



INSTITUTE FOR THE STUDY
OF HUMAN FLOURISHING
The UNIVERSITY of OKLAHOMA

Strategic Report: Three-Year Overview 2015 - 2018



THE OLD CHEMISTRY BUILDING

Home of the Institute for the Study of Human Flourishing

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SEPT. 30, 2018

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Message From the Director

Dear Friends,

This year, our Strategic Report offers a retrospective – a cumulative overview of our past activities since the Institute’s inception in 2015. We provide this summary to coincide with the term of the grant that founded the Institute. From Sept. 1, 2015 through Aug. 31, 2018, we were honored to be supported by a \$2.95 million grant from the Character Virtue Department of the John Templeton Foundation in addition to support from the University of Oklahoma. We are deeply grateful to our program director, Sarah Clement, and our program officer, Richard Bollinger, for their support and guidance during this interesting time of challenges and growth. We also thank Michael Murray, senior executive vice president of the John Templeton Foundation, for his support and guidance, as well as Caitlin Younce of JTF’s Character Virtue Department’s team. We look forward to continuing aspects of our work during the next three years with a generous \$3.9 million grant from the Templeton Religion Trust to support the “Self, Virtue, and Public Life” Project. We thank Templeton Religion Trust Vice President, Christopher Stewart, for his support and guidance.

We are deeply gratified to have made a difference in the lives of Oklahomans during the past three years. Our efforts have attracted attention, and we were honored to receive a grant from the Kirkpatrick Foundation at the end of 2017 for activities conducted during 2018, and another this fall for activities to be pursued during 2018-19. We are grateful to Kirkpatrick’s executive director, Louisa McCune, and their senior program officer, Paulette Black, for their friendship and support. We look forward to continuing this relationship as we seek to deepen and expand our presence in Oklahoma.

During the next three years, we look forward to continuing our work with our community partners and will amplify our efforts to cultivate virtue in our ever-expanding network of partner schools. We eagerly await the opening of the Virtue Resource Library in fall 2018. This resource, created through the collaborative work of a team of local teachers, will feature an online resource as well as a physical library housed at Norman High School in Norman. It will offer resources on virtue and character development for students in high school, middle school and elementary school, as well as for teachers and parents.

Our vision has always been multi-dimensional. We view schools as incubators of virtue that draw in families and communities to contribute to the character development of our children. We envision schools, families, and communities networking to link up ever-expanding circles of growth in virtue across our state. At the same time, we envision conducting longitudinal virtue studies of children as they move through our partner elementary, middle and high schools. We plan to bring academic resources to bear on these efforts, guiding them through the use of assessment and cutting-edge psychological research, and we plan to share the results of our efforts with the international research community. Our vision has attracted the interest of many partner schools, and is already well underway.

Last but not least, we are deeply gratified that the Institute has become a high-profile contributor to international research on virtue, character, and flourishing. As we move into the next three years, we will seek to double our research output in accordance with the vision of the new president of the University of Oklahoma, James Gallogly. With help from our friends and supporters, we will intensify our efforts and continue moving forward.



Sincerely,

A handwritten signature in dark ink, appearing to read "Nancy E. Snow". The signature is fluid and cursive, with a long, sweeping underline.

Nancy E. Snow, Ph.D.

Professor of Philosophy and Director
Institute for the Study of Human Flourishing
The University of Oklahoma

Introduction

“We must remember that intelligence is not enough. Intelligence plus character—that is the goal of true education.”

MARTIN LUTHER KING, JR.
“THE PURPOSE OF EDUCATION,” 1947

Overview of the Institute

BEGINNINGS

In early 2013, a team of faculty and administrators from across the University of Oklahoma began developing the idea for an interdisciplinary center for the study and promotion of flourishing. The idea blossomed in 2014 when the team received a planning grant from the John Templeton Foundation and a seed grant from the Stephenson Family Foundation.

The purpose of these grants was to develop a detailed multi-year proposal for a project that would (1) define the place of the virtues in the mission of a comprehensive public university; (2) deploy sustainable and replicable programs which cultivate a specified set of virtues in students, including specific intellectual virtues, civic virtues, and executive virtues; and (3) develop a rigorous social-science platform to measure the impact of virtue education on behaviors and outcomes like student performance, retention and engagement.

Led by OU provost Kyle Harper, professor of philosophy Linda Zagzebski, and University College dean Nicole Campbell, the team held a series of biweekly lunch talks as well as large events bringing eminent guests like Justin Barrett, Jonathan Haidt, and William Damon to campus.

This planning phase culminated in a proposal to the John Templeton Foundation, requesting funding for the first three years of the new Institute for the Study of Human Flourishing. The team also launched a search for a director to

lead the Institute, and hired Nancy Snow, then professor of philosophy at Marquette University in Milwaukee, Wisconsin. Snow arrived at OU in July of 2015 and oversaw final revisions to the funding proposal. The John Templeton Foundation approved the proposal for \$2.95 million, enabling the Institute to open its doors on Sept. 1, 2015.

OUR VISION

The Institute for the Study of Human Flourishing is an academic center, operating under the oversight of the Office of the Senior Vice President and Provost at the University of Oklahoma. Our three-fold vision is to:

- **Advance the science of virtue and flourishing** by promoting virtue research initiatives at OU and abroad;
- **Improve the flourishing of OU students** by revitalizing both the study and cultivation of virtue as part of the mission of higher education;
- **Improve the flourishing of all Oklahomans** through our outreach programs to schools, community organizations, and to parents.

In pursuit of this ambitious mission, the Institute’s staff, led by Nancy Snow, launched a variety of initiatives, both within OU and in the surrounding community.

This Report

The past two years we have published annual public reports that document the events and activities we managed each year. This report is different. As we have recently completed the term of our founding grant from the John Templeton Foundation, we dedicate this report to reviewing our accomplishments from the past three years. We also include as an Appendix a comprehensive list of the research publications and presentations we have produced to date.

Virtue and Flourishing

WHAT IS FLOURISHING?

The concept of flourishing is ancient in its origins and contemporary in its relevance. To flourish means to live well, to thrive. The Institute is founded on the belief that humans flourish when they develop to their fullest potential as rational and moral creatures living in healthy communities.

Human flourishing involves many elements. We focus primarily on the role of virtue in flourishing.

WHAT ARE VIRTUES?

Virtues are stable and developed character traits humans need in order to flourish individually and as members of a community. Some virtues, like perseverance and self-regulation, are crucial for any worthwhile personal achievement. Others, like honesty and open-mindedness, are especially important for collaborative endeavors, such as friendship or scholarship.

OUR VIRTUES

We focus on nine key virtues, selected by our Leadership Team during the planning stages of the Institute as jointly reflecting the moral identity and educational mission of the University of Oklahoma.

The nine virtues divide into three categories:

- **Intellectual virtues** enable the pursuit of truth, wisdom and understanding;
- **Executive Virtues** are crucial for achievements of any kind, including the development of other virtues;
- **Civic Virtues** equip individuals to flourish in community with others.

Below is a brief explanation of each of these nine virtues. Fuller descriptions are available on our website: (<http://ou.edu/flourish>).

INTELLECTUAL VIRTUES



LOVE OF LEARNING

Love of learning includes both the desire for knowledge and delight in achieving it. It includes curiosity about the world and proper regard for the difficulty of achieving genuine knowledge.

INTELLECTUAL HUMILITY



Intellectual humility involves facing up to the truth about one's intellectual abilities, and admitting the limits of one's perspective.



OPEN-MINDEDNESS

Open-mindedness is the readiness to step outside one's own point of view to consider the merits of alternative perspectives, and the willingness to change one's beliefs when that is warranted.

EXECUTIVE VIRTUES



SELF-REGULATION

Self-regulation is the capacity to regulate and restrain one's thoughts, emotions, and behaviors for the sake of achieving good ends. Self-regulation is one of the most basic virtues, in that it is necessary for acquiring any other virtue.

PERSEVERANCE



Perseverance is the ability to pursue one's goals despite obstacles, the discouragement of failure, and the distracting effect of temptations.



HONESTY

Honesty is a deep and pervasive commitment to the truth—seeking it out, holding oneself and others accountable to it, and living by it.

CIVIC VIRTUES



CIVILITY

Civility manifests as a feeling of care and concern for one's society. A civil person engages others in respectful dialogue, without scorn or insult, even when the issues are important and disagreement runs deep.

COMPASSION



Compassion is the ability to feel sorrow over another person's suffering, and to express that sorrow in a way that alleviates the suffering.

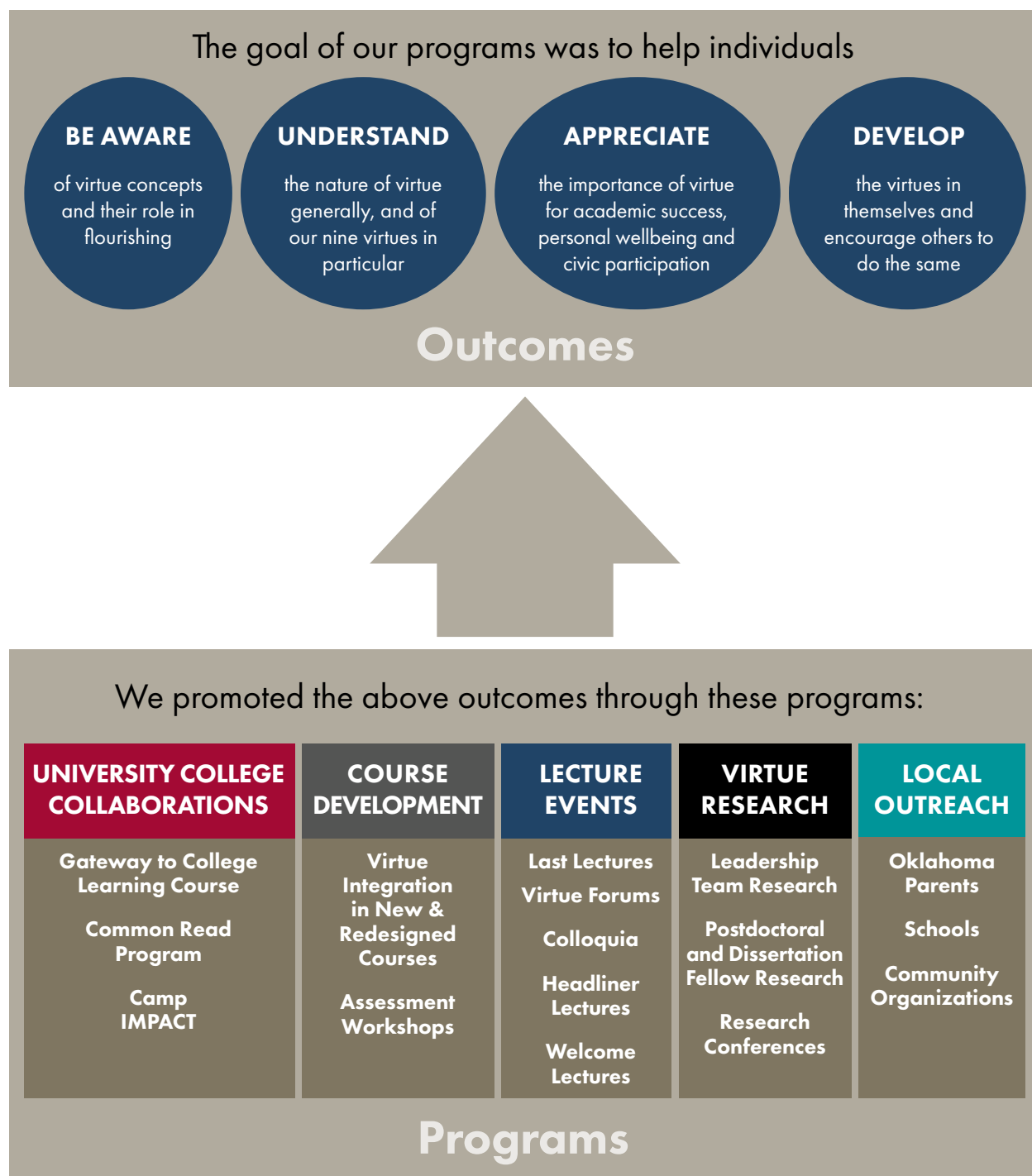


FAIRNESS

Fairness is a central virtue both of individuals and of social institutions. It involves treating people equally and insisting that others do the same, regardless of people's power or prestige.

Our Strategy

Believing that humans need the virtues to flourish, we sought to improve the flourishing of OU students and all Oklahomans primarily through promoting virtue. Below is an overview of the programs we administered during the past three years and the outcomes sought.



Three-Year Overview

Summary

4163

OU STUDENTS RECEIVED
INSTRUCTION ON THE
VIRTUES

53

EVENTS HOSTED

154

RESEARCH PAPERS
AND PRESENTATIONS

14

EDUCATION AND
COMMUNITY
PARTNERS

University College Programs

3255

OU freshmen learned about the virtues in
Gateway and Common Read

20

OU freshmen publicly
presented personal
virtue essays

96

OU students
completed Camp
IMPACT

Course Development

15

New and redesigned
OU courses

903

Students enrolled
in grant-funded
courses

Lectures

6

"Last lectures"

11

Virtue forum
luncheons

11

Institute
Colloquia

2

Headliner
lectures

2

Welcome
lectures

Research

50

Published/forth-
coming books, arti-
cles and chapters

86

Presentations and
lectures

3

Doctoral
dissertations

27

Works in progress
or under review

4

Research
conferences

Outreach

20

Presentations for local
organizations

8

Partnerships formed
with local schools

7

Community organi-
zation partnerships
established

2

Partner parents
events hosted

Institute Personnel

Leadership Team



NANCY E. SNOW, PH.D.
DIRECTOR

Nancy Snow is professor of philosophy, director of the Institute for the Study of Human Flourishing, and co-director of a new \$3.9 million research initiative on "The Self, Virtue, and Public Life." She co-directed a recently completed \$2.6 million research project on "The Self, Motivation & Virtue." Before coming to OU, Snow was professor of philosophy for 25 years at Marquette University in Milwaukee, Wisconsin. Well-known for her work at the intersection of psychology and philosophy, she has authored, edited or co-edited eight books and almost 50 academic articles. She is editor of a 15-volume series on virtues with Oxford University Press and editor of the recently published *Oxford Handbook of Virtue*. Since moving to Oklahoma in the summer of 2015 she has rapidly become a recognized leader in the OU community.



JOHN ANTONIO, PH.D.
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Howard and Suzanne Kauffmann Chair
The University of Oklahoma



SCOTT BECK, PH.D.
Head Principal
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Associate Professor of Psychology
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George Lynn Cross Research Professor
Kingfisher College Chair of the
Philosophy of Religion and Ethics
The University of Oklahoma

Research and Support



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Financial Director



MAX PARISH, PH.D.
Institute Manager



MICHAEL WARREN, PH.D.
Scientist Researcher

Research Fellows

2016-2017

MEGAN HAGGARD, PH.D. (Postdoctoral Fellow)
MICHAEL WARREN, PH.D. (Postdoctoral Fellow)
LANI WATSON, PH.D. (Postdoctoral Fellow)
JOHN-MARK HART, PH.D. MAY 2017 (Dissertation Fellow)
EMAD HASAN, PH.D. MAY 2017 (Dissertation Fellow)

2017-2018

ALEXANDER DANVERS, PH.D. (Postdoctoral Fellow)
JING IRIS HU, PH.D. (Postdoctoral Fellow)
JONG HYUN JUNG, PH.D. (Postdoctoral Fellow)
JESSICA BLACK, PH.D. MAY 2018 (Dissertation Fellow)
SETH ROBERTSON (Dissertation Fellow)

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Head of Division of Social Anthropology
Fellow, King's College
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Learn more about our team at:

[OU.EDU/FLOURISH/ABOUT/TEAM](https://ou.edu/flourish/about/team)

Faculty Council



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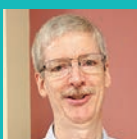
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Professor of Philosophy
Department Chair
The University of Oklahoma



DAVID CRAIG, PH.D.

President's Associates Presidential Professor;
Associate Dean for Academic Affairs;
Gaylord College of Journalism and Mass Communication, The University of Oklahoma

OU Program Achievements

University College Collaborative Programs

We funded three programs for OU freshmen that were administered through OU's University College:

1. **Gateway to College Learning**
2. **Common Read**
3. **Camp IMPACT**

GATEWAY TO COLLEGE LEARNING

University College's Gateway to College Learning course teaches approximately 1,600 incoming freshmen each year how to successfully navigate OU and build a strong foundation for collegiate and lifelong success. We collaborated with University College staff to integrate all nine Institute virtues into their curriculum. In preparation for the course, Gateway instructors and peer teaching assistants received training in virtue-related concepts and themes.

3255

OU freshmen learned about the virtues in Gateway

HIGHLIGHTS

- Textbook revised to include instruction on all nine virtues
- Assignments developed to facilitate reflection and personal cultivation of the virtues
- 1,490 students completed anonymous virtue screenings
- Screening data used to assess class-level strengths and weaknesses and refine future virtue assessment tools

Gateway to College Learning revised textbook

ing includes both the desire to get new knowledge and the delight in achieving it. It includes curiosity about the world and a proper regard for the difficulty in achieving genuine knowledge (thus it is connected to intellectual humility). It leads to a desire to expand the fields of knowledge one has already acquired.

Intellectual humility - Humility in general is the virtue of facing up to the truth about oneself, neither over-evaluating nor under-evaluating one's abilities and accomplishments. Intellectual humility is facing up to the truth about one's intellectual abilities and accomplishments, and admitting the limits of one's epistemic perspective. The intellectually humble person does not deny her accomplishments, but shows a lack of concern about intellectual status, and is sensitive to the ways in which one's beliefs can go wrong even though they seem right. Don't be afraid to go to your professor's office hours to ask for an explanation - that's what office hours are for!

Open-mindedness - Open-mindedness is the readiness to step outside one's own point of view to consider the merits of alternative perspectives, with a willingness to change one's beliefs when that is warranted. Open-mindedness follows from a genuine love of truth, and the humility to admit that one might be mistaken in one's beliefs. Whether it's a calculus problem, a philosophical debate, or a chemistry experiment, an open mind is ready to test different hypotheses and to do so fairly.

Not all virtues are virtues of the mind. There are also **executive virtues, the qualities of flourishing individuals**. These qualities will be essential as you transition to the responsibilities of college life, where you will be barraged with choices and forced to make decisions that will impact your short- and long-term future. Executive virtues include:

Self-control - Self-control is one of the most basic virtues, in the sense that some degree of self-control is necessary for the acquisition of any other virtue. The ancient Greeks tried to live by the motto "nothing in excess." It is the capacity to regulate and restrain one's thoughts, emotions, and behaviors for the sake of achieving good ends. Self-control especially includes the ability to regulate the desires, and it includes the ability to direct one's thoughts and attention to one's goals.



Perseverance - Perseverance is the ability to stay on the path to one's goals despite the presence of obstacles, the discouragement of failure, and the distracting effect of temptations. It is crucial for the achievement of long-term goals, the pursuit of which presents so many opportunities to veer off-course or abandon one's aims. The persevering person does not lose sight of her purpose even when it takes a considerable amount of time to reach it, and they do not give up easily. Inevitably, you will fall short of some goal. But, failure is one of the greatest teachers, if you will learn from your experiences and use them to motivate you to succeed next time. When Thomas Edison struggled to make his light bulb work, he remarked, "I have not failed. I've just found 10,000 ways that won't work." It's that spirit that made him one of the great inventors in history.

Honesty - Honesty is not just an executive virtue; it is also a basic intellectual and civic virtue. Most generally, honesty is a deep and pervasive commitment to truth - seeking it out, acknowledging it, holding oneself (and others) accountable to it, and conforming one's conduct to it. Honesty is closely related to integrity, which is the virtue of being true to oneself, of having one's beliefs, feelings, and behavior in harmony. A person of integrity does not say one thing and do another, so other people can count on him to do his part in following and upholding the rules of the community. Honesty is therefore also closely connected to respecting others in the community. To excel in academic life, you will need honesty. But, honesty is about more than not cheating or not plagiarizing. It's about having the type of integrity that will lead you to avoid grey areas, to want to be proud

of your own work, and to do what's right whether you think anyone is watching or not.

Finally, college life will allow you to cultivate **civic virtues** - those qualities which are essential to a healthy community. These include:

Civility - Civility is a social virtue that is indispensable to open political discourse and reasoned disagreement. A civil person is willing to engage others in respectful dialogue, without scorn or insult, even when the issues are intensely important or disagreement runs deep. Civility has especially strong connections with intellectual humility and self-control. It means treating others with respect and caring about others, regardless of their background (recall Chapter 6). The University is a wonderfully diverse place. You will interact with people of different religious and political beliefs. Indeed, many of your classes will engage your most deeply-held beliefs about the world. You will confront others whose deepest beliefs are irreconcilably different from your own. Yet, civil conversation is one of the most enriching experiences of university life, because it will allow you to reflect on your own beliefs, enriching your understanding and leaving you with a deeper sense of who you are as a person.

Compassion - Compassion is the ability to feel sorrow over another person's suffering, and to express that sorrow in a way that is intended to alleviate the suffering. Unlike pity, compassion does not suggest any feeling of superiority to the suffering person, but is instead a virtue that forms a bond with the sufferer. It is a quality you can cultivate in your relationships and in your academic experiences. It means the ability to use your mind to see the world through someone else's eyes.

Fairness - Fairness is a central virtue both of individuals and social institutions. Fairness is characterized by impartiality (a lack of favoritism). When people exhibit fairness, the consistently apply standards and rules to everyone and insist that others do the same, regardless of people's prestige, and whatever consequences for the self or preferred group. Fairness is thus an essential element of justice.

In his autobiography (one of the most remarkable books ever written), Benjamin Franklin wrote out thirteen virtues that he believed were fundamental, and he dedicated him-

self to trying to achieve them. Consider writing out the qualities that you admire in others and that you'd like to see in yourself. Then, come back to the list periodically during your time at the University to measure how you've developed or how your goals have changed.

Intellectual, Executive, and Civic Virtues of a Well-Rounded Person

Intellectual Virtues

Love of learning
Intellectual humility
Open-mindedness

Executive Virtues

Self-control
Perseverance
Honesty

Civic Virtues

Civility
Compassion
Fairness

Box 1.1

OU in History: A Quick Look Back

The University of Oklahoma has a unique history. Established when this land was just a territory, OU began in 1890, almost twenty years before statehood. From its beginning, OU's leaders forged a university out of two guiding values: respect for tradition and education for citizenship. They also had the will to keep working despite setbacks, which is an example of the virtue, *perseverance*.

Like many of the universities established in the Progressive Era, the University of Oklahoma employed highly-trained professionals and entrepreneurs, in order to promote learning and regional economic growth. But, OU's early leaders also looked to older university traditions, such as "Ivy League" private colleges of New England, for more inspiration. For example, David Ross Boyd, the University's first president, landscaped the new campus with trees, even before construction began on campus buildings. According to one historian,

CHAPTER 1: Understanding Your University 4

COMMON READ

Common Read was originally conceived as an independent program in which OU freshmen would collectively read a virtue-themed book and participate in guided discussions and reflections. In the our first year during the planning phase of this program (2015-16), our team elected to integrate this program into the Gateway to College Learning course.

The program launched in fall 2016. Gateway students studied the book *This I Believe*, completed reflection and discussion assignments, and wrote their own "This I Believe" essays. In the spring of 2017 and 2018, student essays were selected for presentation along with other invited community members in a public essay recitation event: *This I Believe: OU*.

3255

**OU freshmen participated
in Common Read**

20

**OU freshmen publicly presented
personal "This I Believe" essays**

153

**Audience members attended "This I
Believe" essay recitation events**

**See *This I Believe* videos at
OU.EDU/FLOURISH/VIDEOS
or scan the QR code below!**

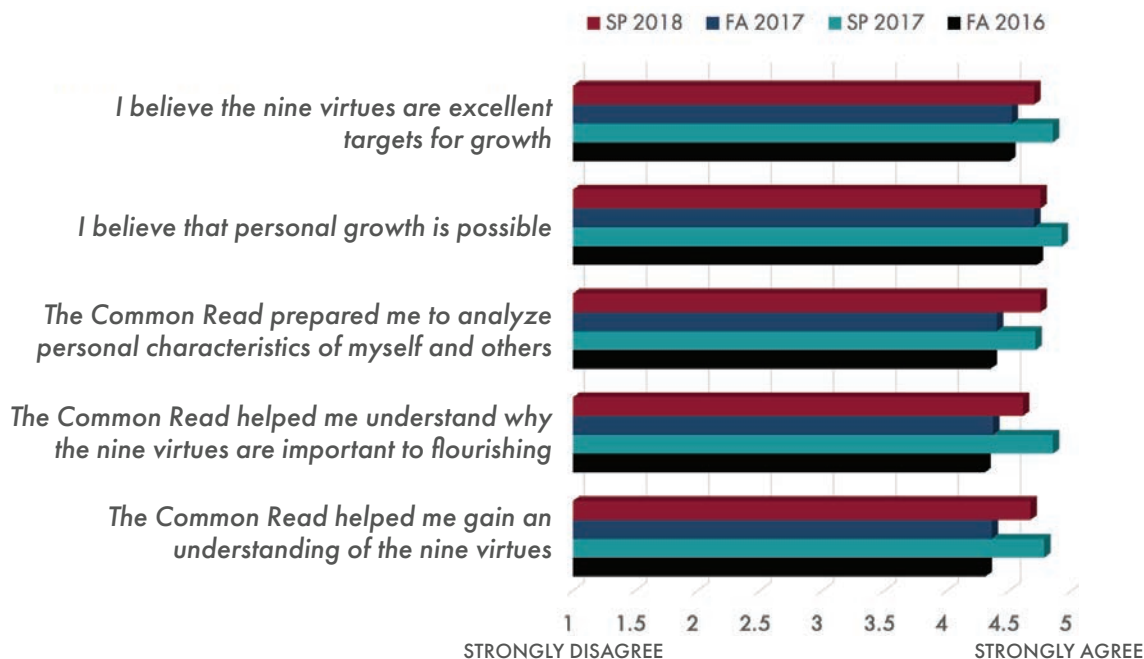


"The perspectives and attitudes displayed by each of the speakers was insurmountable and absolutely breathtaking. I truly believe that this hour has given me opportunity to understand the differences among students and adults but appreciate them and our unity."

AUDIENCE MEMBER, THIS I BELIEVE: OU 2018



EVIDENCE OF IMPACT - ASSESSMENT RESULTS



CAMP IMPACT

Camp IMPACT: Spring Break with a Purpose also was administered in collaboration with University College, during spring break in 2016, 2017 and 2018. Approximately 30 OU freshmen, along with peer facilitators and University College staff, spent three days in downtown Oklahoma City for an in-depth exploration of the role of character in their lives. The camp was organized around three main emphases: community service; personal, moral, and cultural social experiences; and civic engagement.

Camp activities included:

- Direct instruction on all nine OU virtues
- Reflection activities to consider how the virtues apply in each student's personal experience
- Guided tours of the Oklahoma City Memorial, the Oklahoma Capitol, the Oklahoma City Art Museum
- Volunteer work at the Oklahoma City Rescue Mission
- Personal interaction with Oklahoma State senators and representatives



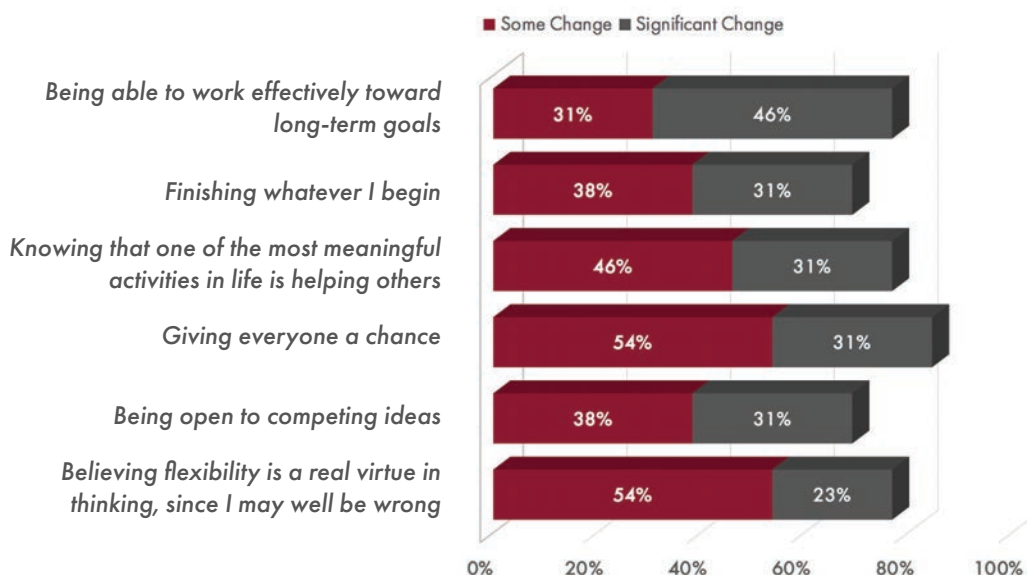
"Camp Impact made me realize that others are going through their own struggles and individual journey, not just me. It was a great lesson on how when we empathize with others, we can achieve and accomplish amazing things."

- 2018 CAMP IMPACT PARTICIPANT

INTERPERSONAL
MORAL
PERSONAL
ACTION-ORIENTED
CIVIC
TRANSFORMATION

EVIDENCE OF IMPACT - ASSESSMENT RESULTS

Percentage of campers who reported "some" or "significant" change in the following attitudes and behaviors because of their camp experience:



Course Development

In service of our vision to promote the flourishing of OU students, we sought to integrate our nine virtues into OU courses. We incentivized OU faculty to integrate one or more of our nine virtues into new or redesigned courses, from any discipline or field. We also hosted assessment workshops to assist grant-funded course faculty in crafting an assessment plan to measure virtue-relevant impact. Upon completion of the course, instructors were asked to share their assessment data with the Institute through an online portal.

In addition, Institute affiliates developed and taught courses that integrated our virtues.

- Institute leadership team member Linda Zagzebski, developed and taught (three times) an undergraduate course on virtue ethics. The course was made publicly available on OU's Janux platform, and attracted **524** general public participants.
- Institute director Nancy Snow, developed and taught a graduate-level course on human flourishing, which served teachers from our partner schools.

INTELLECTUAL VIRTUES INTEGRATED INTO EVERY FUNDED COURSE

903

OU students enrolled in grant-funded courses

16

Grant-funded OU courses (7 new, 9 redesigned)

4

Assessment workshops hosted



GRANT-FUNDED COURSES

Virtue Ethics (New)

Linda Zagzebski

Methods IX Entrepreneurial Architect and Leadership Vignettes on Executive Virtues (New)

Marjorie Callahan

Journalism Ethics (Redesigned)

David Craig

Civility (New)

Amy Olberding

Introduction to Human Flourishing (New)

Nancy Snow

Self and Identity (Redesigned)

Heather Demarest

Sociology of the Family (Redesigned)

Loretta Bass

Personal Health (Redesigned)

Chih Ming Chung

World Music (Redesigned)

Jennifer Peck

Italian Conversation (Redesigned)

Daniela Busciglio

Introduction to Business Ethics (Redesigned)

Stephen Ellis

Foundations of Public Service (New)

Aimee Franklin

Violence and the Sacred (Redesigned)

Robert Scafe

The Idea of a Liberal Society (New)

Kathleen Tipler

Virtue in American Memoir (Redesigned)

Julia Ehrhardt

Consumer Cultures and the Ethics of Shopping (New)

Daniel Mains

View and participate in Linda Zagzebski's Virtue Ethics Course at:

[HTTP://BIT.LY/VIRTUE-ETHICS-OU](http://bit.ly/virtue-ethics-ou)

Lecture Events

During the past three years we hosted 21 lecture events. The primary purpose of these events was to raise **awareness** and improve **understanding** and **appreciation** for the virtues. Our "Last Lectures" also were aimed at inspiring listeners to develop virtue in their own lives.

1362

Audience members attended our lecture events

11

Virtue forum luncheons

2

Headliner lectures

6

"Last lectures"

11

Institute Colloquia

2

Welcome lectures

LAST LECTURES

If you could give one last lecture before you die, what would you say? This is the premise of a "Last Lecture."

While the idea of a "Last Lecture" has been around for decades, it gained international attention in 2007 when Randy Pausch, a professor at Carnegie Mellon who had been diagnosed with terminal pancreatic cancer, gave a lecture titled "The Last Lecture: Really Achieving Your Childhood Dreams." The YouTube video of his lecture has been viewed by millions, and the published version of the lecture became a New York Times best seller.

Since then, many universities have hosted "Last Lectures" from people who, while in good health, take the opportunity to reflect deeply about what matters most to them, and share those reflections with the broader community. Our "Last Lecture" series followed this pattern.



A LIFE POORLY LED: CONFESSIONS, TRANSGRESSIONS, INTERCESSIONS, & OBSESSIONS

Kelly Damphousse, Ph.D. (Feb. 10, 2016)
Past Dean, College of Arts and Science
The University of Oklahoma



REFLECTIONS ON THE LURE OF MORAL HARMONY

Tom W. Boyd, Ph.D. (Mar. 8, 2016)
David Ross Boyd Professor Emeritus of Philosophy
and professor of religious studies
The University of Oklahoma



CHASING "IT"

Sherri Coale (Sept. 8, 2016)
Head Coach of Women's Basketball
The University of Oklahoma
Women's Basketball Hall of Fame 2016



SCATTER JOY

Kristin Partridge (Mar. 8, 2017)
Associate Vice President for Student
Affairs and Associate Dean of Students
The University of Oklahoma



THE TWO GREATEST IDEAS

Linda Zagzebski, Ph.D. (Nov. 8, 2017)
George Lynn Cross Research Professor, Kingfisher
College Chair of the Philosophy of Religion and Ethics
The University of Oklahoma



WAKE UP EVERYBODY!

Rev. Lee Roland (Feb. 13, 2018)
Past Principal of Tulakes Elementary School,
Speaker, Coach and Educational Consultant

I would like to say that I enjoyed this event much more than I thought I would, or even could. I left this event so deeply thoughtful over the subject matter it created an emotional response on reflection later that evening.

- "LAST LECTURE"
AUDIENCE MEMBER

VIRTUE FORUM LUNCHEONS

This series began during the planning stages of the Institute and continues to attract interest. Approximately once a month, OU faculty, administrators and graduate students convene over a complementary lunch to share virtue-related research and explore new ideas about the role of character in higher education and culture more broadly.

Sample Luncheon Presentation Topics

- Virtues for the anthropocene
- Intellectual humility
- Ethics and corporations
- Water scarcity and well-being
- William James on virtue
- Virtue and vice in the media
- Exemplarism and virtue
- Innovations in flourishing
- Promoting flourishing in the classroom



INSTITUTE COLLOQUIA



These lecture events provide a smaller venue for Institute-affiliated scholars and other OU researchers to present and discuss research related to virtue and flourishing.

Sample Colloquia Presentation Topics

- The virtue of hope and democracy
- Child adversity, religion and resilience
- Moral emotions in Chinese philosophy
- Law in the classical tradition

HEADLINER LECTURES



Our Headliner Lectures brought distinguished scholars to OU to address virtue, character and flourishing. The lectures promoted awareness of virtue and discussion on the role of character in our educational and civic communities.



HUMAN FLOURISHING & THE URBAN POSSIBILITIES FOR OUR GRANDCHILDREN

Joshua Yates, Ph.D. (Dec. 8, 2016)
Director of Thriving Cities
Research Assistant Professor of Sociology
The University of Virginia

THE MORAL LIFE OF CHILDREN: TOWARD A RICHER UNDERSTANDING

James D. Hunter, Ph.D. (Dec. 7, 2017)
LaBrosse-Levinson Distinguished Professor of Religion, Culture and Social Theory; Executive Director of the Institute for Advanced Studies in Culture, The University of Virginia

WELCOME LECTURES



Delivered each fall semester, this series was meant to welcome incoming OU students and to offer a vision of the purpose and value of an OU education. OU Provost Kyle Harper delivered these lectures in the fall semesters of 2015 and 2016. (The 2017 lecture was canceled.)

VIRTUE, COMMUNITY AND HIGHER EDUCATION

Dec. 8, 2015

CAN CIVIC VIRTUE BE TAUGHT?

Sept. 13, 2016

Research

Of the three main branches of our vision, one focuses on advancing the science of virtue and flourishing. Toward this end, the Institute has supported over 150 research outputs, diverse in their scope and disciplinary orientation. An overview is provided below. See the Appendix for a comprehensive list of research outputs.

4

Published books

52

Published and forthcoming chapters, articles and reviews

19

Important addresses

68

Research presentations

4

Doctoral dissertations

4

Research conferences

17

Works in progress or under review

"Nancy Snow's work has been inspiring to scholars interested in flourishing and virtue such as myself. Her publications have been prolific and she keeps a steady hand as she integrates interdisciplinary material in ways that scholars from multiple disciplines can absorb. She is a maven for drawing together scholars and scholarship. No one else is doing the insightful integration that she is doing."

DARCIA NARVAEZ, PH.D.
PROFESSOR OF PSYCHOLOGY
THE UNIVERSITY OF NOTRE DAME

SAMPLE IMPORTANT ADDRESSES

- Presidential Address for the American Philosophical Association (Central Division, Chicago, USA)
Linda Zagzebski
- The Gifford Lectures (University of St. Andrews, Scotland)
Linda Zagzebski
- The Soochow Lectures (Soochow University, Taiwan)
Linda Zagzebski
- Inaugural Lecture for the Margaret Beaufort Institute Research Series (University of Cambridge, England)
Nancy E. Snow
- J. Glenn and Ursula Gray Memorial Lecture (Colorado College, USA)
Nancy E. Snow

SAMPLE PUBLICATIONS

- Snow, N. E. & Beck, S. (2018). Teaching virtue. In A. Zimmerman, K. Jones & M. Timmons (Eds.), *Routledge Handbook of Moral Epistemology*. New York: Routledge.
- Snow, N. (2016). Virtue acquisition: The paradox of striving. *The Journal of Moral Education*, 45(2), 179-191.
- Snow, N. E. (2018). *The Oxford handbook of virtue* (New York: Oxford University Press).
- Snow, N. E. (2018). Hope as a democratic civic virtue. *Metaphilosophy*, 49(3), 497-427.
- Zagzebski, L. (2017). *Exemplarist moral theory*. New York: Oxford University Press.



4 RESEARCH CONFERENCES

- **46** Researchers presented new work on virtue, from:
- **35** Institutions
- **26** States/Provinces
- **8** Countries

CONFERENCE TOPICS

- The nature and function of humility
- Virtue epistemology
- Integrity, honesty and truth seeking
- Open-mindedness and perspective

Nancy Snow is senior editor for a 15-volume series on the virtues, with Oxford University Press. Most conference presentations will be published as edited volume chapters in this series.



Outreach Achievements

The final branch of our vision is to improve the flourishing of all Oklahomans through outreach programs to **schools**, **community organizations**, and to **parents**. Tremendous progress has been made in the three years since the Institute's founding, with multiple partnerships developed, events hosted, and collaborative initiatives started. A brief overview of these accomplishments is included below.

Education

We take a non-standard approach to fostering character and virtue development in schools. Rather than offering pre-packaged character curricula, we start from the assumption that good teachers already cultivate virtues in their students. For student success requires key virtues, like perseverance, honesty, love of learning, and open-mindedness. We assist our partner schools by bringing this to conscious awareness, helping them understand their work in terms of character and virtue concepts, and providing resources and training to support the good work they are already doing. Thus far we have established partnerships with eight local schools.



Nancy Snow speaking about the virtues at Norman High School

EDUCATION PARTNERS

THE ACADEMY OF CLASSICAL CHRISTIAN STUDIES



REV. NATHAN CARR
Headmaster



KENNEDY ELEMENTARY SCHOOL



LISA STIEG
Principal



IRVING MIDDLE SCHOOL



JONATHAN ATCHLEY
Principal



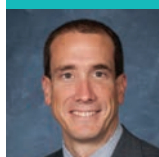
NORMAN HIGH SCHOOL



SCOTT BECK, PH.D.
Principal



NORMAN NORTH HIGH SCHOOL



PETER LIESENFELD, PH.D.
Principal



ODYSSEY LEADERSHIP ACADEMY



SCOTT MARTIN, PH.D.
Executive Director



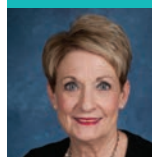
SANTA FE SOUTH SCHOOLS



CHRIS BREWSTER
Superintendent



WASHINGTON ELEMENTARY SCHOOL



LINDA PARSONS, PH.D.
Principal



OUTREACH TO LOCAL SCHOOLS (CONT.)

KEY ACTIVITIES

Over the past three years we have focused on the following activities to inspire and equip our partner schools in building a culture of virtue.

» PROFESSIONAL EDUCATION: LEARNING AND THE BRAIN

We sent teams of educators to “Learning and the Brain” conferences to study cutting-edge science on learning and character development. The teams then assist their schools’ leadership in implementing new concepts and methods into the day-to-day workings of the school.

» INTELLECTUAL VIRTUES CULTIVATION

We sent small teams of faculty and administrators to visit the Intellectual Virtues Academy in Long Beach, California, to observe classes, interact with IVA faculty and to begin implementing new insights into their own schools.

» STUDENT AND FACULTY ASSESSMENT

We helped our partner schools identify character-relevant strengths and needs among faculty and students by administering surveys, reporting results to school leadership and advising improvements based on the survey data.

» ACADEMIC LIFE COACHING

We subsidized Academic Life Coaching certifications for a core team of Norman High School faculty and staff, who are now sharing the strategies they learned with all NHS faculty. Other schools are preparing to integrate ALC into their virtue-development plan.

» CULTURAL COMPETENCY TRAINING

We facilitated trainings led by Rev. Lee Roland and Rev. Clarence Hill to provide tools for faculty, staff and students at Irving Middle School to better understand diversity and its challenges.

39

Oklahoma educators sent to Learning and the Brain conferences and workshops

24

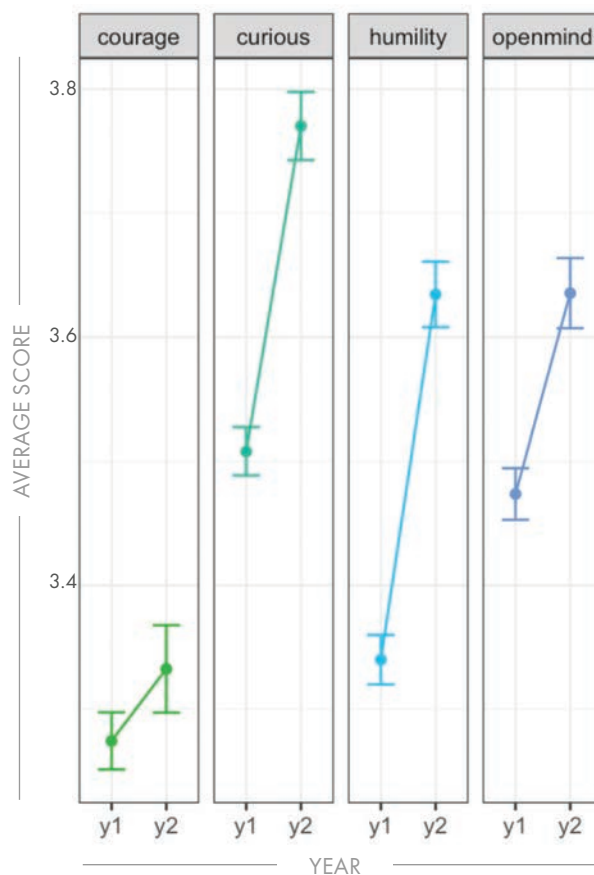
Oklahoma teachers and staff visited the Intellectual Virtues Academy

6

Partner school surveys administered

SAMPLE SURVEY RESULTS

Norman High School has accumulated the most survey data to date. Below is an abbreviated comparison of data that shows improvement across years. The scale was generated by multiple items that ask students to rate their own virtue-relevant strengths.



OUTREACH TO LOCAL SCHOOLS (CONT.)

We are pleased to include here, with permission, a letter of support from Lisa Stieg, principal of John F. Kennedy Elementary School, our newest education partner.

To Whom It May Concern:

On behalf of Dr. Nancy Snow and the Institute for the Study of Human Flourishing, it is with great pleasure that I explain John F. Kennedy's partnership with the institute and the ways our school is implementing virtues education.

As a way to offer consistency to students as they matriculate through our district, I joined the vertical alignment began by Dr. Scott Beck and Jonathan Atchley, principals at Norman High School and Irving Middle School respectively. This offers students common language and concept development over four levels of schooling, what we as administrators believe is groundbreaking in terms of public education today. A vertical alignment from elementary school through the college level gives students, families, and community a specific focus so these skills can be learned and sharpened over time.

As a new principal to Kennedy, I began with my leadership group and explained the benefits to partnering with the Institute and it was an easy sell to that specific group and the entire staff as a whole. Because there isn't a specific program or curriculum to follow, we have the freedom to implement things based on our students' specific needs and the styles of our teachers. We partnered with a local church and they bought signage for our hallways in order to remind students of the virtues as they walk the halls, and a member of my leadership team has begun researching each of the virtues and finding quotes to support our instruction and writing "I can" statements for students to remind themselves of what each virtue might look like/sound like as they apply it to life. We are so excited to watch this grow and develop in our community and are grateful to be part of it.



Sincerely,

Alisa Stieg

Principal, John F. Kennedy Elementary School
Norman, Oklahoma
August 18, 2018

In a culture of accountability and school success determined by test scores, far too often schools neglect the development of virtues among students which promote lifelong learning and growth. Our partnership with the Institute has granted us the opportunity to focus efforts on these skills, and allowed us to create a culture of whole child development. This resource has been vital to our progress as a school, and we are excited to continue the partnership in the next several years.

PETER LIESENFELD, PH.D.
PRINCIPAL, NORMAN NORTH HIGH SCHOOL
NORMAN, OK

OUTREACH TO LOCAL SCHOOLS - SPECIAL PROJECTS

VIRTUE RESOURCE LIBRARY

In the summer of 2018, we began work on a Virtue Resource Library at Norman High School. The library is meant to serve as a free, public resource for teachers, parents, and the general public who are interested in learning about virtue and character.



- **3,242 books**
- **78 online articles and websites**
- **Resources compiled by 10 teachers and administrators from 6 partner schools**
- **Opens in fall 2018**

WORKSHOP: THE POWER OF MINDSETS

In June 2018 we hosted a workshop led by Robert Brooks. The event was designed to help Oklahoma educators from around the state develop the knowledge, skills, and strategies necessary to change mindsets in schools to improve academic performance. The event attracted **49** participants from **16** institutions.



ROBERT BROOKS

The workshop helped educators learn how to:

- Reinforce student engagement, intrinsic motivation and a positive school climate
- Nurture the ability of students to cope with stress and become more resilient
- Help students take ownership of their own education
- Minimize and change "negative scripts" in the school environment
- Reinforce student caring and lessen bullying
- Become "stress hardy" and lessen feelings of disillusionment

EMMANCIPATORY EDUCATION CONFERENCE

We sponsored Peter Gamwell to deliver two keynote addresses at the June 2018 *Emancipatory Education Conference*, hosted by the Odyssey Leadership Academy. The event focused on the relationship



PETER GAMWELL



between learning and the heart, how educators can express care in schools, and how this sets students free to dream, learn, and flourish.

100%

of respondents strongly agreed the event inspired them to think creatively about love of learning

EVIDENCE OF IMPACT - AUDIENCE SURVEY

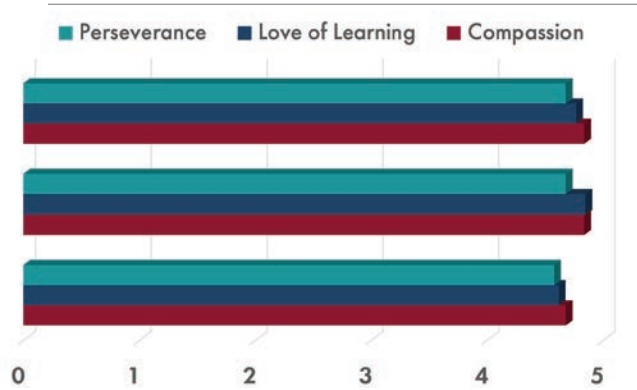
THIS WORKSHOP...

Inspired me to pursue or develop this virtue in myself

Motivated me to think of new ways of nurturing this virtue in others or in society

Demonstrated and promoted the importance of this virtue in my professional life

0 = STRONGLY DISAGREE; 5 = STRONGLY AGREE



Community

We have established partnerships with a variety of community organizations, united by the common belief that character and virtue are crucial for meaningful and lasting social change. Using our resources as an academic center to collaborate on select character-based community projects, we aim to amplify the ongoing impact of these organizations, and thereby advance the community outreach arm of our mission.

COMMUNITY ORGANIZATION PARTNERS



CROSSINGS COMMUNITY CENTER

Oklahoma City



MILITARY CHILD EDUCATION COALITION

Harker Heights, Texas



OKLAHOMA CENTER FOR NONPROFITS

Oklahoma City



OKLAHOMA CONFERENCE OF CHURCHES

Oklahoma City



RESPECT DIVERSITY FOUNDATION

Edmond, Oklahoma



SALT AND LIGHT LEADERSHIP TRAINING

Oklahoma City



SHILOH CAMP

Oklahoma City

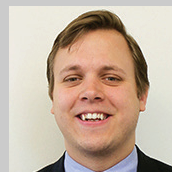
COMMUNITY LIAISONS

Our community liaisons promote the Institute's vision in their interactions with civic and community organizations in the state of Oklahoma and beyond, providing important opportunities for the Institute to network with, and eventually to facilitate, the work of these organizations.



NOEL JACOBS, PH.D.

Associate Professor of Pediatrics and Licensed Psychologist
General and Community Pediatrics
OU Health Sciences Center



ZACHARY SUMNER

Chief Organizational Effectiveness Officer
E Foundation for Oklahoma



MORGAN MILLER

Energy Management Consultant
ES2



Learn more about our community partners and liaisons at:

OU.EDU/FLOURISH/ABOUT/PARTNERS

COMMUNITY OUTREACH - SPECIAL PROJECTS

OKLAHOMA CENTER FOR NON-PROFITS

The Oklahoma Center for Non-Profits trains leaders of nonprofit organizations from around the state of Oklahoma. We assisted OKCNP leadership in integrating virtues in three new training programs.

Virtue Classes

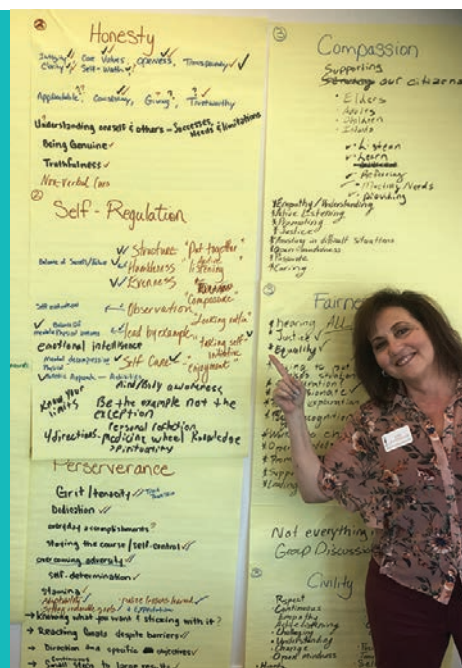
Two 3-hour classes to introduce adult learners in the nonprofit sector to the Institute's nine virtues as applied to leadership. Taught by Nancy Snow and OKCNP staff.

Beyond Tolerance: Cultural Acumen

A two-day intensive course on cultural competency that integrates the Institute's three civic virtues: civility, compassion and fairness. Taught by OKCNP staff.

Muscogee Creek Nation Virtues Leadership Program

An 18-month professional development course for the Muskogee Creek Nation that integrates all nine of the Institute's virtues. Taught by OKCNP staff.



EVIDENCE OF IMPACT

OKCNP conducted program assessments at multiple timepoints. Data depicted below is based on average responses from virtue classes in all three programs.

POST-CLASS

In this course I learned a good amount or a lot about the virtues

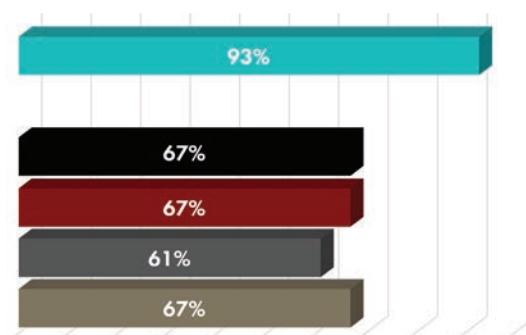
TODAY'S CLASS MOTIVATED ME TO:

...start a conversation with others about virtues

...implement an idea I learned today

...teach someone else a concept I learned

...practice a new skill or behavior



ONE MONTH FOLLOW-UP

Q. HOW SOON WERE YOU ABLE TO USE WHAT YOU LEARNED?

I was able to take action on some of what I learned

I was able to take action on a good amount of what I learned

I was able to take action on most of what I learned since class

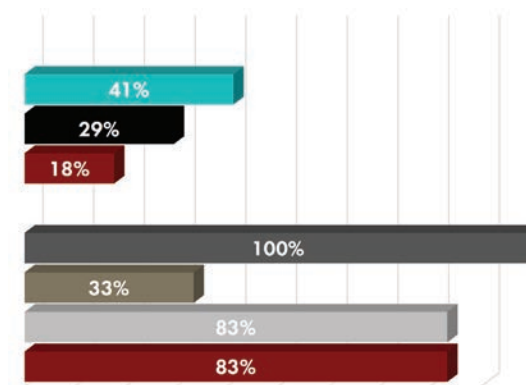
Q. FOLLOWING THE CLASS, WERE YOU ABLE TO:

Start a conversation with others on my team about a topic

Implement an idea I learned

Teach someone else an idea I learned

Practice a new skill or behavior



OKLAHOMA CITY POLICE DEPARTMENT

FAMILY AWARENESS AND COMMUNITY TEAMWORK (FACT)

In 2017 we began partnering with Oklahoma City Police Department's **Family Awareness & Community Teamwork** program, led by Lt. Wayland Cubit. In FACT, selected police officers engage in structured mentoring of at-risk youth at two locations in Oklahoma City through a series of after-school events aimed at instilling good character traits and life skills. We have supported FACT by providing expertise in designing and administering assessment instruments, and in reporting that data to FACT leadership so they can improve their programs accordingly.

JUVENILE INTERVENTION PROGRAM (JIP)

In 2018 we began offering assessment services for the Oklahoma City Police Department's **Juvenile Intervention Program**, another program led by Lt. Cubit. JIP serves youth who have been arrested for minor offenses, and helps them build positive relationships with Law Enforcement, introduces them to community leaders, offers participation in a new Leadership Academy, and enables them to remove the offense from their record.

11

Surveys
administered

159

Responses
collected

COMMENTS FROM FACT PARTICIPANTS

"Lt qu [Cubit] was like a father figure and has always believed in me even when no one else did including myself."

"They care they really do an seeing them care about us makes me feel like maybe what people say about cops don't go for all."



LT. CUBIT

"The information and reports provided by ISHF allowed the Unit to fine tune and adjust our programming. We are now tracking individual progress of teens in our program differently because of the information learned from the assessments conducted by ISHF."

LT. WAYLAND CUBIT, FACT UNIT SUPERVISOR

SHILOH CAMP

In 2017 we also partnered with Shiloh Camp to assist in evaluating their new **Ascend Leadership Retreat**. Shiloh Camp is a youth leadership day camp that serves disadvantaged children who live in Oklahoma City and the surrounding area. The camp includes fun physical activities, with a primary emphasis on the cultivation of virtue and character.

The **Ascend Leadership Retreat** focuses on inspiring, equipping and launching the next generation of leaders ages 14-18 by encouraging growth in skills and character through a four-day summer retreat, followed by monthly meetings.

To assist Shiloh Camp with their Ascend Leadership Retreat, we:

- **Designed a multi-timepoint assessment plan**
- **Provided participants with iPads for gathering data**
- **Generated detailed reports of the data collected**



3

Youth surveys
administered

4

Staff surveys
administered

112

Total responses
collected

74

Validated
responses
collected

SALLT AND LIGHT LEADERSHIP TRAINING

Salt and Light Leadership Training was one of our first community organization partners. We began collaborating with them in 2016 on their community outreach initiative called "How Are the Children?" The project involved:

- **Assessing** child well-being in Oklahoma City;
- **Identifying** specific challenges and obstacles;
- **Formulating** and **implementing** plans to address those challenges.

We supported this initiative in two major ways.

- » **We connected the initiative's leaders with the consulting and research expertise of Thriving Cities**, an initiative of the Institute for Advanced Studies in Culture at the University of Virginia. We subsidized consulting work by Thriving Cities to help SALLT members develop a framework for assessing child well-being in their city.
- » **We hosted a conference in December 2016** that brought Thriving Cities staff together with SALLT members and community leaders to identify specific challenges to child flourishing in Oklahoma City, and begin building both a general framework and specific strategies to respond to those challenges.

We continue meeting with SALLT members to discuss progress on the "How Are the Children?" initiative.

2016 CONFERENCE HIGHLIGHTS

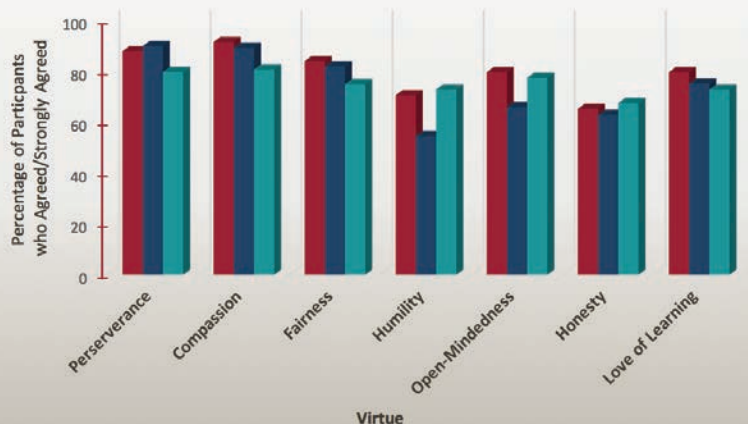
102	Participants	21	Breakout Sessions
13	Speakers	3	Plenary Sessions



How are the Children?

Promoting Child Flourishing in Oklahoma City

EVIDENCE OF IMPACT



To what extent did the session...

- Provide you with insight regarding the virtue?
- Inspire you to develop the virtue in yourself?
- Demonstrate that the virtue is highly valued in OKC?



Learn more about this outreach conference by scanning the QR code!



Outreach to parents

Mindful that moral development begins very early in life, we believe our vision to improve the flourishing of Oklahomans must include supporting parents in the challenging endeavor of developing virtue in their children. Our long-term goals are to pursue this mission by:

1. **Offering web-based parenting resources**, to provide educational support and connections with parenting-focused organizations;
2. **Developing partnerships between parents and the Institute**, to better know our parents and tailor resources to better meet their individual needs;
3. **Developing partnerships between parents and local teachers**, to facilitate a shared vocabulary and vision for cultivating virtue in children;
4. **Developing partnerships between parents and other parents**, so they can assist and support each other through the challenges of fostering character in children.

Over the past three years, we have made significant progress in all four areas, with a special emphasis on the first and third.

WEB-BASED RESOURCES

Visit:

OU.EDU/FLOURISH/PARENTS

for access to local, state and national parenting resources, along with links to parenting-related websites, articles, reports, books and videos

PARTNER PARENT ADVISORY BOARD

Our Partner Parents Advisory Board was formed to advise our director on parenting-related issues and to help extend our reach into the local community.



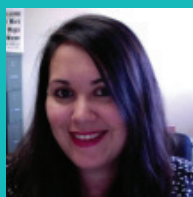
CASEY SHUTT, PH.D.

Assistant Headmaster
The Academy of Classical
Christian Studies, Oklahoma City



CARRIE MITCHELL

Community Volunteer
Business Owner, Sooner Carpet
Cleaning and Restoration
Norman, Oklahoma



MIRELSIE VELAZQUEZ, PH.D.

Assistant Professor of Educational
Leadership and Policy Studies
The University of Oklahoma

“ISHF’s Partner Parents Event was an oasis of insight and encouragement to the weary and worn parent. Parents, if you feel you are mindlessly marching through the day, relating to your children in merely tactical ways, this conference guides you to something deeper. And the guides, Dr. Keller and John Andrew Williams, thoughtfully helped parents relate to their children as they are, beloved persons.”

2016 PARTNER PARENTS EVENT ATTENDEE

PARTNER PARENT EVENTS

2016 PARENTS EVENT

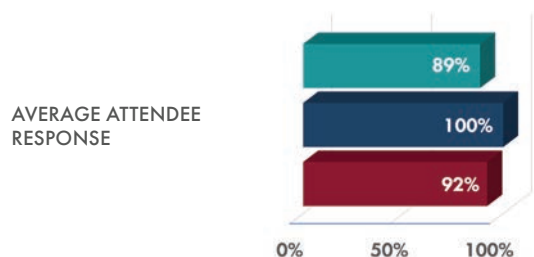


This event was held on Oct. 1 at the University of Oklahoma campus. The purpose of this event was to:

- **Connect parents with the Institute;**
- **Connect parents with other parents;**
- **Offer cutting-edge resources on child flourishing and character development.**

The event involved two main presentations interspersed with group discussions and a closing Q&A. Speakers included Mary Keller (president, Military Child Education Coalition), John Andrew Williams (founder, Academic Life Coaching) and Scott Beck (principal, Norman High School).

EVIDENCE OF IMPACT



- I was **satisfied** or **very satisfied** with the event
- I would recommend this event to my peers
- This event broadened my understanding of character development in children



2017 PARENTS EVENT

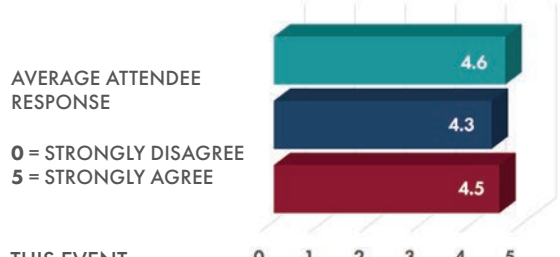


We held our 2017 event on Oct. 10 at Norman High School. This helped us better support the relationships between parents, children and educators. Its purpose was to:

- **Inform parents of the character development efforts underway at Norman High School;**
- **Bring parents and educators together to foster understanding and mutual support in their character development efforts.**

Speakers included Scott Beck, Norman High School teachers and staff, and Nancy Snow, who delivered the keynote address.

EVIDENCE OF IMPACT



- THIS EVENT...
- Broadened my understanding of virtue, character development and flourishing in children
 - Improved my sense of connection with teachers, faculty and staff at Norman High School
 - Improved my understanding of the character development curriculum at Norman High School



National and International Research Presence

We have established partnerships with 22 institutions in 13 different countries. These institutions form a “Virtues Across Continents Network,” supported by a News Digest, which features virtue-related events, funding opportunities and recent publications from across the world.

Virtues Across Continents Partners

- » **ARETAI: CENTER ON VIRTUES**
The University of Genoa, Italy
- » **MONASH BIOETHICS CENTER**
Monash University, Australia
- » **DANISH SCHOOL OF EDUCATION**
Aarhus University, Denmark
- » **DEPARTMENT FOR THE STUDY OF CULTURE**
The University of Southern Denmark
- » **DEPARTMENT OF PHILOSOPHY**
The University of Auckland, New Zealand
- » **DEPARTMENT OF PHILOSOPHY**
The University of Capetown, South Africa
- » **DEPARTMENT OF PHILOSOPHY**
The University of Genoa, Italy
- » **DEPARTMENT OF PHILOSOPHY**
The University of Oslo, Norway
- » **DEPARTMENT OF PSYCHOLOGY – PERSONALITY & ASSESSMENT**
The University of Zurich, Switzerland
- » **DIVISION OF DIFFERENTIAL PSYCHOLOGY & PSYCHOLOGICAL ASSESSMENT**
Martin-Luther University Halle-Wittenberg, Germany
- » **INSTITUTE OF PHILOSOPHY, SOCIOLOGY & JOURNALISM**
The University of Gdańsk, Poland
- » **JAPAN POSITIVE PSYCHOLOGY ASSOCIATION**
Tokyo, Japan
- » **KARIMIA INSTITUTE**
Nottingham, England
- » **MARKETS, CULTURE & ETHICS RESEARCH CENTRE**
Pontifical University of the Holy Cross, Italy
- » **STEP UP TO SERVE**
London, England
- » **THE DALAI LAMA CENTER FOR ETHICS & TRANSFORMATIVE VALUES**
Massachusetts Institute of Technology, MA, U.S.
- » **THE JUBILEE CENTRE FOR CHARACTER & VIRTUES**
The University of Birmingham, England
- » **THE OXFORD CHARACTER PROJECT**
Oxford, England
- » **THE PUBLIC DISCOURSE PROJECT**
The University of Connecticut, CT, USA
- » **VIA INSTITUTE ON CHARACTER**
Cincinnati, OH, U.S.
- » **VIRTUE, HAPPINESS, AND THE MEANING OF LIFE**
The University of Chicago, Chicago, IL, U.S.

Visiting Scholars

We hosted four researchers from across the world who study topics related to virtue and flourishing.



IAN JAMES KIDD, PH.D.
Assistant Professor of Philosophy
The University of Nottingham, England
Visited April 2017



CARSTEN FOGH NIELSON, PH.D.
Assistant Professor
Danish School of Education
Aarhus University, Denmark
Visited Sept. 1 – Oct. 31, 2016



JUSTIN OAKLEY, PH.D.
Associate Professor, School of Philosophical, Historical and International Studies
Deputy Director, Monash Bioethics Centre
Monash University, Australia
Visited May 29 – June 4, 2017



KUNIMASA SATO, PH.D.
Lecturer in Philosophy
Keiai University, Japan
Visited Feb. 8 – March 3, 2017

“My stay at the Institute for Human Flourishing gave me the opportunity to engage with cutting-edge research on exemplarity and virtue. The Institute provided the perfect venue for both scholarly discussions and informal talks with researchers with similar interest but different disciplinary backgrounds.”

CARSTEN FOGH NIELSON

“The Institute offered the ideal environment for me to develop my research on intellectual autonomy and its relationship to the epistemology of good learning.”

KUNIMASA SATO

National and International Research Presence (Cont.)

2015-2018 RESEARCH OUTPUTS

See p. 16 for more on our research activities.

4

Published books

4

Research conferences

68

Research presentations

52

Published/forthcoming chapters, articles and reviews

19

Important addresses

17

Works in progress or under review

INTERNATIONAL CONFERENCE

The University of Gdańsk and the University of Oklahoma

Virtue & Moral Education

May 17-18, 2018



This international event, hosted by the Institute of Philosophy, Sociology and Journalism at the University of Gdańsk, was coordinated as part of our Virtues Across Continents Network. Nancy Snow collaborated with conference organizer, Natasza Szutta, to select three keynote speakers for the event. Institute manager Max Parish attended the event to represent the Institute.

Two keynote speakers were internationally known Institute affiliates:



KRISTJÁN KRISTJÁNSSON, PH.D.

Professor of Character Education and Virtue Ethics, Deputy Director, Jubilee Centre for Character and Virtues; The University of Birmingham

Institute Advisory Board Member



LINDA ZAGZEBSKI, PH.D.

George Lynn Cross Research Professor Kingfisher College Chair of the Philosophy of Religion and Ethics; The University of Oklahoma

Institute Leadership Team Member

OTHER INTERNATIONAL IMPACT

Institute director Dr. Nancy Snow presented her research and promoted the Institute at the following international events.

- » **INTERNATIONAL CONSULTATION ON LOVE IN RELIGION**
Regent's Park College, University of Oxford
November 2016
- » **INAUGURAL RESEARCH SERIES LECTURE**
Margaret Beaufort Institute, University of Cambridge
October 2017
- » **CONNECTING VIRTUES: THEORETICAL AND EDUCATIONAL INSIGHTS**
Aretai Center on Virtues, Genoa, Italy
September 2017
- » **VIRTUES IN THE PUBLIC SPHERE**
Jubilee Centre, Oriel College, Oxford, England
January 2018

Media and Publicity

Over the past three years, news about the Institute, its events, its research and its affiliates has appeared in a variety of media sources and distribution platforms. We include below a selection of notable appearances.

SIGNIFICANT PUBLICITY

NOV. 4, 2015 - *EurekaAlert! The Global Source for Science News* reported on news release announcing the establishment of the Institute.

OCT. 30, 2016 - *Oklahoma Education Television Authority* (OETA) broadcast an interview of Nancy Snow by Robert Con David-Undiano, host for *Current Conversations*. Available on YouTube at <https://youtu.be/4ASqZWAjY1I>.

DEC. 12, 2016 - Nancy Snow's interview with *Current Conversations* aired on KGOU (106.3 FM Norman / 105.7 Oklahoma City), Norman's *National Public Radio* station.

OCT. 13, 2017 - The Institute's 2017 Partner Parent event featured in the *Oklahoma Association of Secondary School Principals* newsletter.

FEB. 19, 2018 - *CultureFeed* published article on "Teaching Virtue," co-authored by Nancy Snow and Scott Beck.

34

Total media appearances

20

Media sources and distribution platforms

FEB. 14, 2016 - *The Oklahoman* reported on a talk by Nathan Mellor, CEO of Strata Leadership and enthusiastic supporter of the Institute. Mellor said the Institute is "helping lead the nation" in its focus on human flourishing.

OCT. 31, 2016 - Nancy Snow interviewed on live radio by Nick Hernandez, host for *Community Matters*, KZUM (89.3 FM, Lincoln, Nebraska). Available as a podcast at <http://bit.ly/103116-snow-interview>.

MAY 1, 2017 - *New Books Network* published podcast interview of Linda Zagzebski on her new book, *Exemplarist Moral Theory*.

JAN. 4, 2018 - *bp Magazine* published article on hope and bipolar recovery, featuring interview with Nancy Snow.

JUNE 15, 2018 - *The Norman Transcript* reported on the Institute's June 2018 "Power of Mindsets" workshop for Oklahoma educators, held at Norman High School.

Online Presence 2015-18

WEBSITE

58,510 Total page views
31,842 Page views by new visitors
64 Countries in which website was viewed

FACEBOOK

48,233 Total users who viewed page content
93,487 Total content impressions
387 Page followers

TWITTER

107,239 Impressions
3,058 Engagements
258 Followers

YOUTUBE

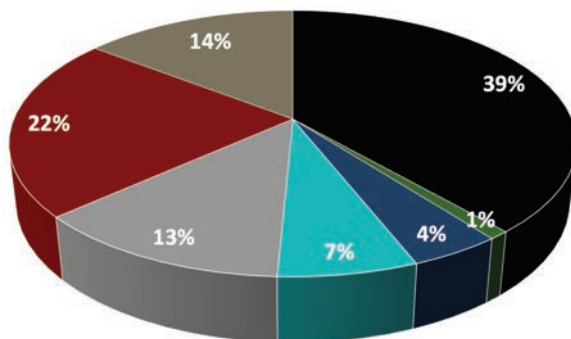
58 Total videos
574.9 Total watch time hours
5,145 Total video views

Sponsorship and Financials

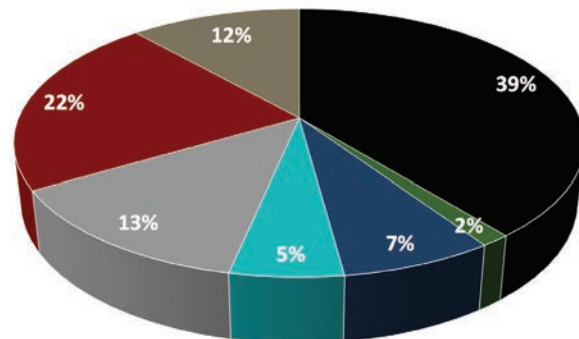
Funding for the Institute during financial years 2015-2018 was made possible by grants from the John Templeton Foundation and the Kirkpatrick Foundation. Additional support was provided by the University of Oklahoma. We wish to thank these institutions both for their generous financial investments and for the ongoing encouragement and interest they have shown in the Institute's work. We include here our total expenditures for financial year 2017-2018 (see previous reports for past years) and our comprehensive expenditures for financial years 2015-2018.



FY 2017-2018



FY 2015-2018



■ Administration ■ Course Development ■ Freshman Programs ■ On-Campus Events
■ Outreach ■ Research ■ Admin/RS

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FLICKR: [FLICKR.COM/PHOTOS/FLOURISHATOU](https://www.flickr.com/photos/FLOURISHATOU)

YOUTUBE: SEE WEBSITE

Appendix

Institute Research 2015-18

The research outputs below were supported in whole or in part by the Institute for the Study of Human Flourishing. For co-authored works, authors' names who were supported by grant funds are in bold.

Funded research articles include:

- **Institute leadership team members and staff**
- **Institute dissertation and postdoctoral fellows**
- **OU faculty who published results from their grant-funded courses**

PUBLISHED BOOKS

1. Brown, R. P. (2016). *Honor bound: How a cultural ideal has shaped the American psyche*. New York: Oxford University Press. ISBN: 9780199399864
2. Zagzebski, L. T. (2017). *Exemplarist moral theory*. New York: Oxford University Press. ISBN: 9780190655846
3. Harper, K. (2017). *The fate of Rome: Climate, disease, and the end of an empire*. Princeton, NJ: Princeton University Press. ISBN: 9781400888917
4. Snow, N. E. (Ed.). (2017). *The Oxford handbook of virtue*. New York: Oxford University Press. ISBN: 9780199385195

PUBLISHED ARTICLES

1. Black, J. E. (2018). An IRT analysis of the Reading the Mind in the Eyes test. *Personality Assessment*. Published online April 3, 2018. <https://doi.org/10.1080/00223891.2018.1447946>
2. Danvers, A. F. & Shiota, M. N. (2018). Dynamically engaged smiling predicts cooperation above and beyond average smiling levels. *Evolution and Human Behavior*, 39(1), 112-119. <https://doi.org/10.1016/j.evolhumbehav.2017.10.007>
3. O'Neil, M.J., Danvers, A.F., & Shiota, M.N. (2018). Nurturant love and caregiving emotions. In H. C. Lench (Ed.), *The Function of Emotions* (175-193). New York: Springer. ISBN 978-3-319-77619-4
4. Haggard, M.C., Rowatt, W.C., & Leman, J.C. (2017). Intellectual humility and morality concerning political and social issues in the United States. In Pracana, C. & Wang, M. (Eds.), *International Psychological Applications Conference and Trends*. Lisbon: World Institute for Advanced Research and Science. ISBN: 9789899986411
5. Leman, J., Haggard, M.C., Meagher, B.R., & Rowatt, W.C. (2017). Personality predictors and correlates of humility. In Worthington, E., Davis, D., & Hook, J. (Eds.), *Handbook of Humility: Theory, Research, and Applications*. New York: Routledge Press. ISBN: 9781138960008
6. Demarest, H., Robertson, S., Haggard, M.C., Seaver, M., &

- Bickel, J.L. (2017). Similarity and enjoyment: Predicting continuation for women in philosophy. *Analysis*, 77(3), 525-541. <https://doi.org/10.1093/analys/anx098>
7. Haggard, M., et al. (2018). Finding middle ground between intellectual arrogance and intellectual servility: Development and assessment of the limitations-owning intellectual humility scale. *Personality and Individual Differences*, 124, 184-193. <https://doi.org/10.1016/j.paid.2017.12.014>
8. Hasan, E., Tarhule, A., Kirstetter, P., Clark, R., Hong, Y. (2018). Runoff sensitivity to climate change in the Nile River basin. *Journal of Hydrology*, 561, 312-321. <https://doi.org/10.1016/j.jhydrol.2018.04.004>
9. Hu, J. (2018). Book Review of: *The Emotions in Early Chinese Philosophy*, by Curie Virág. *Australasian Journal of Philosophy*. Published online May 31, 2018. <https://doi.org/10.1080/00048402.2018.1478864>
10. Hu, J. (2018). Empathy for non-kin, the faraway, the unfamiliar, and the abstract--An interdisciplinary study on Mencian moral cultivation and a response to Prinz. *Dao: A Journal of Comparative Philosophy*. Published online June 21, 2018. <https://doi.org/10.1007/s11712-018-9614-x>
11. Jung, J. (2017). Country-level differences in the effects of financial hardship on life satisfaction: The role of religious context and age-contingent buffering. *Society and Mental Health*. Published online August 31, 2017. <https://doi.org/10.1177/2156869317725892>
12. Robertson, S. (2018). Power, situation, and character: A Confucian-inspired response to indirect situationist critiques. *Ethical Theory and Moral Practice*, 21(2), 341-358. <https://doi.org/10.1007/s10677-018-9884-8>
13. Snow, N. (2015). Etyka cnót kontratakuje. Odpowiedź na zarzuty sytuacjonistów. In N. Szutta and A. Szutta (Eds.), *W Poszukiwaniu moralnego charakteru* (35-72). Lublin, Poland: Wydawnictwo Akademicon. ISBN: 9788362475087
14. Snow, N. (2015). Food virtue: Can we make virtuous food choices? In J. M. Dieterle (Ed.), *Just food: Philosophy, justice and food* (181-193). Lanham, MD: Rowman & Littlefield. ISBN: 9781783483860

15. Snow, N. (2016). Comments on Badhwar, Well-being: Happiness in a worthwhile life. *The Journal of Value Inquiry*, (50)1, 209-217. <https://doi.org/10.1007/s10790-016-9545-x>
16. Snow, N. (2016). Review of Kristján Kristjánsson, Aristotelian character education. *British Journal of Educational Studies*, 64(2), 264-266. <http://dx.doi.org/10.1080/00071005.2016.1173900>
17. Snow, N. (2016). Virtue acquisition: The paradox of striving. *The Journal of Moral Education*, 45(2), 179-191. <http://dx.doi.org/10.1080/03057240.2016.1181617>
18. Snow, N. (2016). How habits make us virtuous. In J. Annas, D. Narvaez & N. Snow (Eds.), *Developing the virtues: Integrating perspectives* (135-156). New York: Oxford University Press. ISBN: 9780190271466
19. Snow, N. (2017). The nature of humility: A critical perspective on Nadelhoffer and Wright. In W. Sinnott-Armstrong & C. Miller (Eds.), *Moral Psychology, Volume 5: Virtue and Happiness* (351-359). Cambridge, MA: The MIT Press. ISBN: 9780262035576
20. Snow, N. (Ed.). (2017). Guest editor: New directions in character and virtue: Theory and practice (Special Section). *Ethical Theory and Moral Practice*, 20(3), 1572-8447. ISSN: 1386-2820
21. Snow, N. (2017). Extending compassion. *Dao: A Journal of Comparative Philosophy*, 16(4), 543-550. <https://doi.org/10.1007/s11712-017-9576-4>
22. Snow, N. (2018). From ordinary virtue to Aristotelian virtue. In T. Harrison & D. Walker (Eds.), *The Theory and Practice of Virtue Education* (67-81). London: Routledge. ISBN: 9781138291478
23. Snow, N. E. (2018). Hope as a democratic civic virtue. *Metaphilosophy*, 49(3), 497-427.
24. Warren, M. T., & Wray-Lake, L. (2017). Does mindfulness prepare adolescents for value-behavior concordance? Examining the role of value content. *Journal of Adolescence*, 58, 56-66. <https://doi.org/10.1016/j.adolescence.2017.04.011>
25. Warren, M. T., Wray-Lake, L., & Syvertsen, A. K. (2017). Becoming who they want to be: A cross-national examination of value-behavior concordance and mindfulness in adolescence. *The Journal of Positive Psychology*. Published online on 7/11/17. <https://doi.org/10.1080/17439760.2017.1350741>
26. Zagzebski, L. T. (2015). Exemplarism and admiration. In C. Miller, R. M. Furr, A. Knobel, & W. Fleeson (Eds.), *Character: New directions from philosophy, psychology, and theology* (pp. 251-268). Oxford: Oxford University Press. ISBN: 9780190204600
27. Zagzebski, L. (2016). Divine motivation theory and exemplarism. *European Journal for Philosophy of Religion*, 8(3), 109-121. <https://doi.org/10.24204/ejpr.v8i3.1689>
28. Zagzebski, L. (2016). Replies to Christoph Jäger and Elizabeth Fricker. *Episteme*, (13)2, 187-194. <https://doi.org/10.1017/epi.2015.39>
29. Zagzebski, L. (2016). A modern defense of religious authority. *Logos: A Journal of Catholic Thought and Culture*, (19)3, 15-28. <https://doi.org/10.1353/log.2016.0024>
30. Zagzebski, L. (2016). Omnisubjectivity: Why it is a divine attribute. *Nova et Vetera*, (14)2, 435-450. <https://doi.org/10.1353/nov.2016.0030>
31. Zagzebski, L. (2016). The dignity of persons and the value of uniqueness. *Proceedings & Addresses of the American Philosophical Association, Presidential Address*, 90, 59-75. ISSN 0065-972X
32. Zagzebski, L. (2016). The joys and sorrows of a philosophical life. *Proceedings & Addresses of the American Philosophical Association, Dewey Lecture*, 90, 119-133. ISSN 0065-972X
33. Zagzebski, L. (2017). Good persons, good aims, and the problem of evil. In J. Sterba (Ed.), *Ethics and the problem of evil* (43-56). Bloomington: Indiana University Press. ISBN: 978-0-253-02438-1
34. Zagzebski, L. (2017). Trust in others and self-trust: Regarding Epistemic Authority. *Social and Epistemology Review and Reply Collective*, 6(10), 56-59. <http://wp.me/p1Bfg0-3MA>

Important Addresses

1. Snow, N. (2016, November 19). Virtue as social intelligence: An overview. Banquet Speaker, Morality, Moral Philosophy, and the Humanities in the Age of Neuroscience, Kent State University, Kent, OH.
2. Snow, N. (2017, March 2). On philosophy and social science: Virtue as social intelligence and beyond. J. Glenn and Ursula Memorial Lecture, Colorado College, Colorado Springs, CO.
3. Snow, N. (2017, March 28). From 'ordinary' virtue to Aristotelian virtue. William R. Connolly Ethics Lecture Series, University of Evansville, Evansville, IN.
4. Snow, N. (2017, October 27). Proliferating virtues: A clear and present danger? Paper presented at the Inaugural Lecture, Research Series, at the Margaret Beaufort Institute, University of Cambridge, Cambridge, England.
5. Zagzebski, L. (2016, March 4). The dignity of persons and the value of uniqueness. Presidential Address, Meeting of the American Philosophical Association, Central Division, Chicago, IL.
6. Zagzebski, L. (2016, April 1). The joys and sorrows of a philosophical life. Dewey Lecture, Meeting of the American Philosophical Association, Pacific Division, San Francisco, CA.
7. Zagzebski, L. (2015, October 1). Exemplarist virtue theory. Gifford Lectures, #1, University of St. Andrews, Scotland.
8. Zagzebski, L. (2015, October 2). Admiration and exemplars. Gifford Lectures, #2, University of St. Andrews, Scotland.
9. Zagzebski, L. (2015, October 6). Virtue. Gifford Lectures, #3, University of St. Andrews, Scotland.
10. Zagzebski, L. (2015, October 8). Emulation. Gifford Lectures, #4, University of St. Andrews, Scotland.
11. Zagzebski, L. (2015, October 9). The division of moral linguistic labor. Gifford Lectures, #5, University of St. Andrews, Scotland.
12. Zagzebski, L. (2016, October 27). Virtuous exemplars: Moral understanding, emulation, and resentment. Malcolm Reid Lecture, Gordon College, MA.
13. Zagzebski, L. (2017, October 5). Exemplarist moral theory. Paper presented at the Conference on Exemplarist Moral

Theory, University of Genoa, Genoa, Italy.

14. Zagzebski, L. (2017, October 10). The two greatest ideas. Paper presented as the Cardinal Mercier Chair Public Lecture, University of Leuven, Belgium.
15. Zagzebski, L. (2017, November 18). The two greatest ideas. Presented as The Aquinas Lecture at the 2017 Annual Meeting of the American Catholic Philosophical Association, Dallas, TX.
16. Zagzebski, L. (2018, March 19). Two ideas that made us human. Paper presented as the Soochow University Philosophy Lecture, Part 1, Soochow University, Taiwan.
17. Zagzebski, L. (2018, March 20). Persons and selves. Paper presented as the Soochow University Philosophy Lecture, Part 2, Soochow University, Taiwan.
18. Zagzebski, L. (2018, March 21). The boundary of the human mind. Paper presented as the Soochow University Philosophy Lecture, Part 3, Soochow University, Taiwan.
19. Zagzebski, L. (2018, May 17). Virtue and the division of moral linguistic labor. Keynote address presented at An International Interdisciplinary Conference: Virtue and Moral Education, University of Gdansk, Poland.
8. Danvers, A. & Lovis-McMahon, D. (2018, March 3). Beyond replication: Assumptions, moderators, and models. Paper presented at the Meeting of the Society for Personality and Social Psychology, Atlanta, Georgia.
9. Danvers, A. (2018, April 26). Awe as a social epistemological emotion. Poster presented at the annual meeting of the Society for Affective Science, Los Angeles, CA.
10. Danvers, A. (2018). Person-centered approaches to statistics: Measuring individualized emotional patterns. Invited talk, Family Medicine Research Forum, University of Oklahoma, Oklahoma City, OK.
11. Danvers, A., & Robertson, S. (Accepted for Presentation 2018, August 9-12). Temporary Virtues: The Role of Context in Scientific Virtue. Paper to be presented at the conference Practicing Science: Virtues, Values, and the Good Life, University of Notre Dame London Gateway, London, UK.
12. Haggard, M. C. (2016). Humility as intellectual virtue. Paper presented at Humility: Reflections on its Nature and Function Conference, Institute for the Study of Human Flourishing, The University of Oklahoma, Norman, OK (Oct 20).
13. Haggard, M. C. (2016, November 4). Investigating humility as intellectual virtue: A limitations-owning perspective. Paper presented at the Virtue Forum Luncheon, Institute for the Study of Human Flourishing, The University of Oklahoma, Norman, OK.
14. Haggard, M. C. (2017, January 19). How to be a good man/woman: Descriptive and prescriptive moralities. Paper presented at the Gender Preconference, Annual meeting of the Society for Personality and Social Psychology, San Antonio, TX.
15. Haggard, M. C., Rowatt, W. C., Leman, J. C., & Moore, C. (2017, January 21). Three measures of intellectual humility: What they do and don't tell us. Poster presented at the Annual meeting of the Society for Personality and Social Psychology, San Antonio, TX.
16. Haggard, M. C. (2017, April 20). Virtues of the citizen: Intellectual humility and socio-political issues. Paper presented at the Oral Symposium, Annual meeting of the Midwestern Psychology Association, Chicago, IL.
17. Haggard, M. C., Rowatt, W.C., & Leman, J.C. (2017, April 29). Intellectual humility and morality concerning political and social issues in the United States. Paper presented at the Annual meeting of the International Psychological Applications Conference and Trends, Budapest, Hungary.
18. Hart, J. M. (2017, March 10). Forgiveness in theology and politics. Paper presented at the Virtue Forum Luncheon, Institute for the Study of Human Flourishing, The University of Oklahoma, Norman, OK.
19. Hasan, E. (2016, December 15). Making soil moisture sensors better for hydroclimatic applications. Paper presented at the American Geophysical Union Conference, San Francisco, CA.
20. Hasan, E. (2017, May 5). Water scarcity and human well-being: How can satellite data help? Paper presented at the Virtue Forum Luncheon, Institute for the Study of Human Flourishing, The University of Oklahoma, Norman, OK.

RESEARCH PRESENTATIONS

1. Bass, L. & Hekmatpour, P. (2018, August 20-22). An experimental study: What affects intellectual courage? Paper accepted for presentation at the American Sociological Association Annual Meeting, Philadelphia, PA.
2. Black, J. E., & Barnes, J. L. (2018, March 1-3). Counterfactual thought about past morally relevant actions increases perceived moral agency. Poster session presented at the annual meeting of the Society for Personality and Social Psychology, Atlanta, GA.
3. Black, J. E., & Barnes, J. L. (2018, April 14). Counterfactual thought about past morally relevant actions increases perceived moral agency. Poster session presented at the annual meeting of the Southwestern Psychological Association, Houston, TX.
4. Danvers, A., et al. (2017, October 2). Positive parenting mediates impact of family bereavement program on parasympathetic activation in emotion tasks, 15 years later. Poster presented at the American Psychosomatic Society Mid-Year Meeting, Berkeley, CA.
5. Danvers, A. & Shiota, M. N. (2017, October 5). Individualized structures of emotional experience. Poster presented at the Meeting of the Society for Southeastern Social Psychologists, Jacksonville, FL.
6. Danvers, A., et al. (2017, October 20). Positive parenting mediates impact of family bereavement program on parasympathetic activation in emotion tasks, 15 years later. Poster presented at the American Psychosomatic Society Mid-Year Meeting, Berkeley, CA.
7. Danvers, A. & Shiota, M. N. (2017, November 3). Individualized structures of emotional experience. Poster presented at the Meeting of the Society for Southeastern Social Psychologists, Jacksonville, FL.

21. Hu, J. (2017, September, 28). Confucian role ethics and empathy. Paper presented at Roles and their Ethics Conference, London, England, UK.
22. Hu, J. (2017, October, 11). The moral value of sympathy. Paper presented at the Philosophy Department, Renmin University, Beijing, China. [Invited]
23. Hu, J. (2018, February 22). Wang Fuzhi's neo-Confucianism on human-nature relationship – An alternative to anthropocentrism. Paper presented at the International Society for Chinese Philosophy group panel at the 2018 Meeting of the American Philosophical Association, Central Division, Chicago, Illinois.
24. Hu, J. (2018, March 29). Honesty as a relational virtue. Paper presented at the Association for Chinese Philosophers in America group panel at the 2018 Meeting of the American Philosophical Association, Pacific Division, San Diego, CA.
25. Hu, J. & Robertson, S. (2018, April 20). Constructing morality with Mengzi: three lessons on moral discovery and meta-ethics. Paper presented at the joint conference of 2018 Northeast Conference on Chinese Thought and Midwest Conference on Chinese Thought, University of Connecticut, Storrs, CT.
26. Jung, J. (2017, September 15). Financial hardship and life satisfaction in cross-national perspective: The role of age-contingent buffering. Paper presented at the Department of Sociology ADQUANT series, University of Oklahoma, Norman, OK.
27. Jung, J. (2017, October 12). Measuring the sense of divine control in South Korean context. Paper presented at the Survey Research and the Study of Religion in East Asia Conference, Washington, DC.
28. Jung, J. (2017, October 15). Does childhood maltreatment affect trajectories of religiosity in adulthood? Paper presented at the 2017 Annual Meeting of the Society for the Scientific Study of Religion, Washington, DC.
29. Jung, J. (2018, March 25). Attachment to God and death anxiety in later life: Does race matter? Paper presented at the 2018 Annual Meeting of Midwest Sociological Society, Minneapolis, MN.
30. Jung, J. (2018, March 30). A multilevel analysis of universalism values and subjective well-being: The importance of religious context. Paper presented at the 2018 Annual Meeting of Pacific Sociological Society, Long Beach, CA.
31. Jung, J. (2018, May 6). Discovering grace at the table: Prayers at mealtime and life satisfaction in later life. Invited lecture presented at the Morning Star Center for Spiritual Living, Norman, OK.
32. Jung, J. (Accepted for presentation 2018, October 26-28). Belief in supernatural evil and mental health: Do secure attachment to god and gender matter? Paper submitted for the 2018 Annual Meeting of Social Scientific Study of Religion, Las Vegas, NV.
33. Parish, M. (2018, March 15). Human flourishing and the ground of excellence: Neo-Aristotelian ethical naturalism under the microscope. Keynote address presented at the Undergraduate Conference on Human Flourishing, Rogers State University, Claremore, OK.
34. Parish, M. (2018, April 11). Why should we care about human nature? Paper presented at the Institute for the Study of Human Flourishing Colloquium Series, University of Oklahoma, Norman, OK.
35. Robertson, S. (2017, November 15). The Problem of compassion for accommodationist moral anti-realism. Paper presented at the Institute for the Study of Human Flourishing Colloquium Series, University of Oklahoma, Norman, OK.
36. Robertson, S. (2018, February 21). How social models of disability support Mengzi's criticisms of impartial care. Paper presented at the Meeting of the American Philosophical Association, Central Division, Chicago, Illinois.
37. Snow, N. (2016, January 6). From ordinary virtue to Aristotelian virtue. Paper presented at The Jubilee Centre Conference: Cultivating Virtue, Oxford, England.
38. Snow, N. (2016, March 3). Metaphysics, virtue, and eudaimonia in Aristotle and Buddhism. Paper presented at the International Society for Buddhist Philosophy, Meeting of the American Philosophical Association, Central Division, Chicago, IL.
39. Snow, N. (2016, March 31). Comments on: Open-mindedness as a moral virtue, by Yujia Song. Meeting of the American Philosophical Association, Pacific Division, San Francisco, CA.
40. Snow, N. (2016, June 6-9). The perils of magnificence. Paper presented at the Virtue, Happiness, and the Meaning of Life Work Group, University of Chicago, Chicago, IL.
41. Snow, N. (2016, June 15). Virtue as social intelligence. Paper presented at the NEH Seminar, Moral Psychology and Education: Putting the Humanities to Work, Grand Rapids, MI.
42. Snow, N. (2016, July 19). Integrating virtue perspectives on character education: A place for positive psychology. Paper presented at the International Positive Education Network Conference, Dallas, TX.
43. Snow, N. (2016, September 28). The Institute for the Study of Human Flourishing. Paper presented at a conference on Connecting Virtues: Theoretical & Educational Insights, Aretai Center on Virtues, Genoa, Italy.
44. Snow, N. (2016, October 27). Virtue as social intelligence: An overview. Public Lecture presented at Rogers State University, Claremore, OK.
45. Snow, N. (2016, November 11). Love in religion. Paper presented at International Consultation on Love in Religion: The Cutting-Edge Issues, Regent's Park College, University of Oxford, Oxford, England.
46. Snow, N. (2017, January 5). Extending compassion: Commentary on David Wong's "Early Confucian philosophy and development of compassion." Paper presented at the Meeting of the American Philosophical Association, Eastern Division, Baltimore, MD.
47. Snow, N. (2017, March 21). The spiritual exercises and the virtues of introspection. Paper presented at the Academy of Catholic Thought and Imagination, Loyola Marymount University, Los Angeles, CA.
48. Snow, N. (2017, March 23). The perils of magnificence. Paper presented at the Department of Philosophy, University of Miami, Miami, FL.
49. Snow, N. (2017, April 15). Positive psychology, the VIA classi-

- fication of character strengths, and virtue measurement. Panel on Positive Psychology and Virtue, Meeting of the American Philosophical Association, Pacific Division, Seattle, WA.
50. Snow, N. (2017, April 27). Hope as a democratic virtue. Paper presented at The Nature and Norms of Hope, Conference, Cornell University, Ithaca, NY.
 51. Snow, N. (2017, June 9). False and unrealistic hopes. Paper presented at the Moral Failure and Pathways to Recovery Workshop, University of South Alabama, Mobile, AL.
 52. Snow, N. (2017, August 30). Hope as a democratic civic virtue. Paper presented at the Institute for the Study of Human Flourishing Colloquium Series, The University of Oklahoma, Norman, OK.
 53. Snow, N. (2018, January 4). Hope as a democratic civic virtue. Paper presented at the Jubilee Centre Conference: Virtues in the Public Sphere, Oxford, England.
 54. Snow, N. (2018, March 29). Resilience and hope. Paper presented at the American Philosophical Association, Pacific Division Meeting, San Diego, CA.
 55. Warren, M. A. (2017, December 9). Becoming who they want to be: A cross-national examination of value-behavior concordance and mindfulness in adolescence. Paper presented at the Virtue Forum Luncheon, Institute for the Study of Human Flourishing, The University of Oklahoma, Norman, OK.
 56. Warren, M. T., & Wray-Lake, L. (2017, January 21). Does mindfulness foster value-behavior concordance for intrinsic and extrinsic values? Paper presented at the Second Western Positive Psychology Association Conference, Claremont, CA.
 57. Warren, M. T. (2017). Integrating Schwartz's Refined Values with Self-Determination Theory's Intrinsic-Extrinsic Dimension? Paper presented at the 89th Midwestern Psychological Association Annual Meeting, Chicago, IL (Apr 20).
 58. Watson, L. (2016, October 20). Why should we educate for inquisitiveness in a democracy. Paper presented at the CSLEE Values and Leadership Conference, Western University, Ontario, Canada.
 59. Watson, L. (2017, February 17). Virtue and vice in the media: A Brexit case study. Paper presented at the Virtue Forum Luncheon, Institute for the Study of Human Flourishing, University of Oklahoma (Feb 17).
 60. Watson, L. (2017, February 24). Virtue and vice in the media: A Brexit case study. Paper presented at the Virtue Epistemology Conference, sponsored by the Institute and the Department of Philosophy, University of Oklahoma, Norman, OK.
 61. Watson, L. (2017, March 20). Systematic epistemic rights violations in the media. Paper presented at the Beacon Project Workshop, sponsored by the Beacon Project and the Department of Philosophy, Wake Forest University, Wake Forest, NC.
 62. Watson, L. (2017, March 20). Why should we educate for inquisitiveness in a democracy? Paper presented at the Beacon Project Workshop, sponsored by the Beacon Project and the Department of Philosophy, Wake Forest University, Wake Forest, NC.
 63. Watson, L. (2017, April 10). Why should we educate for inquisitiveness in a democracy. Paper presented at Western Washington University, Bellingham, WA.
 64. Zagzebski, L. (2016, September 27). Virtuous exemplars: Moral understanding, emulation, and resentment. Paper presented at Loyola Marymount University, Los Angeles, CA.
 65. Zagzebski, L. (2017, April 23). A modern defense of religious authority. Mount Marty College, Yankton, SD.
 66. Zagzebski, L. (2017, October 11). Epistemic authority. Paper presented in the Cardinal Mercier Chair Workshop, University of Leuven, Belgium.
 67. Zagzebski, L. (2017, October 12). Exemplarist moral theory. Paper presented in the Cardinal Mercier Chair Seminar, University of Leuven, Belgium.

FORTHCOMING

1. Capps, S. C., Robbins, B., Black, J. E., & Barnes, J. L. (In Press). What you read and what you believe: Genre exposure and beliefs about relationships. *Psychology of Aesthetics, Creativity, and the Arts*.
2. Craig, D. A. & Yousuf, M. (In Press.) Teaching and assessing learning about virtue: Insights and challenges from a redesigned journalism ethics class. *Journal of Media Ethics*.
3. Hu, J. (In Press). Between nature and person: what the neo-Confucianist Wang Fuzhi can teach us about ecological humanism. *Comparative and Continental Philosophy*.
4. Robertson, S. (In Press). Nunchi and well-being. *Journal of Science, Religion, and Culture*.
5. Robertson, S. (In Press). Ritual, nunchi, and early Confucian ethics. *Dao: An International Journal of Comparative Philosophy*.
6. Snow, N. & Beck, S. (Forthcoming). Teaching virtue. In A. Zimmerman, K. Jones & M. Timmons (Eds.), *Handbook of Moral Epistemology*. New York: Routledge.
7. Inan, I., Watson, L., Whitcomb, D. & Yigit, S. (In Press). *The moral psychology of curiosity*. Roman & Littlefield International.
8. Zagzebski, L. (In Press). Epistemic authority: A modern liberal defense. Written for translation into Russian by Kiril Karpov with commentary by Russian philosophers, in a special issue of *Epistemology and Philosophy of Science* (Russian journal).
9. Zagzebski, L. (In Press). Exemplarist moral theory. *Teoria: Special issue on virtue ethics*, Angelo Campodonico, (Ed.).
10. Zagzebski, L. (In Press). Intellectual virtue terms and the division of moral labor. In E. Rosa & G. T. Elshof (Eds.), *Intellectual virtue and civil discourse*.
11. Zagzebski, L. (In Press). Intellectual virtues: Admirable traits of character. In H. Battaly, (Ed.), *Routledge handbook of virtue epistemology*. New York: Routledge. ISBN 9781138890206

WORK IN PROGRESS

1. Danvers, A. F. & Shiota, M. N. (In Progress). Recognition of prototypes and variants of facial expressions for seven positive emotions. Submitted to *Emotion*; received Revise and Resubmit.
2. Danvers, A. F. (In Progress). Awe tracks prestige: A social epistemological account of awe.

3. Danvers, A. F., Hackman, J., & Hruschka, D. (Under Review.) Need amplifies the effect of genetic relatedness, but not closeness, on generosity.
4. Danvers, A. F., & Robertson, S. (Under Review). Good for what? Power, character, and moral judgment.
5. Hu, J. (Under Review). Moral Perception: Its Training in Early Confucian Philosophy.
6. Jung, J. (In Progress). Belief in hell and parenting priorities concerning child independence and obedience: Does economic context matter?
7. Jung, J. (Revise & Resubmit). Attachment to God and death anxiety in later life: Does race matter? Submitted to Research on Aging.
8. Jung, J. (Under Review). Book review of: Faithful measures: New methods in the measurement of religion, edited by Roger Finke and Christopher D. Bader.
9. Jung, J. (Under Review). Does secondary control moderate the association between childhood abuse and adult mental health?
10. Lu, Yun & Jung, J. (Under Review). Explaining the cross-variation in the relationship between religious organization membership and civic organization participation.
11. Miller, M. & West, R. (Eds.) (In Progress). Integrity, honesty, and truth seeking. New York: Oxford University Press.
12. Riggs, W. (Ed.) (In Progress). Open-Mindedness and Perspective. New York: Oxford University Press.
13. Robertson, S. (In Progress). Character and moral judgement: Designing right and wrong. (Doctoral Dissertation). The University of Oklahoma.
14. Snow, N. (Under Review). Virtue proliferation: A clear and present danger? In E. Grimi (Ed.), The big risk behind the explosion of virtues. New York: Springer.
15. Wilson, S. N., Black, J. E., Thompson, W., Williams, L. A., Engler, C., Dean, S., Elizondo, J., Ralston, R., Terry, R. A., & Gam, G. (Under review). Exploring the efficacy of using a game-based learning experience in high school personal financial literacy: A randomized controlled trial.
16. Wright, J. C. (Ed.) (Under Review). Humility. Full manuscript submitted for review to Oxford University Press on 5 May 2018 as part of a 15 volume series edited by N. Snow.



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THE UNIVERSITY OF OKLAHOMA Created by the Oklahoma Territorial Legislature in 1890, the University of Oklahoma is a doctoral degree-granting research university serving the educational, cultural, economic and health-care needs of the state, region and nation. The Norman campus serves as home to all of the university's academic programs except health-related fields. The OU Health Sciences Center, which is located in Oklahoma City, is one of only four comprehensive academic health centers in the nation with seven professional colleges. Both the Norman and Health Sciences Center campuses offer programs at the Schusterman Center, the site of OU-Tulsa. OU enrolls almost 32,000 students, has more than 2,800 full-time faculty members, and has 21 colleges offering 172 majors at the baccalaureate level, 156 majors at the master's level, 81 doctoral-level majors and 54 graduate certificates. The university's annual operating budget is \$2.05 billion. The University of Oklahoma is an equal opportunity institution. www.ou.edu/eoo.