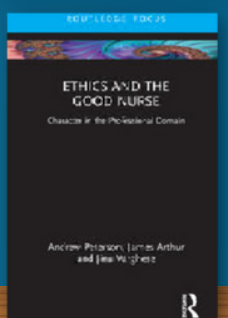
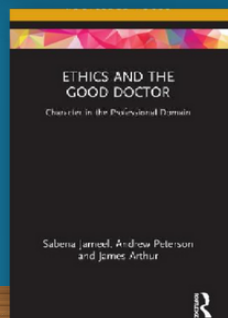
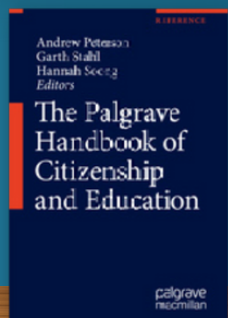
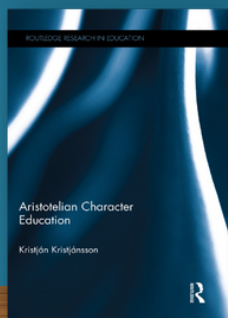
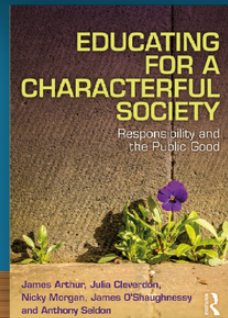
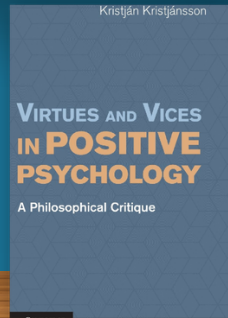
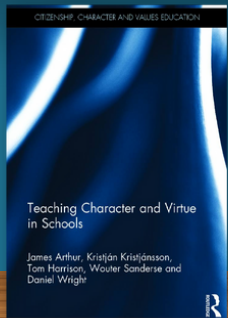
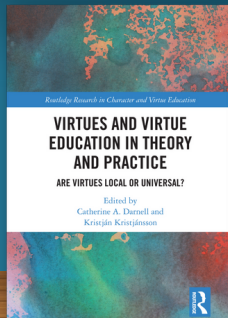
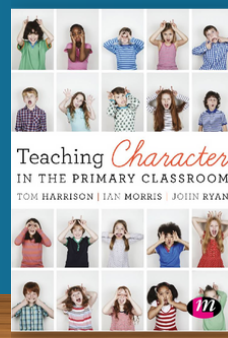
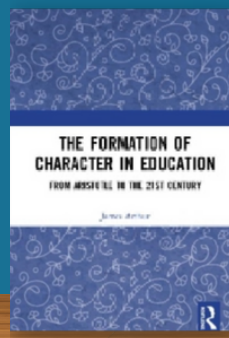
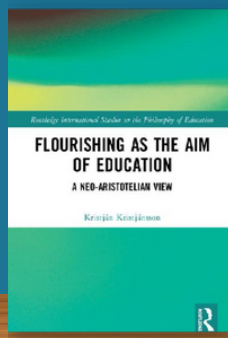
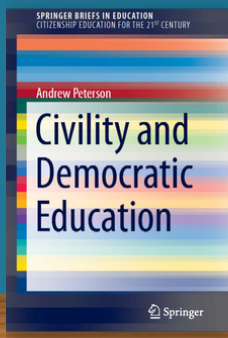
JANUARY 5-7 2023

ORIEL COLLEGE, UNIVERSITY OF OXFORD

There is a burgeoning interest in wisdom and, specifically, *phronesis* development in professional practice, and in the education of teachers, doctors, nurses, business people, social workers, lawyers, soldiers, and police officers, to name but a few professions. However, these studies are often conducted in isolation from more general research into young people's character development and character education in schools.

The aim of this conference is to bring those two discourses closer together by exploring how advances made in the study of character virtues in the last two decades can inform further work on virtue-based professional ethics.





SEMINAR PAPER ABSTRACTS

Seminar Session 1

Thursday 8 September 2022 2.15 – 3.45pm

HARRIS LECTURE THEATRE

Professor Randall Curren

CAMPUS CLIMATES AND PUBLIC LIFE

This paper addresses the cultivation of civic friendship on university campuses and the extent to which efforts to promote character development and inter-group contact on these campuses is, or could be, beneficial for the civic culture of the institutions and the larger society. Key questions include: What contributes to the formation of civic friendship and what undermines it? What efforts do universities make to promote inter-group understanding, trust, and willingness to work together for the greater good? What are the limitations of their ability to shape student culture in ways favorable to civic friendship? Where is there room for improvement?

Professor James Davison Hunter, Gerard Robinson, and Dr. Ryan S. Olson

THE MORAL ECOLOGY OF CHARACTER FORMATION: SCHOOLS, FAMILIES, AND TRANSLATING RESEARCH INTO PRACTICE IN 10 LEARNING COMMUNITIES IN AMERICA

In this presentation, James Davison Hunter, the LaBrosse-Levinson Distinguished Professor of Religion, Culture and Social Theory at the University of Virginia, will provide high-level findings from two components of 'The Moral Ecology Project'. The first is a qualitative research study that comprised a series of 'mini-ethnographies' of 10 school sectors in the United States. The second is a quantitative research study of collected data from 3,000 parents and 3,000 teens in partnership with the Gallup Organization. Gerard Robinson, Vice President of Education, will provide preliminary results from the translation of project findings into practice through an emerging partnership with K-12 principals, educators, and parents in several states.

ROBERT BEDDARD ROOM

Dr. Jesse S. Summers

VIRTUE, SAINTHOOD, AND ANXIOUS MORALITY

People with moral OCD, or scrupulosity, seem too concerned with morality. How is that possible? They are motivated by their anxiety, and anxiety can play an important role in making people sensitive to morally relevant situations and facts. A feeling of anxiety, however, needn't be caused by an actual threat that one correctly identifies. Someone with scrupulosity incorrectly understands their moral failings to be the cause of their anxiety. Anxiety also leads one to focus inflexibly on mere possibilities of wrongdoing, be less responsive to counter-evidence that one has not done anything wrong, and to minimise competing moral concerns.

Dr. Sophia Vasalou

EXEMPLARS AND THE ETHICS OF VIRTUE: LESSONS FROM THE ISLAMIC TRADITION

Exemplars play a well-attested role in religious forms of virtue ethics. This paper will introduce the place of exemplars in Islamic ethics and consider what we can learn from studying this context. Two exemplars with a foundational role in Islamic virtue ethics are the prophet Muhammad and God. Closer consideration of these cases helps us expand our understanding of the means - notably the kinds of narratives - through which exemplars become epistemically available. It also offers a new angle on well-worn questions about the inverse relationship between the superiority of exemplars and their motivational effect.

OWEN WALKER ROOM

Dr. Wouter Sanderse and Professor Doret de Ruyter

A PEDAGOGICAL UNDERSTANDING OF VIRTUOUS TEACHING

What virtues do teachers need to maintain a 'pedagogical relationship', understood as a personal, intrinsically valuable relationship in which an educator helps the child to become a person in the world? We first review some of the Jubilee Centre's work on the role of virtues in good teaching. Secondly, we examine the ideas of several philosophers of education (most notably from the *Geisteswissenschaftliche Pädagogik*) about the pedagogical relationship, which mentions virtues such as tactful sensitivity, thoughtfulness, trusting children, and being trustworthy, and having active hope. Finally, we evaluate whether these 'pedagogical virtues' are compatible with an Aristotelian understanding of (good) teaching.

Dr. Lynn Swaner and Andy Wolfe

CHARACTER EDUCATION AND FLOURISHING SCHOOLS: INSIGHTS FROM RESEARCH

The 'Flourishing Schools Culture Model' identifies five interacting domains of flourishing drawn from an extensive quantitative study with hundreds of schools in USA/Canada/Australia and beyond. These domains – Purpose, Relationships, Teaching, Resources and Wellbeing – have been explored in detail by Dr Lynn Swaner (USA) and Andy Wolfe (UK) in their book 'Flourishing Together' (Eerdmans, November 2021). This paper will unpack Purpose, Relationships and Wellbeing in detail in their relationship to character education, proposing an interacting 'ecology of flourishing' between the trio of Flourishing Students, Flourishing Adults and Flourishing Schools, and exploring the educational leadership implications for the post-pandemic era.

MACGREGOR ROOM

Dr. Scott Parsons and Dr. Elise Murray Dykhuis

VIRTUE LITERACY: A SIX-WEEK STUDY OF WEST POINT CADETS DURING THEIR BASIC TRAINING

In summer 2021, for the first time, the United States Military Academy at West Point included a Character Journal as part of West Point's Cadet Basic Training (CBT). Cadets were given one hour each day to reflect on the virtues they used that day, as well as a weekly reflection at the end of the week in that Character Journal. This paper will discuss the efficacy of the Character Journal for developing virtue literacy in CBT.

Dr. Peter Meindl and Dr. Elise Murray Dykhuis

MAKING CHARACTER ASSESSMENT FAR LESS TERRIBLE

Bad measurement holds science back. Good measurement moves it forward. Many character assessments are bad: they're tedious and time-consuming to complete, and the data derived from them are often disappointing or confusing. But character assessment is redeemable. Here we discuss changes we are making to the way the United States Military Academy assesses its character development efforts. Most of these changes, many of which can be easily adopted by other organisations, fall under two categories: 1) focussing on virtue's seeds, rather than all of its branches, and 2) taking simple steps to make assessment a more engaging and formative experience.

Dr. Kate Toms

SLIPPING THE SURLY BONDS OF FOOLISHNESS: DEVELOPING AND SUSTAINING WISDOM IN MILITARY PILOTS

The US Air Force values the virtue of *phronesis* in their pilots: 'judgement and decision making' is evaluated regularly; a deficiency results in the pilot's loss of flying qualification. In short: *phronesis* matters a great deal to the USAF. In this paper, I examine the ways the USAF identifies, inculcates, and sustains *phronesis* in their pilots. I argue that these methods are somewhat effective but include drawbacks. Crucially, genuine virtue cannot exist in a compartmentalised state; the whole person, as well as their community of practice, influences the development and exercise of virtue, to include *phronesis*.

Seminar Session 2

Friday 9 September 10.45am – 12.15pm

HARRIS LECTURE THEATRE

Dr. Sabena Y. Jameel

THE FISH SCHOOL THEORY OF PRACTICAL WISDOM: A PROCESS UNIFICATION

The Fish School Theory of Practical Wisdom is an analogy-based theory derived from empirical PhD work which described the constituents of embodied practical wisdom in a population of medical practitioners (wisdom exemplars). The theory progresses current research, which looks at practical wisdom in terms of constituents, to considering practical wisdom as a process. The key tenet of the Fish School Theory is that the sum of the constituents is greater than the parts. It seeks to align with polymath Aristotle's original inspiration. This theory has the potential to offer a singular and unified discourse for all disciplines to consider.

Professor Claudia Navarini

INTEGRATING SUFFERING AND FLOURISHING THROUGH VIRTUES: AN INTERDISCIPLINARY CASE OF PHRONETIC ABDUCTION

The capability of realising the Inference to the Best Explanation is an abductive act, after Peirce, which entails a virtuous process, which I have called phronetic abduction. An application of it may be the relationship between suffering and flourishing. The question of whether it is possible to flourish despite suffering can receive a full answer only if moral philosophy and moral psychology work together via phronetic abduction, which in turn might lead to identification of a cluster of virtues, courage-hope-practical wisdom, as particularly significant. The moral process beneath this hypothesis represents the necessary and sufficient philosophical step towards a founded empirical assessment.

Professor Jennifer A. Frey

PHILOSOPHICAL KNOWLEDGE AND INTERDISCIPLINARY RESEARCH

In this essay, I will contrast two competing models of knowledge which institutions of higher education should strive to attain: Max Weber's ideal of university scholarship as a form of expertise that produces knowledge of objective facts, and Cardinal John Henry Newman's ideal of philosophical knowledge of truth that concerns the whole of reality. According to the second model, we can only begin to see how the different disciplines of university study are related to one another - how the truths they reveal can form a unified body of knowledge - if we have an account of philosophical knowledge available to them all. I will argue that Weber's ideal, which is reinforced by the institutional structures of the university itself, is antithetical to meaningful interdisciplinary research, and that Newman's ideal reveals its true epistemic potential.

ROBERT BEDDARD ROOM

Julie Taylor

THE ETHICAL ROLE OF THE STUDENT TEACHER MENTOR: THE UNSPOKEN MORAL DIMENSION OF INITIAL TEACHER EDUCATION?

This paper considers the role of the ethical in Initial Teacher Education (ITE) mentoring from the perspectives of practising mentors and their student teachers on a one-year postgraduate teacher education programme led by a UK university. Despite the recognition that teaching is an unavoidably ethical endeavour, the lack of explicit moral content within teacher education programmes has resulted in a gap in the literature when considering the mentoring of student teachers through a moral lens. This study therefore aims to raise awareness of this important and neglected aspect of teacher education.

Professor Nicole Thompson, Cristy Guleserian, and Dr. Carole G. Basile

PRINCIPLED INNOVATION: AN INTERDISCIPLINARY APPROACH TO MOVING FROM THEORY TO PRACTICE

We are experiencing moral dilemmas in education as we navigate new and existing systems while honouring the humanity of our students and faculty. Thus, educators must cultivate knowledge of virtue and take practical action based on their understanding of moral goods. Centring character, Principled Innovation (PI), and equity in our large-scale redesign of teacher and leader preparation is introducing cohorts of faculty and future educators to the value of theory and practice while developing the dispositions necessary to engage practical wisdom in the context of systems change. This leads to educators and leaders who are morally motivated to cultivate human-centred organisations and engage practical wisdom in the critical moments that shape our rising generation.

OWEN WALKER ROOM

Haley Edythe-Anne Dutmer

MORAL FRIENDSHIP THEORY: MORAL DEVELOPMENT AND EDUCATION THROUGH FRIENDSHIP

One of the most prominent theories of moral development within virtue ethics has been exemplarism, according to which the cultivation of virtue is motivated primarily by the desire to emulate moral exemplars. Exemplarism's recent popularity has overshadowed a viable alternative means of moral development which I call moral friendship theory. I argue that a moral friendship - roughly, a friendship partially based on a shared pursuit of the moral life - can play an important role in invigorating and sustaining moral development. I conclude by discussing how and why moral friendship theory should be integrated into character education programmes.

Dr. Mike Prentice, Dr. Hernán González Cruz, and Dr. Falk Lieder

EVALUATING LIFE REFLECTION TECHNIQUES TO HELP PEOPLE SELECT VIRTUOUS LIFE GOALS

We sought to identify a brief intervention to help people select virtuous life goals that promote their own and others' well-being. Across two studies and among four candidate interventions, the eulogy exercise from Acceptance and Commitment Therapy - a very brief reflection (~5 minutes) on how one would like to be remembered by close others at one's own funeral - emerged as the best intervention to help people select life goals that are likely to promote well-being and well-doing, such as wanting to improve other people's lives, and avoid ones often associated with vices, such as wanting to have many expensive possessions.

Seminar Session 3

Friday 9 September 3.00 – 4.30pm

HARRIS LECTURE THEATRE

Dr. Liz Gulliford

THE MEDIUM AND THE MESSAGE: VARIABLES OF DELIVERY IN THE USE OF EXEMPLAR NARRATIVES FOR MORAL EDUCATION

Stories about moral exemplars play an important role in cultivating virtues and developing moral character. People are inspired by narratives in which paradigmatic examples of virtues are embodied by fictional characters, historical figures, and everyday role models. Researchers have identified features of exemplar narratives that contribute to their inspirational power. This paper focusses on the mode of delivery of exemplar narratives. Whether communicated by the written or spoken word, an 'expert', adult or child, bears on the perceived credibility of exemplar narratives and their power to change attitudes and behaviour: the medium is part of the message.

Dr. Matthew Dennis

DIGITAL EMULATION: FROM MORAL EXEMPLARS TO ONLINE CELEBRITIES

Over the last decade, tech-savvy children and young people have become increasingly fascinated by 'influencers' and other online celebrities. This presentation charts how our conception of a moral exemplar has changed since children and young people have increasingly begun using online technologies. After identifying the key features of moral admiration, I explore how the digital world introduces a new set of ethical challenges that both present character-based ethics with difficulties and opportunities. I finish by speculating how our notion of moral exemplars may change over the next decade.

ROBERT BEDDARD ROOM

Dr. Robert Jackson

PERENNIAL PRACTICES FOR CONTEMPORARY CHARACTER DEVELOPMENT

Beginning with a review of the primary sources for classical pedagogy (e.g., Quintilian, Hugh of St. Victor), this presentation will investigate the philosophy and practices of current pedagogical training manuals (e.g., Lemov, Bambrick-Santoyo) to better understand the scope and limitations of contemporary pedagogy in relation to character development. By updating the design and developmental arc of classical pedagogy (e.g., moving beyond single-sex Roman schools), we discover a number of practical yet principled features of effective pedagogy in the classical method that enhance and deepen the structural aspects of today's teaching manuals. Numerous examples from classical schools, like Great Hearts, will provide ample evidence of the value of these perennial practices in relation to character development.

Professor Juan P. Dabdoub, Aitor R. Salaverría, Professor Marvin W. Berkowitz, and Professor Concepción Naval

LEVERAGING COLEGIOS MAYORES FOR CHARACTER DEVELOPMENT

Colegios Mayores are the Spanish version of the European Colleges, a relatively unknown and long-standing innovation in higher education to serve the socialization of future ethical leaders of society. Over nearly a millennium, they have existed at universities across Europe. In part, they represent a brilliant and extremely innovative approach to this task, by relying on democratic structures, long before democracy reemerged in Europe since ancient Greece. To capitalize on the promise and legacy of Colegios Mayores, it would be advantageous to build upon contemporary knowledge and practice in nurturing the development of ethical character and just leadership. The models PRIMED for character education and Kohlberg's Just Community approach to moral education are proposed for this endeavor. First, we introduce and describe the common elements of the nature, mission, and practices of Colegios Mayores, and then apply these two models as prescriptions for the optimal developmental format of Colegios Mayores to serve its educational purpose.

OWEN WALKER ROOM

Professor Juan A. Mercado and Dr. Pía Valenzuela

COPING WITH COMPLEXITY: METHODOLOGICAL OVERLAPS BETWEEN PSYCHOLOGY AND PHILOSOPHY

Gordon Allport and Magda Arnold fostered a renewal of psychological studies with their personal contributions and promotion of Viktor Frankl's ideas on the meaning of life. The connection of experimental and philosophical notions requires an integrative view of phenomena, to help overcome fragmentary and excessively analytical explanations of human behaviour. The philosopher Leonardo Polo (1926-2013) developed some Aristotelian naturalistic ideas to give integrated explanations of human activity. Michael Tomasello's and Roy Baumeister's works present strong similarities with Polo's approach, as they relate cognitive capacities to human activities, allowing a more comprehensive explanation of human powers, their development through habits, and the formation of willpower, etc.

Professor Eranda Jayawickreme, Dr. Sara Etz Mendonca, and Dr. Elise Murray Dykhuis

EXAMINING THE POSSIBILITIES FOR VOLITIONAL CHARACTER CHANGE THROUGH A THREE-MONTH ONLINE INTERVENTION

Recent research indicates that people can intentionally change specific personality traits. However, it is unclear whether such interventions work for moral character traits. We conducted a three-month, pre-registered online intervention focussed on compassion with a representative sample of US established adults (NT1 = 500, 4,731 total observations). Results of self-reported weekly and global assessments showed that people who chose compassion showed significant increases in weekly compassion compared to an active control condition, but not increases in trait compassion. Furthermore, enjoyment of weekly tasks significantly predicted change in compassion. This study highlights the challenges of promoting volitional change in moral character.

MACGREGOR ROOM

Professor Sarah Banks

PANDEMIC ETHICS AND BEYOND: CREATING SPACE FOR VIRTUES IN THE SOCIAL PROFESSIONS?

During Covid-19, social workers operated in 'crisis conditions'. Some existing rules/protocols were not operational, many services were closed/curtailed, and new 'blanket' rules often seemed inappropriate or unfair. This paper explores the ethical space created as practitioners drew more on their 'inner resources' and professional discretion than usual, displaying virtues such as courage, compassion, and justice as they took account of the specific contexts of their work, rather than simply adhering to blanket rules. It argues that exploring ethical practice through a virtue ethical lens provides valuable lessons for 'building back better' in social work and many other professions.

Jorge López, Professor Verónica Fernández, and Professor Salvador Ortiz de Montellano

EDUCATION IN VIRTUES AND EDUCATION IN SKILLS

We wonder if an education merely centred on skills is compatible with education in virtues. Our proposal implies an interdisciplinary exercise in which the philosophical tradition of virtue education dialogues with the psychoeducational discourse of competency-based education. We present a theoretical justification and a proposal that seeks to educate university students in leadership through virtues with the support of education in skills. We propose an indirect methodology, which through reflection and discernment, allows one to form stable personal dispositions. We offer an overview of formation in virtues and training in skills and present a meta-model of education in leadership.

Seminar Session 4

Saturday 10 September 09.00 – 10.30am

HARRIS LECTURE THEATRE

Dr. Alan T. Wilson

SHAMELESSNESS AS A CIVIC VICE

I will argue that shamelessness ought to be included on any plausible list of civic vices. My strategy will be to first argue for a particular view of the connection between shame and virtue. This helps to reveal the ways in which shamelessness calls into question the possession of many different virtues. The case for shamelessness as a specifically civic vice is made by reflecting on its corrosive impact on community life, especially under conditions of structural inequality. Indeed, shamelessness may be a strong candidate for inclusion among what Lisa Tessman (2005) refers to as “the ordinary vices of domination”.

Professor Sungwoo Um

HONESTY: RESPECT FOR THE RIGHT NOT TO BE DECEIVED

In this paper, I explore the characteristic motivation for a virtuously honest person to act honestly. I examine and reject candidate motivations for honesty such as avoiding deception or being honest for honesty's sake. I also critically examine Christian Miller's pluralistic account, which allows various virtuous motivations to be honesty's appropriate motivation. I then introduce the respect for the right not to be deceived as the motive that characteristically underlies a virtuously honest person's honest action. After examining this idea more closely, I conclude by discussing some of its implications on our understanding of honesty.

ROBERT BEDDARD ROOM

Dr. Jörg Schulte-Altendorneburg

THE RATIONALITY OF EMOTIONS: ARISTOTLE'S 'EMOTIONAL SYLLOGISM'

It might be a commonplace of an interdisciplinary reception of Aristotle's doctrine of the emotions that the philosopher admits a rational part to the affects. According to his philosophy, affects must have to be rationally controllable, since the learning of their fundamental and their situational appropriateness is part of the education of virtue. This paper argues that Aristotle even goes one step further: emotions do not only have a cognitive part, but are highly rational with regard to the respective inherent cognitive performance. His concept of an 'emotional syllogism' as a fundamental precondition of arousing any emotion also sheds some light on a different concept of rationality.

Dr. Zack Loveless

PHRONESIS FOR FALLIBLE BEINGS

Models of *phronesis* tend to acknowledge that it develops from experience, yet they exclude the skills that enable one to learn from their experience as part of *phronesis* itself. In this paper, I argue that the possession and exercise of *phronesis*, not just its development, involves habits of self-cultivation. In the bulk of the paper, I identify three habits of self-cultivation and explain why they are part of *phronesis*. I close by highlighting the benefits of this augmented account, especially in the context of adult character education, and suggesting some strategies to cultivate *phronesis* thus conceived.

OWEN WALKER ROOM

Dr. Koji Tachibana

VIRTUE EDUCATION AND JAPANESE CULTURE: TOWARDS A FRUITFUL COLLABORATION BETWEEN PHILOSOPHY, PSYCHOLOGY, AND PEDAGOGY

In this presentation, I will examine how virtue can be taught in Japanese school education from three perspectives: (1) the reception of and the conflict with the Western concept of virtue in Japan, (2) the relevancy of positive psychology's VIA-IS in contemporary Japan, and (3) a survey of attitudes towards virtue education in Japan. In conclusion, I will suggest that virtue education in Japan needs to be seen as a mixture of Western and Confucian ideas. In order to teach this mixed notion of virtue, a dense collaboration between philosophy, psychology, and pedagogy will be required.

Dr. Natasza Szutta

THE NEED FOR VIRTUE IN THE JUDICIAL PROFESSION

The judicial profession is of a specific kind: it is a profession of high social trust with which also come high expectations about judges' qualities. These expectations are mentioned in the most important legal documents, e.g., the Polish Constitution.

In my presentation, I am going to focus on the role of moral character in jurisprudence. I will consider whether we can characterize a good judge merely in terms of good knowledge of the law and practical skills, or something more is also needed, namely an appropriate moral condition, character traits (prudence, courage, wisdom, respect for the truth, justice, and freedom).

MACGREGOR ROOM

Dr. Ed Brooks and Dr. Rebecca Park

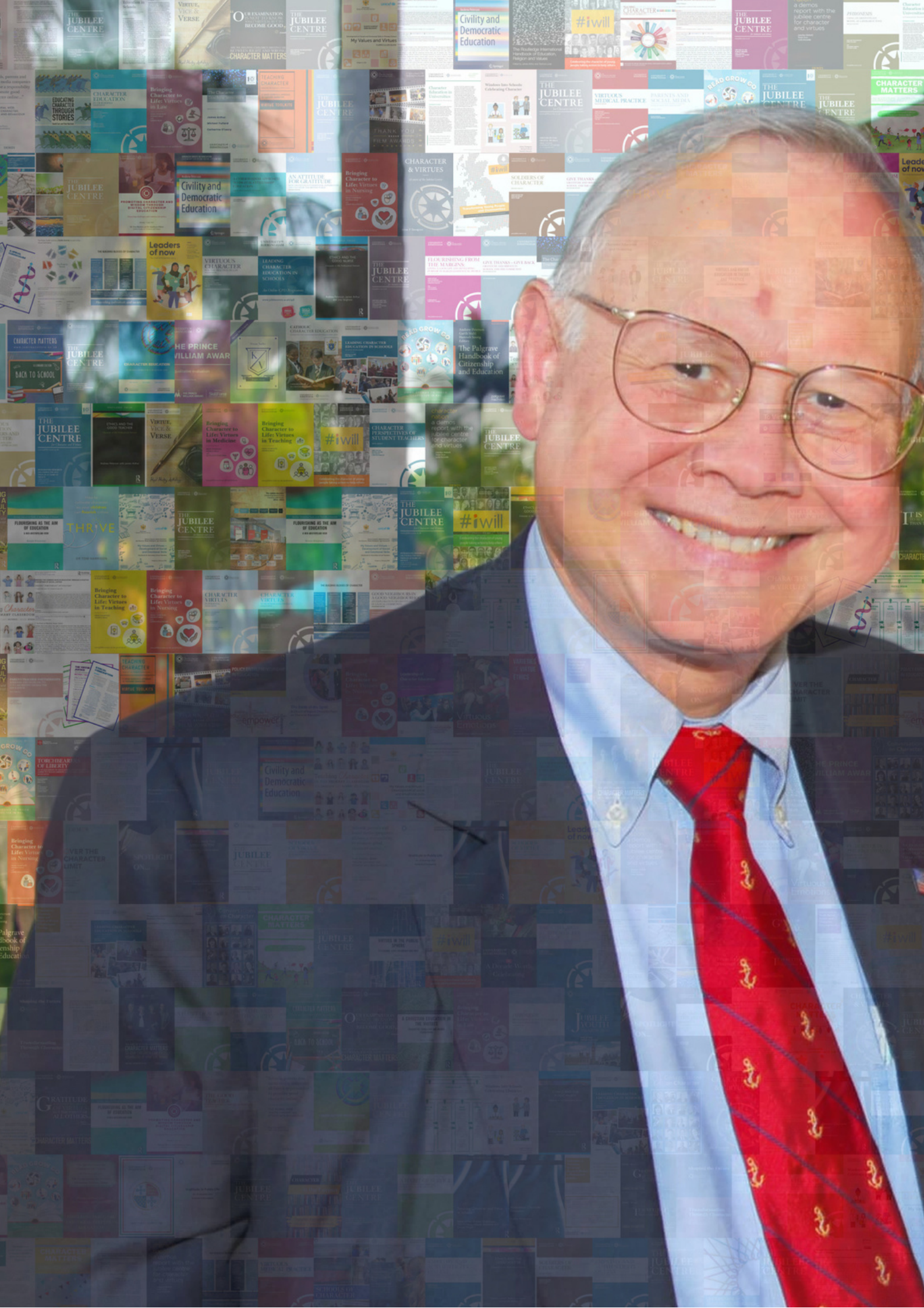
CHARACTER, CULTURE, AND LEADERSHIP IN BUSINESS, FINANCE, LAW, AND TECHNOLOGY: AN INTERDISCIPLINARY RESEARCH PROJECT

In 2020, the Oxford Character Project began a major interdisciplinary research project exploring the intersection between character formation, leadership development, and institutional culture in four specific sectors: business, finance, law, and technology. We are undertaking qualitative and quantitative research to understand the existing patterns and practices of character formation in these sectors, the most important virtues for practitioners and leaders, and the relationship between character and the 'moral and intellectual ecosystems' of organisations. We are applying this research to design, deliver, and evaluate character and leadership development programmes for students and executives.

Dr. Katy Granville-Chapman, Emmie Bidston, and Dr. Ed Brooks

REIMAGINING EDUCATIONAL LEADERSHIP: EMPOWERING HUMAN FLOURISHING

This paper takes an interdisciplinary approach to an exploration of educational leadership and argues that the focus of leadership both within education and beyond should be on empowering human flourishing. Teaching contributes to a flourishing society and improvements to the flourishing of teachers can benefit schools and education more broadly. This paper argues that school leaders have a critical role in improving the flourishing of teaching staff and that this is achieved primarily through virtuous dispositions. It contributes to the school leadership research through the proposal of a new perspective on, and associated model of 'leadership for teacher flourishing' (LFTF).





This artwork, showcasing all of the Centre's outputs from the last decade, was commissioned in gratitude to Dr's Jack and Pina Templeton, who's vision launched the Jubilee Centre for Character and Virtues, University of Birmingham in May 2012.

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“

*God has created me to do Him some
definite service.*

*He has committed some work to me which
He has not committed to another.*

*I have my mission. I may never know it in
this life, but I shall be told it in the next. I
am a link in a chain, a bond of connection
between persons.*

He has not created me for naught.

”

St John Henry Newman





JOHN TEMPLETON
FOUNDATION

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Foundation*



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THE JUBILEE CENTRE
FOR CHARACTER & VIRTUES
10TH ANNIVERSARY YEAR

Designed for the Jubilee Centre by Joe McDowell, Jacob Nash, and Caitlin Oakley