

# **Ethics and Leadership in Higher Education (Educ 604-001)**

**Fall Semester, 2015**

**Instructor:** Mary-Linda Armacost, PhD. Adjunct Professor, Associated Faculty, Graduate School of Education, President Emerita, Moore College of Art and Design; former president of Wilson College. (Course readings and the professor's full C.V. will be posted on Canvas.)

**Contact information:** I welcome the opportunity to speak with you about the course. You may email me at [mlsma@cs.com](mailto:mlsma@cs.com) or reach me by phone: 727-465-8108 (cell); 727-502-5775 (land line). I live in St. Petersburg, Florida

**Meeting Times:** This course conforms to Penn GSE's requirements of 30 hours of instruction. However, most of the classes are longer and there are fewer of them. The first session is Friday, **September 4 from 9-11 AM**; the next seven classes will be held on the following Fridays from **9 AM to 1 PM and are four hours** in length: **September 18; October 2, 16; November 6, 20; December 4 and 11th**. Please note that you have a three-week stretch between the October 16<sup>th</sup> and November 6<sup>th</sup> class so that you can work on your individual projects and begin work on your capstone paper.

**Office Hours:** I come to UPenn on the Thursday prior to our class period. We can schedule times to meet Thursday late afternoon (4:30-6 PM) as well as Friday morning prior to class (7:45-8:45 AM). I am also always willing to schedule a time to talk by phone or via Skype at a mutually agreeable time.

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## **Course Description:**

This course looks critically at selected literature on leadership, with a special emphasis on the ethical dimensions of academic leadership. We will examine and apply ethical frameworks of Plato, Kant, Hume as well as more recent theories to situations facing leaders in the academy today. No single approach to ethical decision-making is best or works in all situations; therefore, practitioners must have a variety of strategies to draw on. Some of the themes that will be explored include how power is distributed and used, how cultures are formed that support and encourage ethical behavior, and how leaders approach situations that involve making difficult decisions where there are competing priorities in play.

This course will look at the actions and decisions facing academic senior leaders of colleges and universities, with a particular emphasis being on the president and his/her relationship to the

various stakeholders. Discussions will center on the application of theories and principles of leadership and ethics.

**Learning Objectives:**

1. To become familiar with selected literature concerning leadership and ethics in higher education and to be able to apply the principles to real life situations.
2. To be able to more clearly articulate one's own ideas about effective ethical leadership in higher education.
3. To analyze the actions of leaders in cases in order to better understand what leadership approaches work well and which do not.
4. To be able to discuss the elements of a culture that supports and encourages ethical behavior.

**Academic Integrity**

Integrity in your work is crucial to your success. Authors and sources must be given appropriate attribution and recognition for their work. Any student found cheating or plagiarizing will automatically receive a grade of "F" in the course and there will be no exceptions. Sentences, paragraphs or any other portion of another's person's work cannot be inserted into your papers without quotations marks and/or proper citations. The APA manual is a useful resource for determining how to properly cite the ideas and published work of others. Penn's Code of Academic integrity serves as an excellent guide for definitions of academic dishonesty and may be accessed by going to: <http://www.upenn.edu/academicintegrity/>

**Required text:**

Because of the importance of presidential leadership, students will be required to read the seminal book by Robert Birnbaum: *How Academic Leadership Works: Understanding Successes and Failure in the College Presidency*, Robert Birnbaum, Jossey-Bass, 1992. (available for purchase at Penn's bookstore)

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**Assignments/Grading:**

1. Participation: With the exception of brief lectures, this is a discussion and project-based course and active class participation is expected and required. Excused absences from class in cases of emergency will be granted and additional work will be assigned to make up for the absence. Unexcused absences will count against your grade. For each unexcused absence, your grade will be lowered by 5%. Participation in class counts for 5% of your grade.

2. Beginning with the second class on September 18 and extending through and including December 4<sup>th</sup>, please **bring to class** a three-page paper in which you: a) identify four or five main principles from the readings required for that class period (be sure to include at least one main principle from each of the readings; b) relate those principles to actual situations you find from other sources such as the Chronicle of Higher Education (<http://chronicle.com>) or Inside Higher Ed ([www.insidehighered.org](http://www.insidehighered.org)). I would encourage you also to use your access to the Van Pelt electronic holdings to explore the *Journal of Higher Education*, the *Review of Higher Education*, the *Harvard Business Review*, the *Journal of Business Ethics* and other similar journals.) These papers help advance an important goal to the class which is to relate theory to practice. We will also use your work as the basis of class discussion. (15% of the grade)
3. Beginning in the third class (October 2) students in groups of 3 will be required to give a one-hour presentation and to lead a discussion on some aspect of leadership and ethics. These groups of 3 will be formed on the basis of shared interests. Past examples of topics have included access, diversity, sexual harassment, drug use, honor codes, athletics, international students and other issues in student affairs. Dates for the presentation and group members will be given in the first class (15% of the grade)
4. Working in teams of two, interview a senior educational leader concerning leadership lessons and ethical dilemmas or issues that the person meets or has met in the course of his/her job. Further, please ask how the leader supports a culture that designs/implements/encourages ethical behavior.
  - a. Your team will present your findings in class and lead a discussion about what might be learned from this person's experiences, drawing on class readings. You need not reveal the name of the person you have interviewed. This way you can assure confidentiality of the interview. Dates for each team presentation will be assigned in the first class.
  - b. Each of you independently will also write a five-page paper that describes your findings and ties those lessons to what we have read for class (i.e. showing how the lessons confirmed or disconfirmed the ideas found in the readings.) **Please bring this paper to class.**  
(15% of the grade)
5. An independent project of your own choosing related to the relationship of the individual to the culture that nurtures effective, ethical leadership. Write a description of your project and what you learned. This project allows you great freedom. You can

keep a journal on your own leadership experience; use this project to interview other leaders that you have particular interest in; write your own handbook on ethics that will guide your thinking and your work going forward; take work from another class and apply leadership and ethical principles to that work; be creative. The rules for this project are intentionally vague since I want you to use this time to reflect on ethical leadership and apply what you have been reading and thinking and discussing concerning ethical leadership. Please discuss your project with me, prior to beginning it. **Please bring this paper to class. DUE DATE is November 6th.** (15% of the grade)

6. As a capstone to the course you will write an 18-page paper on some aspect of ethical leadership. The paper must conform to standards of good writing (that is, it should have a clear thesis, make use of and correctly cite relevant literature, be well written and well organized, and it should demonstrate an understanding of what we have explored in class. You must have at least 15 citations from well-known sources (no more than five from readings assigned in class) upon which the paper is based. The capstone paper must be completed in draft by December 4th so that you can share the findings in class – some on the 4<sup>th</sup> and some on the 11th. Final copy is due on December 11<sup>th</sup>. (35% of the grade)

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### **Class Activities:**

#### **September 4th (two hours) – The Nature of Leadership**

- \*Introduction to class and to one another
- \*A review of the syllabus
- \*Discussion of the readings for the class
- \*Lecture on a framework for understanding ethics and leadership
- \*Assignments for the group (3 people) and team (2 people) projects will be made.

#### ***Readings:***

*How Academic Leadership Works, pp. 3-88*

## September 18<sup>th</sup> (four hours) – The Nature of Ethical Leadership

- \*What determines effective and ethical academic leadership?
- \*Do presidents matter?

### **Readings:**

*“The Discipline of Building Character,” Joseph L. Badaracco Jr., Harvard Business Review, ON LEADERSHIP, March-April, 1998, pp. 89 -113*

*“The Moral Dimension,” by John W. Gardner, On Leadership, The Free Press, 1990, pp.67-80*

*“Kohlberg’s Stages of Moral Development,” Ch. 7 of W.C. Crain (1985) Theories of Development, Prentice-Hall, pp. 118-136.*

*Plato’s Dialogues: Crito*

*“The Structure of Moral Leadership,” James MacGregor Burns, Leadership, Harper and Row, 1978, pp. 29-46*

*Daniel Goleman, “What Makes a Leader,” Harvard Business Review, Nov.-Dec., 1998, pp. 93-102*

## October 2<sup>nd</sup> (four hours) – Trust and Power

- \* Reflections on the readings
- \*MLA lecture/discussion
- \* **Team presentation** on their interview
- \***Group presentation** on ethical leadership

### **Readings:**

*How Academic Leadership Works, pp. 89-147*

*Theodore M. Hesburgh, “The Presidency: A Personal Manifesto,” Leadership for Higher Education: The Campus View, American Council of Education, Roger W. Heyns, ed., 1977, pp. 1-11*

Harold Howe II, "The President's Role," from Leadership for Higher Education: The Campus View, American Council of Education, Roger W. Heyns, ed., 1977, pp. 18-26

"Power," from On Leadership by John W. Gardner, The Free Press, 1990, pp. 55-66

"Staying the Course: Character, Virtue, Ethics," from Five-Star Leadership, by Townsend and Gephardt, John Wiley and Sons, 1997, pp. 105-127

"Leadership in an Organized Anarchy" from Leadership and Ambiguity, by Cohen and March, McGraw-Hill, 1974, pp. 195-234

### **October 16<sup>th</sup> (four hours) – Sources of Effective Leadership**

- \*Moral quandaries alive in the academy today
- \*What ethical obligations do universities have?
- \*Ethics and the nature of leadership in a cross-cultural context
- \*MLA lecture/discussion on the factors that promote/impede effective leadership
- \* Film and discussion of "Rashomon"
- \***Team presentation** on their interview

#### ***Readings:***

How Academic Leadership Works, pp. 151-171

"Ethical Tensions and Academic Leaders," Lisa Catherine Ehrich, Megan Kimber, Neil Cranston and Karen Starr, Higher Education Review, Vol. 43, No. 3, 2011, pp. 50-69.

"Diversity and Moral Reasoning: How Negative Diverse Peer interactions Affect the Development of Moral Reasoning in Undergraduate Students," by Matthew J. Mayhew and Mark E. Engleberg, Journal of Higher Education, Vol. 81, No. 4 (July-Aug, 2010), pp.459-488.

*"Ethics in International Higher Education," Richard Berenzon, pp. 80-98 in Ethical Principles, Practices and Problems in Higher Education by M. Carlota Baca and Ronald H. Stein, eds., Charles C. Thomas, 1983.*

*"A College's Savior Steps Down, Now What?," Scott Carlson, Chronicle of Higher Education, August 12, 2013.*

*"Turnaround President Makes the Most of His College's Small Size," Scott Carlson, Chronicle of Higher Education, November 15, 2009.*

**November 6 (four hours) – Challenges of Creating an Inclusive and Just Community and a Culture Supporting Ethical Behavior**

\*Reflections on the readings

\*MLA lecture/discussion on problem-solving and decision-making in a diverse community

\***Team presentations** on their interviews

\***Group presentations** on ethical leadership

**Readings:**

*"Understanding Leadership Strategies for Addressing the Politics of Diversity," by Adrianna Kezar, The Journal of Higher Education, Vol. 79, No. 4 (July-August, 2008), pp. 406-441.*

*"The Crisis in Higher Education: The Views of Academic Professionals on Policy, Leadership Values and Operational Practices," Ian McNay, Higher Education Review, Vol. 40, No.2, 2008, pp. 3-25.*

*"Universities Behaving Badly?," David Watson, Higher Education Review, Vol. 40, No. 3, 2008, pp. 3-14.*

**November 20th (four hours) – Academic Excellence and Academic Freedom:  
Competing Conceptions?**

- \*Reflections on the readings
- \*Are assessment and academic freedom compatible?
- \*MLA lecture/discussion on academic freedom and academic conduct
- \***Team presentations** on their interviews
- \***Group presentation** on ethical leadership

**Readings:**

*“The Social Contract Nature of Academic Freedom,” pp. 23-36 in  
Ethical Principles, Practices and Problems in Higher Education by M. Carlota Baca  
and Ronald H. Stein, eds., Charles C. Thomas, 1983.*

*“Moral Positions and Academic Conduct: Parameters of Tolerance for Ethics  
Failure,” John G. Bruhn, Gary Zajac, Ali A. Al-Kazemi, and Loren D. Prescott, Jr.,  
The Journal of Higher Education, Vol. 73, No. 4 (Jul.-Aug., 2002), pp. 461-493.*

*“Legislated Ethics or Ethics Education?: Faculty Views in the post-Enron Era” by  
Jeri Mullins Beggs and Kathy Lund Dean, Journal of Business Ethics (2007) vol. 7,  
pp. 15-37.*

**December 4<sup>th</sup> (four hours) – Values Conflicts and Leadership**

- \* Reflections on the readings
- \*MLA lecture/discussion
- \***Team presentations** on their interviews
- \***Group presentation** on ethical leadership

**Readings:**

*“Bridging Ethics and Self Leadership: Overcoming Ethical Discrepancies Between  
Employee and organizational Standards,” Craig V., VanSandt and Christopher P.  
Neck, Journal of Business Ethics, Vol. 43, (2003) pp. 363-387.*

*The 1966 AAUP Statement on Professional Ethics, adopted by the Association’s  
Council in June, 1987 and endorsed by the 73<sup>rd</sup> Annual Meeting of AAUP.*



*"A Guide to Ethical Decision-Making by Presidents and Boards", in Ethical Leadership in the Community College, David M. Mallmich, ed., Anker Publishing Co., 2007, pp. 157-165.*

*"Understanding Responsible Leadership: Role Identity and Motivational Drivers", Nicola M. Pless, Journal of Business Ethics, vol. 74, (2007), pp. 437-456.*

*"What are the Value Conflicts and Assumptions?", Ch. 5 in Asking the Right Questions: A Guide to Critical Thinking, M. Neil Browne and Stuart M. Keeley, 8<sup>th</sup> Edition, Pearson/Prentice Hall, 2007.*

*"Managing Oneself," Peter F. Drucker, Harvard Business Review, Best of HBR, 1999*

**December 11<sup>th</sup> - (four hours)**

\*Presentation of capstone papers

\*Final reflections by MLA