

DAVID M. HELLMICH

EDITOR

ETHICAL
LEADERSHIP
IN THE
COMMUNITY
COLLEGE

BRIDGING
THEORY
AND DAILY
PRACTICE

Ethical Leadership in the Community College

Bridging Theory and Daily Practice

David M. Hellmich
Bluegrass Community and Technical College

EDITOR



ANKER PUBLISHING COMPANY, INC.
Bolton, Massachusetts

Ethical Leadership in the Community College

Bridging Theory and Daily Practice

Copyright © 2007 by Anker Publishing Company, Inc. All rights reserved. Printed in the United States of America. No part of this publication may be reproduced or distributed in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system, without the prior written consent of the publisher.

ISBN 978-1-933371-22-1

Composition by Lyn Rodger, Deerfoot Studios

Cover design by Dutton & Sherman Design

Anker Publishing Company, Inc.

563 Main Street

P.O. Box 249

Bolton, MA 01740-0249 USA

www.ankerpub.com

Library of Congress Cataloging-in-Publication Data

Ethical leadership in the community college : bridging theory and daily practice / David M. Hellmich, editor.

p. cm.

Includes bibliographical references and index.

ISBN-13: 978-1-933371-22-1

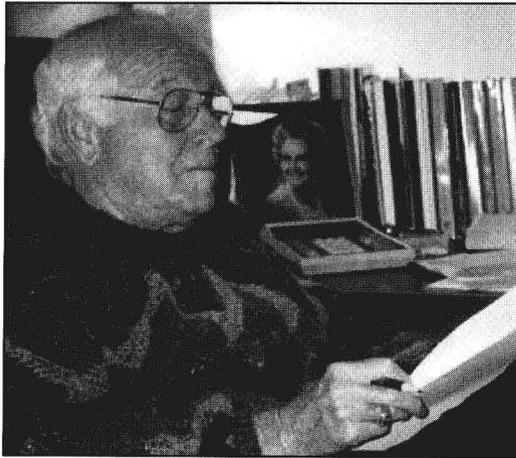
1. Educational leadership—Moral and ethical aspects—United States.
2. School administrators—Professional ethics—United States.
3. School management and organization—Moral and ethical aspects—United States. I. Hellmich, David M.

LB1779.E738 2007

378.1'01—dc22

2007005532

In memory of James C. Wattenbarger,
the father of the Florida Community College System,
a great educator and a caring person.



About the Authors

The Editor

David M. Hellmich is vice president of learning support and academic affairs at Bluegrass Community and Technical College. Prior to this position, he served 13 years as an administrator and as an English professor at community colleges in Florida and Minnesota, and he has taught graduate courses in ethical leadership for St. Mary's University. His article "Ethical Leadership: Bridging Theory and Practice" in the *Community College Journal* was the catalyst for this book. He earned his Ph.D. in higher education administration from the University of Florida.

The Contributors

Louis S. Albert is president of Pima Community College's West Campus. He earned his master's of science in zoology and his Ph.D. in higher education from the University of Maryland–College Park. Prior to coming to Arizona in 2003, he served for five years as vice chancellor for educational services at the San Jose/Evergreen Community College District and for nearly 16 years as vice president of the American Association for Higher Education. He also has held a number of community college and university leadership and faculty positions, has served on the Board of Trustees of the International Partnership for Service-Learning and Leadership since 1990, and contributed a chapter to *Field Guide to Academic Leadership* (Jossey-Bass, 2002) titled "Presidents and Chief Academic Officers of Community Colleges."

Sharon K. Anderson is an associate professor in the School of Education at Colorado State University and is a licensed psychologist. She researches and writes in the areas of professional ethics and issues of privilege and teaches graduate courses in professional ethics. Her most recent publication is a chapter titled "Ethical Choice: An Outcome of Being, Becoming and Doing" published in *Law and Ethics in Coaching: How to Solve and*

Avoid Difficult Problems in Your Practice (Wiley, 2006). She earned her Ph.D. from the College of Education at the University of Denver.

Richard B. Benner, Sr. is assistant professor of philosophy and religion at Atlantic Cape Community College, where he teaches courses in world religions, applied ethics, and philosophy. He earned his master's degree from Florida State University and has completed postgraduate studies at the University of Pennsylvania. Prior to joining the faculty at Atlantic Cape Community College, he published articles and gave lectures to civic, educational, and business organizations on ethical leadership.

Susan K. Chappell is executive director of the Florida Community College Foundation. She earned her Ph.D. in higher education leadership from the University of Florida and came to Florida Community College from South Arkansas Community College, where she held the positions of vice president for student affairs and later executive vice president and executive director of the College Foundation. She has taught courses in college success and is the author of "Organizational Climate and Job Satisfaction: What's the Connection?," which appeared in the inaugural edition of *Visions: The FACC Journal of Applied Research*.

Timothy Gray Davies is professor and interim director of graduate programs in the School of Education at Colorado State University. He earned his Ph.D. in community college leadership from Michigan State University and joined the Colorado State faculty in 1995 to develop the doctorate program in community college leadership. Prior to joining the faculty at Colorado State, he spent 32 years serving seven different community colleges as faculty member, dean, and president. He currently is writing a book with Rick Ginsberg on the emotional, ethical, and moral elements of leadership.

Gary W. Davis joined the Illinois Community College Trustees Association in 1986 as its fourth executive director and retired from that position in 2005. He leads retreats as the principal of Board Solutions in Lincoln, Illinois, and is an adjunct professor of philosophy and the special projects coordinator at the University of Illinois at Springfield. He chairs the Council of Great Rivers Presbytery and heads the American Society of Association Executives Ethics Committee. He earned his Ph.D. in religion and ethics from the University of Iowa. His writings on ethics have appeared in publications by Jossey-Bass and the American Association of Community Colleges.

Clifford P. Harbour is associate professor and program chair of the Community College Leadership Program at Colorado State University. He earned his Ed.D. in adult and community college education from North Carolina State University and his J.D. from Ohio Northern University. Prior to joining the faculty at Colorado State University, he was dean of academic programs at Durham Technical Community College. He is licensed to practice law in Colorado.

David E. Hardy is assistant professor of higher education and director of research for the Education Policy Center at the University of Alabama. He earned his Ph.D. in higher education administration from the University of North Texas. Prior to joining the faculty at the University of Alabama, he spent 17 years as an administrator, instructor, and program developer at various community colleges and universities. He has published and presented on ethical issues confronting community college faculty, community college faculty job satisfaction, and various issues facing rural community colleges. In addition, his work with Stephen Katsinas and Vincent Lacey on a typology for community colleges was recently incorporated by the Carnegie Foundation for the Advancement of Teaching into its 2005 Carnegie Basic Classifications of Institutions of Higher Education.

Linda Lucas is director of the Master's in Education Program at Norwich University. She earned her Ph.D. in adult education from the University of Wisconsin–Madison. Prior to coming to Norwich University, she served as chief academic officer at Vermont Technical College and as an academic leader at colleges in Minnesota. She has taught courses in adult learning, educational philosophy, research methods, and the impact of technology on human and organizational behavior. Her dissertation, “The Role of Courage in Transformative Learning,” won the Hosler Award at the University of Wisconsin–Madison.

Beth Richardson-Mitchell is lead instructor of communication and coordinator of the On Course Student Orientation Program at Mayland Community College. She earned her master's degree from the University of Northern Colorado. Prior to joining the faculty at Mayland Community College in 1996, she was the assistant director of The Chair Academy; she also taught English and communication classes part-time at Mesa Community College. She was recipient of The Chair Academy Excellence in Leadership Award in 1997 and has been on the advisory board for *The*

Department Chair: A Resource for Academic Administrators, an Anker publication, since 1996.

Sherry Stout-Stewart is associate dean of general education and math instructor at Piedmont Community College. She earned her Ed.D. from the University of North Carolina–Chapel Hill, where she was a two-time Smallwood Fellow. Prior to her doctoral studies, she was an adjunct math instructor in North Carolina and Hawaii. She is also a certified public school superintendent in the state of North Carolina. Her article, “Female Community College Presidents: Effective Leadership Patterns and Behaviors,” was published in 2005 in the *Community College Journal of Research and Practice* (2005).

Desna L. Wallin is an associate professor in the adult education program at the University of Georgia, where her primary teaching responsibilities are in the Community and Technical College Leadership Initiative. She earned her Ed.D. in postsecondary curriculum and instruction from Illinois State University. Prior to coming to the University of Georgia, she served more than 25 years in community and technical colleges, including as president of Clinton Community College and president of Forsyth Technical Community College. Her many publications include *The CEO Contract: A Guide for Presidents and Boards* (American Association of Community Colleges, 2003) and *Adjunct Faculty in Community Colleges: An Academic Administrator’s Guide to Recruiting, Supporting, and Retaining Great Teachers* (Anker, 2004).

Gordy Wax is an instructor of philosophy at Anoka-Ramsey Community College. He completed his graduate work in philosophy from the University of Minnesota and in humanities from Hamline University. In addition to teaching philosophy, he teaches Phi Theta Kappa’s Leadership Development course, which explores the concepts of leadership as found in the classic literature in the humanities. He serves as an advisor for Phi Theta Kappa, whose hallmarks are fellowship, service, scholarship, and leadership.

Foreword

Leadership in our society is a privilege that enables the leader to impact both organizations and the lives of people, but it also carries many responsibilities. Perhaps the most important responsibility for anyone who is in a position of influence is to honor the public trust. While this may seem a simple and straightforward expectation, we continually read news stories about people who have violated this trust. The abuses seem to cross all vocations and walks of life, including elected officials who accept money to influence their votes, business leaders who personally benefit from backdating stock options or from falsifying financial records, military personnel and police officers who mistreat suspects and prisoners, and even scientists who misreport data.

To be sure, these stories sell newspapers. They capture the attention of readers and usually elicit an indignant reaction or a feeling of disgust. They give us something to talk about that is sure to interest other people. However, these stories diminish us all. They lead people to suspect all politicians, to distrust all leaders, and to lose faith in the fairness of our foreign policy and criminal justice system. We begin to believe in conspiracy when coincidence may be the reality. Restoring public confidence can only happen if we begin to make ethical behavior a significant value, especially for leaders in our institutions and organizations.

Community colleges, for all the good that they do for individuals and communities, exhibit the same types of lapses in ethics that we find throughout society. A search for articles in higher education and community college newspapers will yield stories about athletic scandals, sexual harassment, and misappropriation of funds. Why do these lapses continue to occur, and what can be done to strengthen the ethical foundations of our institutions? The answers to these questions can be found in *Ethical Leadership in the Community College: Bridging Theory and Daily Practice*, whose contributors present both theoretical and practical frameworks to assist community college leaders.

The definition of *leaders* should not be limited to college presidents, as leadership is disbursed throughout the organization. The president sets the

tone for ethical and fair behavior, but others throughout the organization are also in positions of influence, from trustees who set policy to vice presidents, deans, directors, department chairs, and committee chairs who make important decisions every day. Ethical values are tested frequently, especially for those in such positions of influence. For that reason, it is important to think seriously about ethical values before one is faced with difficult and ambiguous dilemmas that are all too common. The contributors to this volume have done an excellent job of providing the structure for current and future leaders to examine their values and decide how they would respond to the many case scenarios.

In her chapter, Desna Wallin points out that in 2005, the board of directors of the American Association of Community Colleges (AACC), upon the recommendation of the AACC Presidents Academy Executive Committee, adopted a code of ethics for community college chief executive officers (available at www.aacc.nche.edu). Colleges should consider adopting similar ethics statements for employees and for trustees. Of course, ethics statements do not guarantee ethical behavior, but they do serve to remind leaders that ethical considerations should guide their behavior.

I have always believed that leaders should clearly state expectations for behavior. They also need to create a safe environment for employees to communicate concerns and problems without fear of retribution. Today's community colleges should be environments in which people are involved in decisions and are encouraged to take acceptable risks. Honesty and openness should be very high values for community college leaders. Judgments should be fair, dispassionate, and equitable—and in alignment with the institution's mission rather than with a conflicting self- or special interest.

As contributor Gary Davis points out, Rotary International's Four-Way Test presents a useful guide for decision-making. The story behind the Four-Way Test is instructive: Herbert Taylor was in line for the presidency of the Chicago-based Jewel Tea Company when he was asked to join the Club Aluminum Products Company to save it from bankruptcy. The challenge of rescuing the troubled company was an opportunity too appealing for him to turn down. He left his secure position at the tea company to take the presidency of the aluminum products company in 1932—the height of the Great Depression. Taylor knew he could revive the company only if he had the full commitment of his employees and only if their decisions and behavior were beyond reproach. He developed a four-question test (noted in Chapter 13) for ethical behavior that personnel were asked to memorize

and that became the standard for every aspect of the company's business. Taylor credited his test for the gradual turnaround of the company. In 1943, Rotary International adopted Taylor's Four-Way Test, and it has since been translated into more than 100 languages.

I would like to think Taylor was right in his belief that businesses, institutions, organizations, and individuals guided by ethical principles will be the successful ones. If that logic is valid, the current and future community college leaders who are guided by the thoughtful information found in this book will be successful leaders.

George R. Boggs

President and CEO

American Association of Community Colleges

Preface

No institutional mission in or out of higher education is more rewarding than the mission of the community college. Few people in or out of higher education, however, face as many daily challenges in pursuing their institutional mission as do community college faculty, staff, presidents, and trustees. They are charged with educating the most diverse student body ever to enter postsecondary education's physical and virtual doors, and they are challenged to do so in the face of soaring costs and languishing budgets, ever more oversight from external agencies, and too few hours in the day to keep on top of it all.

These challenges—and many more—test the leadership skills of community college faculty, staff, presidents, and trustees. Many of these are excellent leaders who embrace such challenges as opportunities to redefine their institutions (and thereby contemporary higher education) so that they can effectively serve the ever-changing needs of their students. The very best of these faculty, staff, presidents, and trustees do so while maintaining a constant commitment to the daily practice of ethical leadership. They are the extraordinary community college leaders because they are the ethical leaders.

Ethical Leadership in the Community College: Bridging Theory and Daily Practice addresses the importance of ethical leadership and explores real-world applications so that community college leaders can develop the institutional savvy to be extraordinary ethical leaders when the avalanche of day-to-day responsibilities threatens to bury ethical intent. This collection of essays is divided into two sections: The first section provides brief theoretical foundations for ethical leadership and relates these foundations to daily practice; the second section explores in-depth daily practice for these ethical leaders.

The first section, Foundations of Ethical Leadership, begins with two essays by community college philosophy professors. In "Virtue Theory and Leadership Theory: Cross-Cultural Models for Administrators and Faculty," Richard B. Benner, Sr. examines virtue theories and theories of leadership drawn from diverse cultures in order to suggest a leadership model

that contains guidelines for faculty and administrators who share in the goals and responsibilities of the community college. In “Plato’s *Republic* and the Ethical Leader,” Gordy Wax argues that ethical leaders are concerned about what is best for the organization; thus, they examine their decisions in light of institutional mission.

Next, in “Considerations of Power, Influence, and Cultural Norms for the Ethical Community College Leader,” I explore the responsibility of faculty, administrators, and presidents for being aware of their relative positional power and for using this power to establish and enforce cultural norms that promote ethical behavior; in turn, they have a responsibility to act when made aware of cultural norms that exist beyond their primary sphere of positional power that are inconsistent with promoting ethical behavior. Desna L. Wallin follows this chapter with “Ethical Leadership: The Role of the President,” in which she argues that community college presidents must set examples of integrity, fairness, openness, and consideration, because those at the top determine the tone for the entire institution. She develops this idea by exploring the meaning of ethical leadership, mythologies of ethical presidential leadership, ethical issues challenging presidents, and principles of ethical presidential leadership.

The first section ends with chapters by Gary W. Davis and by Sharon K. Anderson, Clifford P. Harbour, and Timothy Gray Davies. In “Why Presidents and Trustees Should Care About Ethics,” Davis demonstrates that presidents and trustees must regularly make difficult decisions, distinguish ethical from legal obligations in making such decisions, and acknowledge that the ethical dilemmas they face do not yield to easy solutions. Anderson, Harbour, and Davies, in “Professional Ethical Identity Development and Community College Leadership,” identify and explain the need for a greater commitment to professional ethical identity development in community college leadership initiatives. They conceptualize professional ethical identity development as a consequence of the successful resolution of the tension between the traditional values of the community college and the personal values developed over an individual leader’s professional lifetime, and they show how professional ethical identity development may be incorporated into graduate leadership programs, statewide leadership academies, and institutional professional development sessions.

The second section, *Daily Practice of Ethical Leadership*, begins with chapters by Beth Richardson-Mitchell, Linda Lucas, and David E. Hardy.

In “Ethical Leadership: A Faculty Obligation,” Richardson-Mitchell reflects on her vision of the community college faculty leader who communicates to students what it means to be a whole person, practices ethical leadership, and engages students in character development exercises. In “The Interface of Ethics and Courage in the Life of a Chief Academic Officer,” Lucas uses paradigms of justice and caring to explore several real-life scenarios. She frames the issues and identifies questions for each scenario as well as the criteria for ethical decision-making. Hardy follows with “Threats to Ethical Leadership: The Hubris of Absolutism, the Politics of Affinity-Based Decision-Making, and the Development of Unethical Followers,” in which he uses a constructed case study approach to discuss the danger inherent in absolutist ethical posturing. He concludes with a discussion of the limitations of various professional codes and with suggestions for ways that community college leaders can develop a personal ethical creed.

Next, in “Leading From the Head and the Heart,” Susan K. Chappell uses concrete scenarios to explore ethical dilemmas involving conflict between what the leader knows or feels to be right and his or her sense that acting in this way might somehow put the welfare of another human being in jeopardy. Sherry Stout-Stewart follows with “Transformational Leadership and Ethical Dilemmas in Community Colleges,” in which she uses several scenarios to develop her thesis that leading with commitment and having the ability to make and support decisions are the trademarks of an effective and successful leader. She also emphasizes that with the number of projected retirements in the community college system, many women who perceive themselves as transformational leaders will inevitably assume the role of CEO.

The second section ends with chapters by Louis S. Albert, Gary W. Davis, and by Clifford P. Harbour, Sharon K. Anderson, and Timothy Gray Davies. In his chapter, “Presidential Support for Civic Engagement and Leadership Education,” Albert contends that community college presidents must exemplify the highest forms of professional and ethical behavior and that elected officials, community leaders, faculty, staff, and students want their presidents to be role models of ethical behavior. He also emphasizes that ethical presidents have an obligation to strive for student learning that pays attention to the student as both a future and productive member of the workforce and as an ethical and responsible citizen. Davis, in “A Guide to Ethical Decision-Making by Presidents and Boards,”

builds on his chapter in the first section by moving from the fact that trustees and presidents need a system for ethical decision-making to eight simple questions they can use to make ethical decisions, with each question allowing them to analyze the ethical content of their decisions. Finally, in “The Consequences of Compromised Ethical Identity Development in Community College Leadership,” Harbour, Anderson, and Davies build on their first essay by using three vignettes to describe and explain strategies that reflect an inappropriate balance between personal ethics of origin and the organizational values for community college leaders. They propose an organizational process for assisting leaders in developing an integration strategy that promotes respect for personal ethics of origin and the critical values of community college education.

David M. Hellmich

September 2006

Table of Contents

<i>About the Authors</i>	<i>iii</i>
<i>Foreword</i>	<i>vii</i>
<i>Preface</i>	<i>x</i>
Part I • Foundations of Ethical Leadership	
1 Virtue Theory and Leadership Theory: Cross-Cultural Models for Administrators and Faculty <i>Richard B. Benner, Sr.</i>	2
2 Plato's <i>Republic</i> and the Ethical Leader <i>Gordy Wax</i>	16
3 Considerations of Power, Influence, and Cultural Norms for the Ethical Community College Leader <i>David M. Hellmich</i>	23
4 Ethical Leadership: The Role of the President <i>Desna L. Wallin</i>	33
5 Why Presidents and Trustees Should Care About Ethics <i>Gary W. Davis</i>	46
6 Professional Ethical Identity Development and Community College Leadership <i>Sharon K. Anderson, Clifford P. Harbour, Timothy Gray Davies</i>	61
Part II • Daily Practice of Ethical Leadership	
7 Ethical Leadership: A Faculty Obligation <i>Beth Richardson-Mitchell</i>	78
8 The Interface of Ethics and Courage in the Life of a Chief Academic Officer <i>Linda Lucas</i>	88

9	Threats to Ethical Leadership: The Hubris of Absolutism, the Politics of Affinity-Based Decision-Making, and the Development of Unethical Followers <i>David E. Hardy</i>	103
10	Leading From the Head and the Heart <i>Susan K. Chappell</i>	122
11	Transformational Leadership and Ethical Dilemmas in Community Colleges <i>Sherry Stout-Stewart</i>	131
12	Presidential Support for Civic Engagement and Leadership Education <i>Louis S. Albert</i>	145
13	A Guide to Ethical Decision-Making by Presidents and Boards <i>Gary W. Davis</i>	154
14	The Consequences of Compromised Ethical Identity Development in Community College Leadership <i>Clifford P. Harbour, Sharon K. Anderson, Timothy Gray Davies</i>	166
	<i>Index</i>	183