



Ina B. Durham
Annual High School
Ethics Case Competition

Information Packet
2025

About the Ina B. Durham High School Ethics Case Competition

In 2019, Clemson University's Rutland Institute for Ethics established its Annual High School Ethics Case Competition to expose high school students to ethical dilemmas and good decision-making skills.

Named after Ina B. Durham, the late wife of Rutland Advisory Board Chair Emeritus Harry Durham and mother of former Rutland Advisory Board Chair Kelly Durham, this is one of the Rutland Institute's signature programs which brings together high school and college students as well as University staff, faculty, and community members for a careful examination of ethics in action.

Born in Columbus, GA, Ina was the daughter of the late James Benjamin Brooks and Cleo Turner Brooks. She met her husband Harry of nearly seventy years while a student at Alabama Polytechnic Institute in Auburn. Following graduation and marriage at age 20, Ina taught school at Smith Station as Harry completed his degree. Ina accompanied Harry on his Army assignment to Germany in 1955 where their daughter Kathy was born. Son, Kelly, joined the family in 1958. Ina committed herself to creating a loving home for her family.

Ina was noted for her warm personality, welcoming hospitality, and desire to serve Clemson students. Through Clemson Baptist Church, she and Harry "adopted" Clemson University students and invited them into their home, treating them like family members, and establishing lasting relationships. One of those students was Robert J. Rutland, founder of the Rutland Institute for Ethics, with whom the family remained close over the years.

In 1974, Ina rejoined the work force when she was hired as the first information desk supervisor at Clemson University's Student Union by Butch Trent. Trent, remembering Ina's tenacity, remarked that she was one of the best employees he ever had because of her ability to take initiative and think creatively to empower Clemson students to invest in the Clemson community. Ina's student staff and the union's student board members became extensions of her family, and she invited them to her home for meals and mentored them through their college careers. Her years of service to Clemson students were recognized in 1976 when she was selected by Tiger Brotherhood as Clemson University's Mother of the Year.

This competition seeks to honor Ina's hospitality, love for students, and excellent ethical decision-making. Each year the competition welcomes teams from across the state and the country to address a pressing ethical dilemma presenting a challenge to the world today. Like Ina's work at the University, the competition seeks to equip students with the confidence and tools to make difficult decisions in their personal and professional lives. The competition, hosted by Clemson University's student ethics organization CHANGE (Changing Habits and Norms Guiding Ethical Decisions), is proud to continue this tradition in recognition of the service and generosity of Ina B. Durham and the Durham Family.

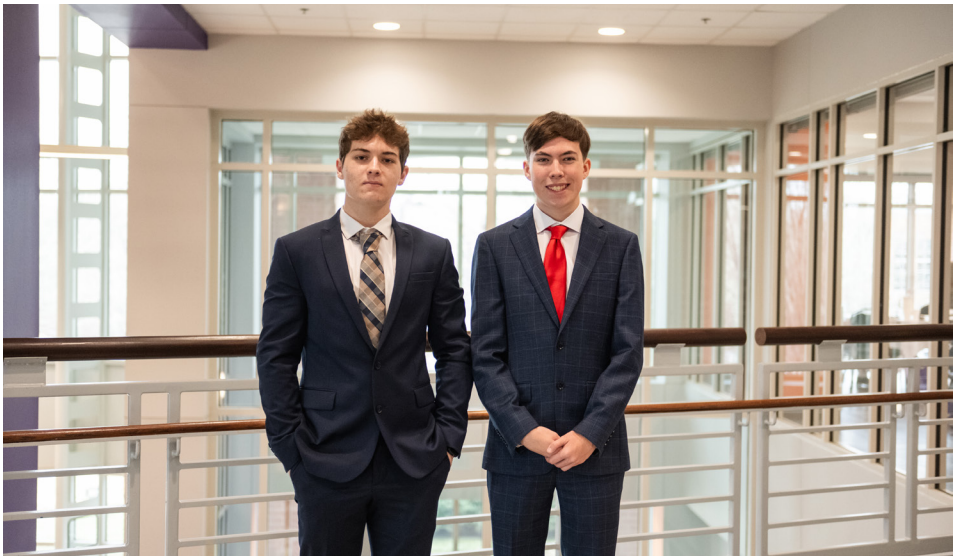


Ina B. Durham

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About the Rutland Institute for Ethics

The importance of ethics education at Clemson University and its tie to the Clemson University mission statement:

With dwindling resources on virtually all university campuses in an age of fiscal justification, it is refreshing to see an institution of higher education committed to ethical leadership and ethical decision-making. Clemson University has clearly dedicated itself to producing graduates of the highest caliber: academically, professionally, and ethically. Embedded in its mission statement, the verbiage is reflective of such a commitment:

The University is committed to the personal growth of the individual and promotes an environment of good decision-making, healthy and ethical lifestyles, and tolerance and respect for others.

To this end, it is the goal of the Rutland Institute for Ethics to be utilized as a conduit for fulfilling the portion of the university mission statement that concerns ethics. More specifically, to promote good decision-making and ethical lifestyles, the Rutland Institute for Ethics is engaged in the following activities:

Co-Curricular Activities

- Engagement with the College of Business Ethics Curriculum Initiative
- Classroom and Community Presentations (locally, regionally, and nationally) on Discipline-Specific Ethical Topics
- Distinguished Ethics Scholars Program



About the Rutland Institute for Ethics

Programmatic Activities

- Annual Ethics Day (Fall Semester)
- Ina B. Durham Annual High School Ethics Case Competition (Spring Semester)
- Award Opportunities (Demonstrating Ethical Leadership)
 - J.T. Barton Jr. Memorial Ethics Award
 - Cherry Braswell Rutland Memorial Ethics Award
- Clemson TIDE (Tigers for Inclusion, Diversity and Ethics) Conference (Spring Semester)

Governing Boards and Committees

- Rutland Institute for Ethics Advisory Board
- FACE (Faculty Advocating for the Commitment to Ethics) Committee
- CHANGE (Creating Habits and Norms Guiding Ethical Decisions) Student Committee

Publications

- Bi-Annual Ethics Editorial (developed by CHANGE students)
- Rutland Institute for Ethics Annual Report

It is the intent of the Institute to inform every Clemson student about good decision-making and how to address ethical dilemmas across the disciplines. We continue to expand upon collaborative opportunities throughout the "communiversity" setting.

"The purpose of the Institute for Ethics is to encourage discussion on campus, in businesses, and in the community about how ethical decision-making can be the basis of both personal and professional success."



Founder Bob Rutland

Case Competition Objective



Teams of 2 high school students will create a 10 minute PowerPoint presentation outlining a solution to a provided ethical dilemma using the **Clemson University STAR model** and tending to the philosophical, legal, and financial implications of the possible outcomes.



Case Competition Rules

Team Structure

- A. Teams must consist of 2 members.
- B. A maximum of 2 teams (4 students) can compete from each high school.
- C. With permission from their advisor, teams can choose to participate in either the virtual or Face to Face (F2F) competition.

Registration

- A. Only the completed registration form will be accepted as the means of registration. The registration form can be completed by visiting www.clemson.edu/ethics/programs/hscasecompetition
- B. The registration cost for participants is \$25 per student-competitor (\$50 per team) for the virtual competition and \$35 per student-competitor (\$70 per team) for the F2F competition. Payments must be made using the link at the bottom of the registration form by the registration date. Chaperones and advisors do not pay a registration fee.

Preparing for Competition Day

- A. The ethics dilemma for the competition will be released via email on the Friday two weeks prior to the date of the competition. Advisors are responsible for ensuring that each team receives the case.
- B. The final PowerPoint presentation must be submitted by the Wednesday the week of the competition by 11:59 pm. After submission, no alterations can be made to the presentation.

Competition Day

- A. The dress code is business professional (i.e. suit and tie or as close as possible).
- B. All teams must check in either in-person or online on competition day between 8:00 am - 8:30 am.
- C. Competitors may not be in the presentation rooms during first round presentations of other teams.



Case Competition Rules Continued

Presentations

- A. All participants must adhere to the Clemson University Academic Integrity Statement, which can be viewed by visiting the link below: http://www.clemson.edu/cecas/departments/ce/pdf/Academic_Integrity_Statement.pdf
- B. Outside sources (including, but not limited to professors and business professionals) may be consulted when developing solutions.
- C. Citing research material is strongly encouraged. Sources must be given due credit.

First Round Presentations

- A. Presentations are not to exceed 10 minutes.
- B. Teams will be given a 5, 2, and 1-minute warning by a room attendant with cue cards.
- C. Judges will ask follow-up questions for 5 minutes.
- D. No handouts or visual aids are allowed with the exception of the PowerPoint presentation.
- E. Note cards are allowed, but discouraged.

Final Round Presentations

- A. Teams advancing past the first round will have 5 minutes to summarize their solution.
- B. Following each team's presentation, the judges will ask a final, compulsory question to each of the teams.
- C. Teams will have 2 minutes to privately discuss the question and form a response.
- D. Each team will be given 1 minute to present their answer to the final question.





Case Competition Rules Continued

Judging

Judges will include business professionals, Clemson alumni, faculty, and community leaders. To ensure objective evaluations, a rubric will be supplied to all judges.

The judges will utilize the following criteria in evaluating teams throughout the competition:

- Creativity
- Practicality
- Evaluation of Stakeholders
- Financial & Legal Implications
- Ethical Implications
- Use of the STAR model
- Organization
- PowerPoint presentation
- Responses to questions



Awards

All participants will receive a certificate of excellence for competing as recognition for their hard work.

Each student from the first, second, and third place teams of the F2F competition will receive \$200, \$125, and \$50 respectively as well as a trophy. Each student from the first, second, and third place teams of the virtual competition will receive \$150, \$100, and \$50 respectively.



Face to Face (F2F) Dates and Deadlines

Friday, January 31st, 2025

The competition registration form must be submitted by 11:59 pm. It can be submitted by visiting the following link: <https://www.clemson.edu/ethics/programs/highschoolcasecompetition/index.html>.

Saturday, February 15th, 2025

The Rutland Institute for Ethics will host an online workshop for registered student teams to discuss the competition format, Clemson University STAR decision-making model, and offer presentation tips. This is optional, and participation will in no way influence your score in the competition.

Friday, February 21st, 2025

The competition case is released via email to registered teams. It is the advisor's responsibility to ensure each team received the case. The students will begin preparation for the competition!

Wednesday, March 5th, 2025

Submission of the final PowerPoint file is due to ethics@clemson.edu by 11:59 p.m. After submission, no alterations to the PowerPoint presentation are permitted.

Friday, March 7th, 2025

Case Competition Day!



Virtual Dates and Deadlines

Friday, February 21st, 2025

The competition registration form must be submitted by 11:59 pm. It can be submitted by visiting the following link: <https://www.clemson.edu/ethics/programs/highschoolcasecompetition/index.html>.

Saturday, March 8th, 2025

The Rutland Institute for Ethics will host an online workshop for registered student teams to discuss the competition format, Clemson University STAR decision-making model, and offer presentation tips. This is optional, and participation will in no way influence your score in the competition.

Friday, March 14th, 2025

The competition case is released via email to registered teams. It is the advisor's responsibility to ensure each team received the case. The students will begin preparation for the competition!

Wednesday, March 26th, 2025

Submission of the final PowerPoint file is due to ethics@clemson.edu by 11:59 p.m. After submission, no alterations to the PowerPoint presentation are permitted.

Friday, March 28th, 2025

Case Competition Day!



Case Competition Day-Of Schedule

- 8:00-8:30 Team Check-in and Breakfast
- 8:30-9:00 Judges Orientation and Admissions Speaker
- 9:00-11:00 First Round Presentations
- 11:00-12:00 Lunch
- 12:00-12:30 Keynote Speaker
- 12:30 Finalists Announced
- 1:00-1:30 Final Round Presentations
- 2:00 Winners Announced



Clemson University STAR Decision-Making Model

When confronted with an ethical dilemma, use the STAR Decision-Making Model:

S = Stop

Take the time to recognize the ethical problem and all of the issues surrounding and contributing to the problem. Identify the stakeholders (those affected by the problem) and the impact the issue is having. Develop at least three potential solutions to the problem.

T = Test

For each potential solution, use at least three of the following tests. For maximum effectiveness, it is best to use all of the tests.

Harm Test – Does this option do less harm than the alternatives?

Legality Test – Is this option legal?

Precedent Test – Does this option set a precedent, which, while the outcome in this fact pattern may not be problematic, would create a dramatically different outcome in another fact pattern?

Respect Test – What would someone you respect or hold in high regard say if he or she learned of this option?

Golden Rule Test – Would I still think the choice of this option good if I were one of those adversely affected by it? How would I want to be treated?

Peer or Colleague Test – What do my peers or colleagues say when I describe my problem and suggest this option as my solution?

A = Act

Using these tests as a lens to gain insight into your dilemma, make a decision and act upon that decision.

R = Reflect

Now that you've made a decision, take responsibility and own the decision. Pause to reconcile the solution with anticipated outcomes and reflect on what you've learned from the process. If necessary, adapt and modify your decision to secure the most positive results possible.





Judging Criteria

Competitors are to be scored in three areas: **Content**, **Presentation**, and **Q & A**. Within each of these sections, sub-criteria are included as indicated below. For each criteria, teams are graded on a 1 to 5 scale as indicated by the judges. The teams with the highest total scores advance to the final round.

Content

When examining a presentation's content, five main sections should be present:

- Evaluation of Stakeholders
- Financial Analysis
- Legal Considerations
- Philosophical/Ethical Evaluation
- Use of the STAR Model

Each team should make their best effort to show what factors they took into account in each area, as well as display their familiarity and confidence with the material. Judges should take into account the time constraint the competitors are working under when evaluating each area. Student use of the STAR Decision-Making Model is required in presentations.



When formulating a solution, competitors should strive for both a creative and practical answer. These elements are often in conflict. Generally, the more creative a solution is, the more impractical it is to implement. A good solution does not necessarily have to be high in both elements, but a great solution must be.



Judging Criteria Continued

Presentation

The presentation itself is judged on three criteria: organization, PowerPoint, and overall impact. Organization pertains to how the presentation was pieced together – did it flow logically, was there an introduction and conclusion, etc. The PowerPoint score is based on how well it is used to enhance the presentation. Professionalism, eye appeal, and readability all are factors. The third section is the overall impression of the presentation. Speaking performance falls under this category. Dependence on notecards would detract here, while professional dress, eye contact, and speaking clearly would be rewarded.

Q&A

The Q & A is the third area where competitors will be evaluated. Judges will have five minutes to ask questions after the competitors finish their first-round presentations. Competitors will be scored on their answers and their composure. Answers will be judged on how relevant they are to the judge's question, as well as their quality. A quality answer will clarify the competitors presentation, is well-thought out, and well-communicated. The other criterion, composure, is based on the competitors' ability to think on their feet in this situation. Competitors should share time answering questions; one competitor should not take all the questions. Additionally, Q&A is a time where competitors should show their depth of understanding of the case. Confident (though not necessarily correct) responses will result in high composure scores; confused, rambling, "fluff" answers will result in low composure scores.



Judging Rubric

Content	1	2	3	4	5
Creativity	Unoriginal ideas and presentation. Content shows no attempt at original thought whatsoever.	Far from groundbreaking, but content shows some evidence of unique thought that comes through in the presentation.	Clear proof of original ideas and presentation. Neither extraordinary nor lacking in creativity.	Ideas and/or presentation exceed expectations for uniqueness. Content is memorable.	Extra effort is evident that presentation went the extra mile to separate itself from the competition in terms of creativity. No other presentation like it.
Practicality	Presenters gave no consideration at all to whether solution was usable or reasonable.	Presenters gave some consideration to practicality, but proceeded to recommend a solution that could not work. Much doubt.	Presenters addressed viability and presented a solution that could reasonably work. Some doubt.	Presenters analyzed and convinced the audience that the solution is usable. No doubt.	Presenters thoroughly analyzed and convinced the audience that their recommendation is the best one available.
Evaluation of Stakeholders	Stakeholders were not identified.	Stakeholders were identified, but were neither analyzed nor referred to again.	Stakeholders were analyzed or are referred to throughout the presentation.	Stakeholders were analyzed and referred to throughout the presentation.	Stakeholders are a center theme. Decisions and analysis are conducted with effects on stakeholders explained.
Financial	No financial implications noted at all.	Financial impact is mentioned, but no analysis.	Financial implications or impact are analyzed.	Financial impact is thoughtfully analyzed and reasonable deductions are made.	Thorough financial analysis and impacts are presented that have a clear effect on solution.

Judging Rubric

Content	1	2	3	4	5
Legal	Legal implications not considered at all.	Legal impact is mentioned, but no analysis.	Legal implications or impact are analyzed.	Legal impact is thoughtfully analyzed and reasonable deductions are made.	Thorough legal analysis and impacts are presented that have a clear effect on solution.
Philosophical/ Ethical	Ethical implications not considered at all.	Ethical implications are mentioned, but no analysis.	Ethical implications are analyzed adequately.	Ethical implications are thoughtfully analyzed and reasonable deductions are made.	Thorough ethical analysis and impacts are presented that have a clear effect on solution.
Use of the STAR Model	STAR Model not used at all to discuss the case.	STAR Model mentioned, but none of the 4 steps are used.	The 4 steps of the STAR Model are analyzed.	The 4 steps of the STAR Model are analyzed in depth and reasonable deductions are made.	The STAR Model and its 4 steps are displayed with thorough analysis and a clearly stated solution supported by the model.
Presentation	1	2	3	4	5
Organization	Presentation is a mess. Difficult for the judge to follow or understand ideas presented.	Judge is able follow presentation, but it is far from flowing smoothly.	Presentation and ideas are understandable. A flow to the organization of ideas exists. Some thought to organization was clearly given.	Presentation is smooth and enhances the ideas presented. Strategically arranged to communicate ideas.	Presentation is entirely professional, smooth, and genuinely impresses judge with how the presentation of ideas developed and relate to each other.

Judging Rubric

Presentation	1	2	3	4	5
PowerPoint	PowerPoint is a mess. Unable to read or understand what's projected on the screen.	PowerPoint is poorly designed. Slides sometimes hinder understanding of presentation.	PowerPoint is adequately designed. Neither hinders nor enhances the presentation.	PowerPoint enhances the presentation as a whole. Strategically arranged to communicate ideas.	PowerPoint is entirely professional, smooth, easy on the eyes, and genuinely impresses judge with how it adds to presentation.
Overall	Apparently unrehearsed, abundance of speaking errors, or unprofessional in dress.	Some effort was given to the speaking aspect of presentation. Judge can understand where presentation was meant to go.	Adequate presentation without abundance of speaking errors. Presenters get their points across to judge.	Minimal speaking errors. Presentation is appealing as a whole. Presenters have a handle on the issue.	Nearly flawless speaking. Presentation as a whole impresses judge. Presenters have depth of knowledge on the issue.
Q & A	1	2	3	4	5
Answers	Literally unable to answer most questions.	Answered all questions, however, answers are nearly all inadequate.	Adequately answered questions.	Satisfied judge's concerns with answers. Clarified presentation.	Intelligently and thoughtfully handled questions with little hesitation.
Composure	Presenters are clearly panicked. This heavily affects ability to answer questions.	One or both presenters have obvious difficulty answering questions.	One or both of presenters adequately answer questions but may be unbalanced.	Somewhat smooth answers that address what the judge was actually asking.	Answers balanced between presenters. Handle questions coolly and professionally.



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