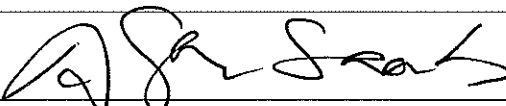


# NOMINATION SIGNATURE PAGE

## 2025 Virginia Outstanding Faculty Awards

Nominations must include this as the cover page of the nomination package PDF submission

Name of Applicant:	Terry L. Price, Ph.D.
Institution:	University of Richmond
Category (choose only one): <ul style="list-style-type: none"><li>• Baccalaureate Institution</li><li>• Masters/Comprehensive Institution</li><li>• Research/Doctoral Institution</li><li>• Two-Year Institution</li><li>• Rising Star</li></ul>	Baccalaureate Institution
Signature of President or Chief Academic Officer:	
Printed Name of President or Chief Academic Officer:	A. Joan Saab Executive Vice President and Provost
E-mail address of President or Chief Academic Officer:	Joan.Saab@richmond.edu
Telephone number of President or Chief Academic Officer:	(804) 289-8153

### **Mission Statement**

University of Richmond's mission is to educate in an academically challenging, intellectually vibrant, and collaborative community dedicated to the holistic development of students and the production of scholarly and creative work. A Richmond education prepares students for lives of purpose, thoughtful inquiry, and responsible leadership in a diverse world.

Additionally, the following core values (excerpted) are key to the fulfillment of its mission:

**Student Growth:** committed to the personal and intellectual development of all students.

**Pursuit of Knowledge:** values intellectual curiosity, teaching that challenges and inspires, ambitious scholarly and creative work, and education as a lifelong process of discovery and growth.....to academic freedom and the promotion of a vibrant intellectual community that encourages thoughtful disagreement and the vigorous exchange of ideas.

**Inclusivity and Equity:** values the dignity, worth, and contributions of all individuals; the thoughtful and respectful engagement with a broad diversity of perspectives and experiences essential to intellectual growth; and an inclusive community in which all members can engage meaningfully in institutional life and contribute to a community where all thrive.

**Ethical Engagement:** values integrity, responsibility for the ethical consequences of our ideas and actions, and meaningful engagement with our local and global communities.

**Sustainability:** values the trust that has been placed in it by generations of alumni, students, parents, and members of our community. The University is committed to the careful stewardship of institutional and environmental resources, and of the relationships that provide the foundation of our University community.

## SUMMARY OF ACCOMPLISHMENTS

Dr. Terry L. Price has dedicated the last twenty-six years to pursuing the Mission of the University of Richmond across all areas of responsibility: teaching, scholarship, and service—with a firm commitment to knowledge integration. His work also clearly reflects the University's Core Values of Student Growth, Pursuit of Knowledge, Inclusivity and Equity, and Ethical Engagement. This summary of his accomplishments in the four areas of scholarly endeavor directly connects his work to the University's Mission and Core Values.

### Scholarship of Teaching

Academic challenge and inclusivity are built into the design of Price's courses, each of which is aimed at the holistic development of students. During his tenure at the Jepson School of Leadership Studies, he has taken primary responsibility for two required courses, "Critical Thinking" and "Leadership Ethics." These courses serve as bookends in the core curriculum. Price approaches "Critical Thinking" as preparation for a life of thoughtful inquiry. Leadership studies, like life, is an interdisciplinary endeavor. So, Price focuses on basic epistemology and fundamental reasoning skills. Wherever students wind up and whatever they end up doing, they will need to be able to distinguish truth from falsity and to give arguments in defense of their views. Price's "Leadership Ethics" course, the capstone in the major, prepares students for lives of integrity and purpose by helping them think through the main ethical problems associated with leadership. Price witnesses the holistic development of students firsthand as he watches students grow as thinkers and doers from "Critical Thinking" through his "Leadership Ethics" class. Ethical engagement and responsibility are common themes not only in these classes but also in other classes Price has designed and developed over the years, including "Leadership and the Ethics of Influence," "Contemporary Moral Problems," "Bioethics," and "Moral Limits of the Criminal Law." In recognition of his teaching, he is a recipient of the **University of Richmond Distinguished Educator Award** (2004).

*Price's approach resonates with students who seek an academic environment that is intellectually challenging but also inclusive and supportive:*

- Since 2020, two of Price's classes have given him perfect scores (5.0) for "Overall, the instructor in this class was excellent." Even through the COVID years, student evaluation results for questions related to course challenge and opportunities for active participation were 4.6 and 4.78, respectively (School averages: 4.38 and 4.55).
- A representative student comment: "This was hands-down the most difficult class I've taken at UR to date. I remember after the first couple weeks feeling like I was sinking and would not be able to ever fully understand the course material. I went to Dr. Price with these concerns and he was very empathetic in helping me grasp the material better. As he predicted, about half-way through the course I hit a learning curve and it was like suddenly everything that hadn't made sense before clicked."
- Comment from another student: "He cold calls and gives daily quizzes, which although that intimidates me a little, it caused me to put in more effort to be prepared for each class. As a result, I learned more than I had predicted."
- Comment from a transgender student: "I am sad to see [the Critical Thinking] course end. When others have sought to protect me from the potential 'harm' of confronting those who would invalidate/disparage my identity, Dr. Price and the other students treated me as anti-fragile. As such I have become a significantly stronger person in the process, preparing me for difficulties I will inevitably face in my future. Thank you."

*Just as Price has designed courses to create an academically challenging, intellectually vibrant, and collaborative community, he has led a number of co-curricular and extra-curricular*

*initiatives that provide students with opportunities to extend their learning and grow alongside peers across the country and around the world:*

- Price designed (with Douglas Hicks) the Jepson Honors Program (2002), which begins with a junior-year tutorial and requires a year-long senior thesis, as well as committee examinations. To prepare thesis student to produce scholarly work, Price requires them to submit to conferences and has had five students win awards at a national applied ethics conference.
- Price has served as ethics bowl coach for state (Virginia Foundation for Independent Colleges), regional, and national bowls; his teams have regularly advanced to nationals and, in one case, to the semi-final round in the national ethics bowl.
- Price was the founding director of the Jepson at Cambridge Program (2005-2018), which allows students to study abroad and take classes with University of Cambridge Law Faculty, As part of the program, he hosted five student receptions with Lady Margaret Thatcher.

### **Scholarship of Discovery**

Price's scholarship contributes to the University of Richmond's mission to advance responsible leadership through the value of ethical engagement. He has written numerous articles, as well as three books, on leadership ethics and is considered by some to be the leading philosophical voice in the field. Most philosophical contributions in leadership studies are either anthologies comprised of excerpts from classic texts or edited collections of invited works from philosophers. Price's single-authored books have therefore been important in building the field and creating the subfield of leadership ethics. The common theme of his work is that leaders face distinctive psychological and ethical challenges. Price's scholarship shows how tempting it is for leaders (and the rest of us) to conclude that they are justified in making exceptions of themselves. His current book project, *Leader Exceptionalism: Role Morality and the Ethics of Taking Responsibility*, reconsiders to the idea that some of these exceptions may be justified after all. The main claim of this book is that because of the special responsibilities associated with the leader role, leadership ethics is importantly different from ordinary ethics. This work represents a departure from his earlier published views regarding the justification of exception-making behavior by leaders. In recognition of his scholarship, Price is a recipient of the **University of Richmond Distinguished Scholarship Award** (2022).

*Price's scholarly contributions in leadership ethics have also been recognized by colleagues at other universities, as well as by one of the founders of leadership studies:*

- Price gave the Inaugural Distinguished Lecture in Leadership and Ethics, U. Dayton (2023).
- Edwin P. Hollander (1927-2020), one of the founding figures in leadership studies, invited Price to speak at his (Hollander's) induction to the Leadership Hall of Fame at the International Leadership Association (2010). Hollander credits Price's work as the intellectual origin of "leader exceptionalism" (Hollander, *Oxford Handbook of Leadership*, 2013).

*Price's scholarly influence spans books on major university and academic presses, articles in refereed journals, and pieces in central reference works in leadership studies:*

- *Understanding Ethical Failures in Leadership* (Cambridge University Press, 2006) explores the moral psychology of leadership to explain why leaders fail ethically.
- *Leadership Ethics: An Introduction* (Cambridge University Press, 2008) was written for students and scholars of leadership without a background in philosophical ethics. It provides an ethical analysis of the reasons leaders give to justify their exception-making behavior.
- *Leadership and the Ethics of Influence* (Routledge, 2020) distinguishes the "getting" of leadership from "making" people do things (coercion) and "letting" them do whatever they want (freedom). Price argues that influence—the "getting" associated with leadership—is justified by the role leaders play in the achievement of followers' ends.
- Price has three articles (one co-authored) in the top journal in leadership studies (*Leadership Quarterly*), as well as articles in several other prominent leadership journals (*Leadership*,

*Leadership and the Humanities*, *The Leadership and Organization Development Journal*), in the top journals in business ethics (*Business Ethics Quarterly*, *Journal of Business Ethics* [co-author]), in major journals in philosophy (*American Philosophical Quarterly*, *Philosophical Studies*), and in highly ranked journals in the subfields of ethics/political philosophy (*Journal of Political Philosophy*, *Journal of Value Inquiry*, *Philosophy and Public Policy Quarterly*).

- Price has contributed numerous encyclopedia and handbook entries on central topics in leadership: *Bathsheba Syndrome*; *Coercion*; *Common Good*; *Consequentialism*; *Charismatic Leadership*; *Deception/Manipulation*; *Dirty Hands*; *Ethics*; *Freedom*; *Leader Exceptionalism*; *Philosophical Approaches to Leadership*; *Philosophy*; *Transformational Leadership*.

### **Scholarship of Knowledge Integration**

Price made a small liberal arts university his home precisely because of the opportunities for knowledge integration. Like other such institutions, the University of Richmond has an expectation of both excellent teaching and excellent research. This expectation allows Price to do two things he loves. He discovered early on that the only way to do both well is to integrate them as much as possible. Price has also been able to focus his service activities, primarily on curricular development and delivery, so that they fit with his other areas of responsibilities. Finally, leadership studies has allowed him to work closely with members of the community to make his teaching and research more relevant, as well as more rewarding. He continually asks: “How can what I’m learning from community leaders improve my teaching and research, and how can my teaching and research improve the leadership of others.” Price sees the benefits of this kind of reciprocity when faculty at other universities approach him at conferences to tell him how well his books work in their courses, and when professionals convey their appreciation for leadership insights they arrived at by applying his public scholarship to their own experiences. For Price, living an integrated life is the most rewarding aspect of being an academic.

*Price thrives on finding connections among discovery, teaching, community outreach, and his own leadership efforts:*

- Most of Price’s research questions come directly out of, and are thoroughly pursued in, the classroom. He also uses his books *Leadership Ethics: An Introduction* and *Leadership and the Ethics of Influence* in his classes. Price’s scholarship is assigned reading across the country, and he’s frequently invited to give book talks or attend classes to discuss his work with students—most recently at John Carroll U. and U. Baltimore.
- Price’s current book project, *Leader Exceptionalism: Role Morality and the Ethics of Taking Responsibility*, reflects what he has learned from teaching leadership ethics for a quarter century, serving in academic administration, and working with community leaders. It represents a change in Price’s views based on what he’s taken away from classroom discussions, experienced in his service, and learned from conversations with professionals.
- Price not only brings what he’s learned from community leaders to his teaching and research; he invites professionals to his classes so they can speak for themselves, in their own words—for example, a former vice officer from one of Price’s sessions with VA Chiefs of Police (who spent eight years doing undercover work) is a regular speaker in Price’s “Influence” class.

*Price exercises leadership in the larger interdisciplinary/cross-disciplinary context:*

- He is founding co-editor of *Jepson Studies in Leadership*, which brings together scholars working on leadership across different disciplines.
- Price is co-editor of seven volumes with colleagues from psychology, history, religion, political science, and philosophy.

*Price is heavily involved in curricular development at his own university and in support of other leadership programs:*

- He has served on numerous School and University Committees related to curriculum development/delivery: Academic Affairs (chair); Curriculum Task Force on General Education;

- First-Year Seminar; General Education; General Education Petitions; Integrated Academic Enterprise Strategic Planning Working Group; International Education; Quality Enhancement Plan Steering/Development; Robins School of Business Teaching Task Force; School of Continuing Studies Academic Council; Sophomore Scholars-in-Residence Faculty Advisory Council; University Academic Program; Remote Learning Working/Planning Groups (COVID).
- Price advises new leadership programs, including at Berry College where he worked closely with the founder, led an interdisciplinary faculty workshop, gave a guest lecture to students, and met with philosophy faculty to identify opportunities for programmatic collaboration.

### **Scholarship of Service**

Throughout his career, Price has readily taken on service opportunities because he cares deeply about the Jepson School, the University of Richmond, his profession, and the Commonwealth of Virginia. During his tenure at the University, Price has served on more than seventy-five committees, not counting one term on University Faculty Senate and more than a dozen tenure and promotion committees. Because the nature of the Jepson School, its faculty are frequently called upon to serve and exercise leadership. When an associate dean abruptly left, Price filled in as Acting Associate Dean. During that year, a Jepson faculty member was the victim of a homicide, and it was Price's responsibility to call each student in the professor's class, arrange for necessary student support, and staff their classes so they could complete their semester. Price later accepted the position of Associate Dean for Academic Affairs so that a new dean would have someone with extensive experience at her side. Later, when an Associate Dean for Academic Affairs retired, Price stepped back into administration and was promoted to Senior Associate Dean for Academic Affairs. In recognition of his service, Price received the **Jepson Award for Leadership and Service** (2016).

*Price has played an active role in the administration of the School and its programs, in faculty governance at the University, in professional organizations in leadership studies and ethics, and in developing Virginia public servants:*

- He served as Senior Associate Dean for Academic Affairs (2013-2016), Associate Dean for Academic Affairs (2007-2012), and Acting Associate Dean (2004-2005)
- Price currently serves as Co-Director of Gary L. McDowell Institute. The Institute's public lectures and Student Fellows Program encourage thoughtful disagreement, the vigorous exchange of ideas, and respectful engagement with a broad diversity of perspectives. Programs are supported by \$1M in grant funding from the Pauley Family Foundation and the Endeavour Legacy Foundation—all raised in the last three years.
- Price served on University Faculty Senate for one three-year term, which included membership on several Senate subcommittees (Executive Committee, Committee on Committees, Law Dean Review, Faculty Handbook Revisions Committee).
- Price has served on several major Jepson School and University committees (in addition to curriculum noted above): Fringe Benefits; Faculty Credentials; Review Procedures for Untenured Faculty (chair); Faculty Athletics Council; Faculty Development; Honorary Degree; Planning and Priorities; Faculty Hiring/Planning (chair); Faculty Hearing; Substantive Change.
- Price was a member of the International Leadership Association Board of Directors and served at the Association's Scholarship Chair.
- Price was co-coordinator for conferences on Ethics and Leadership; Presidential Leadership; Ability and Enhancement; Ethics of Assassination; Health, Science, and the Future.
- Price has served as Intercollegiate Ethics Bowl judge, moderator, subcommittee member.
- Price has twenty-six-year continuous participation in the Professional Executive Leadership Program (Virginia Association of Chiefs of Police)—typically two sessions per year, as well as dozens of other public and community presentations/workshops on leadership.

## PERSONAL STATEMENT

Twenty-five years ago, I accepted an assistant professor position at the Jepson School of Leadership Studies at the University of Richmond. About to finish my dissertation, I had assumed I would wind up in a philosophy department, most likely at an R1 institution. But my campus interview at the Jepson School changed everything. I found future colleagues who raised new and exciting questions about leadership. Given their own disciplinary training, they also appealed to texts I'd never heard of, let alone read. It was all completely exhilarating—not unlike being back in college, which always felt like home to me. To be honest, as someone who had spent five years in philosophy graduate school, the idea of moving into a new interdisciplinary field was also quite intimidating. After choosing the kindest-looking senior faculty member, I mustered up the courage to ask why in the world they would consider me as a candidate for the position. Not only was leadership outside of my area of expertise; I hadn't mentioned the word 'leadership' in many years of graduate school. She replied that my work on moral responsibility was very relevant to the study of leadership. I just didn't see it yet!

The students I met were equally impressive. Their commitment to the Jepson School was unlike anything I had seen before. At a lunch interview, I was as challenged by the students as I had been by the faculty. I returned to Arizona unsure that I had fully answered anyone's questions. So, I was surprised to get a call from the Dean offering me a position. It didn't take me long to accept. The more I thought about a career at the University of Richmond, the more I realized that it offered everything I was looking for both professionally and personally. The position promised a truly integrated academic life. And it more than made good on that promise. I've been able to combine my philosophical expertise with disciplines such as psychology and political science, and I've had the freedom to take up leadership questions in business, law, medicine, and politics. I've also gotten to work with truly excellent students at an institution where teaching matters just as much as producing cutting-edge research. Finally, I've presented my work to bankers, doctors, dentists, engineers, politicians, police officers, as well as many others in the public, private, and nonprofit sectors. Working with community leaders makes my research and teaching better, and I've changed my views more than once based on their feedback.

In my work, teaching and research are intricately connected. In fact, it's hard to draw a clear line between the two. Almost all my research questions originated in the classroom. My first leadership article came out of a class on Plato's *Republic*, which I taught in conjunction with a famous paper in leadership studies. Familiar passages in the *Republic* now read very differently to me as a leadership scholar. That article turned into my first book and led to the account of ethical failures in leadership for which I'm best known. From that point on, nothing has had a greater influence on my thinking than in-class discussions of persistent leadership questions. My students, all undergraduates, regularly read my works-in-progress and provide me with critical feedback in class. After these works are refined, polished, and published, I often incorporate them into the syllabus, as I have done with my books *Leadership Ethics: An Introduction* and *Leadership and the Ethics of Influence*. I take the same approach when I've been invited to give an important lecture. My first audience for the Distinguished Inaugural Lecture in Leadership and Ethics at the University of Dayton was my "Ethics of Influence" class. My students offered frank comments and truly critical recommendations for improvement.

It's all part of my teaching philosophy: students learn by doing (and seeing it done). My view is that anyone—with the right kind of support—can be a philosopher. But to improve as thinkers, reasoners, and arguers, students must have the freedom to practice and make mistakes. That's why I'm known for "cold calling" and requiring lots of short papers, which are read aloud in class

and serve as the foundation for class discussion. It can be hard for students at first, but most of them come to appreciate my method. I aim to create a welcoming intellectual refuge for all students, including those who may otherwise feel marginalized. Students of color, trans students, and first-generation students have reached out to share that they feel truly included in my classroom.

The success I've had as a teacher and a scholar has been largely due to my ability to integrate my work across different areas of responsibility. Admittedly it's probably easier to do in leadership studies than in some disciplines. When I arrived at the University of Richmond, the Jepson School was barely five years old, and there was a strong expectation that we "build the field." We were to use our scholarly expertise to be curricular leaders. I immediately took on a new research agenda and started working on the moral psychology of leadership: how does the leadership role change the way leaders and followers think about the application of moral rules? My answer to this question, *Understanding Ethical Failures in Leadership*, was published with Cambridge University Press. After reading the book, a leadership ethicist with no philosophical training convinced me that students of leadership needed something more accessible. So, I wrote a second book, *Leadership Ethics: An Introduction* (also with Cambridge University Press), just to meet this need. Although my work is still philosophical (and often published in philosophy journals and on philosophy press lists), it's meant to be accessible and useful to leadership scholars and practitioners. Because their approach is primarily social scientific, I try to get my work into the outlets they read. My most important articles have appeared in leadership studies journals, including the *Leadership Quarterly*—the top journal in the field. To my knowledge, I'm the only humanist in the history of the Jepson School to land a single-author, peer-reviewed article in the *Leadership Quarterly*. I also chose to publish my most recent book, *Leadership and the Ethics of Influence*, in Routledge's *Leadership: Research and Practice* series, precisely to have a greater impact on social scientists who dominate the field.

My most valuable work outside the classroom and the library has been building communities of "intellectual friends." It's not easy these days for students to have open discussions with each other. When I ask them to share anonymously the topics they'd be reluctant to discuss in class, the resulting list covers anything that's potentially controversial: guns, abortion, politics, race, gender, and religion. As Co-Director of the Gary L. McDowell Institute, I'm responsible for creating an intellectual space for students to think, reason, and argue productively with each other—despite their political differences. The centerpiece of the Institute is our Student Fellows program. Fellows read and discuss influential, contemporary texts. Afterwards, we bring in the authors for a public lecture and seminar with the fellows. Again, students learn by doing.

Because the Jepson School is relatively small and still relatively new, an appointment to the School carries heavy service responsibilities—both in the School and at the University. As a result, since very early in my time at the University, I've had the opportunity to chair important committees and searches. The common focus of my service, though, has been the curriculum. I've been a part of every curricular review at the Jepson School, as well as multiple efforts at the University level. What I've taken away from my service to the School and University has more than compensated for the time and effort it's required of me. It has allowed me to play my part in faculty governance and be a full member of the community, both conducive to an integrated and fulfilling professional life as an academic. Like my work with community leaders, my service has also greatly contributed to my teaching and research, perhaps nothing more than my tenure as Associate Dean. In fact, the book I'm currently working on—*Leader Exceptionalism: Role Morality and the Ethics of Taking Responsibility*—would not have been possible but for my experiences in administration, my service responsibilities, and my work with leaders in my own community and around the world. I could not be more grateful for it all.



## **TERRY L. PRICE**

Jepson School of Leadership Studies, University of Richmond

### **AWARDS AND HONORS**

- Inaugural Distinguished Lecture in Leadership and Ethics, University of Dayton, 2023
- Distinguished Scholarship Award, University of Richmond, 2022
- Jepson Award for Leadership and Service, University of Richmond, 2016
- Distinguished Educator Award, University of Richmond, 2004

### **EDUCATION**

- Ph.D., Philosophy, University of Arizona, 1998
- M.Litt., Politics, University of Oxford, 1996
- M.A., Philosophy, University of Arizona, 1994
- A.B., Psychology & Philosophy, University of North Carolina at Chapel Hill, 1989

### **ADMINISTRATIVE POSITIONS AT THE UNIVERSITY OF RICHMOND**

- Co-Director, Gary L. McDowell Institute, Jepson School of Leadership Studies, 2020-present; (formerly) John Marshall Center, 2018-2020, 2008-2014
- Senior Associate Dean for Academic Affairs, Jepson School of Leadership Studies, 2013-2016; Associate Dean for Academic Affairs, 2007-2012; Acting Associate Dean, 2004-2005
- Founding Director, Jepson at Cambridge Program, 2005-2018

### **TEACHING AND MENTORSHIP**

#### **Experience**

- Coston Family Chair in Leadership and Ethics, Jepson School of Leadership Studies, University of Richmond, 2017-present
- Professor of Leadership Studies, Jepson School of Leadership Studies, 2010-present, and Philosophy, Politics, Economics, and Law, School of Arts and Sciences, University of Richmond, 2011-present; Associate Professor, 2004-2010; Assistant Professor, 1998-2004
- Visiting Associate Professor, Department of Philosophy, UNC-Chapel Hill, 2006-2007

#### **Classes**

- Leadership Ethics; Critical Thinking; Ethics of Influence; History and Theories of Leadership; Foundations of Leadership; Moral Limits of the Criminal Law; Contemporary Moral Issues

#### **Student Research Successes**

- 2022 Association for Practical and Professional Ethics Best Undergraduate Paper Award
- 2010 Christopher Newport University Leadership Forum Best Overall Conference Paper
- Past winners of the Association for Practical and Professional Ethics Undergraduate Paper Competition: 2010, 2009, 2006, 2004 (publication in the *Penn Bioethics Journal*)

### **SCHOLARLY WORKS AND ACTIVITIES**

#### **Books (Single-Author)**

- *Leadership and the Ethics of Influence* (Routledge, 2020)
- *Leadership Ethics: An Introduction* (Cambridge University Press, 2008)
- *Understanding Ethical Failures in Leadership* (Cambridge University Press, 2006)

#### **Edited Collections (Co-Editor)**

- *The Ethics of Ability and Enhancement* (2018); *Executive Power in Theory and Practice* (2012); *The Values of Presidential Leadership* (2007); *The Quest for Moral Leaders* (2005); *The International Library of Leadership* (3 volumes) (2004)

## **Publication Venues**

- Leadership Studies Journals: *Leadership Quarterly*; *Leadership*; *Leadership and the Humanities*; *The Leadership and Organization Development Journal*
- Business Ethics Journals: *Business Ethics Quarterly*; *Journal of Business Ethics* [co-author]
- Philosophy Journals: *American Philosophical Quarterly*; *Journal of Political Philosophy*; *Journal of Value Inquiry*; *Philosophical Studies*; *Philosophy and Public Policy Quarterly*
- Encyclopedias and Handbooks: *Sage Encyclopedia of Leadership Studies*; *Routledge International Handbook on Charisma*; *The College Curriculum: A Reader*; *Political and Civic Leadership: A Sage Reference Book*; *Leadership: The Key Concepts*
- Edited Collections: *Leadership and Virtues*; *Debating Bad Leadership*; *Lead with a Sense of Humor*; *Ethics, the Heart of Leadership*; *Judgment and Leadership*; *When Leadership Goes Wrong*; *A Quest for a General Theory of Leadership* [co-author]; *Reflections on Leadership*
- Public Writing: *Inside Higher Ed*; *Richmond Magazine*; *ILA Member Connector*

## **Conference Presentations (limited to conferences with multiple presentations)**

- *Association for Practical and Professional Ethics*; *American Philosophical Association*; *International Leadership Association*; *Kravis-de Roulet Conference* (Claremont-McKenna)

## **REPRESENTATIVE SERVICE AND COMMUNITY OUTREACH**

### **Jepson School of Leadership Studies**

- Committees Chaired: Academic Affairs; Committee on Review Procedures for Untenured Faculty; Faculty Hiring and Planning Committee; Scholarship Committee; Mid-Tenure, Tenure, and Promotion Committees; Faculty Searches (chaired 3; member of 8)

### **University of Richmond**

- Committees: Curriculum Task Force for General Education; Fringe Benefits; Faculty Athletics Council; General Education; International Education; Planning and Priorities; Remote Learning Planning/Working Groups (COVID); University Grievance; University Faculty Senate; Board of Trustees, Advancement (Faculty Representative)
- President: Phi Beta Kappa, Richmond Chapter, Epsilon of Virginia
- Search Committees: University Librarian; Faculty Hub Director; Dean of International Education; Associate Dean of International Education; Associate Provost for Faculty Affairs; Jepson School Dean (2); Faculty Searches in the School of Arts and Sciences (2)

### **Profession**

- Boards: *Leadership Quarterly* (current); *Journal of Business Ethics* (current); *Cambridge Elements Series: Leadership* (current); International Leadership Association
- Founding Co-Editor: *Jepson Studies in Leadership*
- Reviewer: 18 journals across leadership, business, philosophy, and psychology; Cambridge University Press; Duke University Press; Harvard Business School Press; Oxford University Press; Palgrave Macmillan; Routledge; Praeger Publishers; Sage Publications
- Intercollegiate Ethics Bowl (judge, moderator, coach, regional competition organizer [2])

### **Community**

- |  |  |
|--|--|
| • American Dental Education Association                                | • Rappahannock Electric Cooperative          |
| • Brookings Institution  | • Sigma Phi Epsilon Fraternity               |
| • County of Henrico  | • Southern Women in Public Service           |
| • Educational and Scientific Trust of the Pennsylvania Medical Society | • Saint Gertrude High School                 |
| • Federation of Defense and Corporate Counsel                          | • US Department of Agriculture               |
| • Matrix Capital Markets Group   | • Virginia Association of Chiefs of Police   |
| • Owens and Minor  | • Virginia Health Quality Board of Directors |
|  | • Virginia State Bar                         |
|  | • Women in Academic Medicine—U. Michigan     |

## LETTERS OF SUPPORT (EXCERPTED)

Terry Price is the quintessential scholar-teacher. Almost single-handedly, he developed a previously uncharted area in leadership studies curriculum and scholarship—leadership ethics. Dr. Price has worked tirelessly to develop and perfect original, creative teaching and scholarship in leadership ethics and to mentor faculty who have followed in this area. Because of his pioneering efforts, a wide consensus now exists that a leadership ethics course is essential to a successful leadership studies curriculum. Students and alumni describe discussions in Dr. Price's leadership ethics class as "riveting" and "fascinating" and almost uniformly cite this class as the most significant of their undergraduate career. **Sandra J. Peart, Dean, Jepson School of Leadership Studies, University of Richmond**

Over the years, in my roles as dean and university president I have written on behalf of several candidates for this prestigious award, including a few who have been honored as recipients. I consider Terry Price perhaps the most deserving of any of them. Terry Price is, to state it simply, the model of a teacher-scholar, regarded highly by his peers while his students consider him a rigorous and compassionate instructor. As a scholar, Terry Price is a philosopher who has connected the study of ethics with the study of leadership. He has made the case in such a way that he has advanced the study of philosophy as well as the study of leadership. **Kenneth P. Ruscio, President Emeritus, Washington and Lee University**

Dr. Terry Price is a prominent scholar, respected faculty member, and my role model. I He organizes classrooms in a circle to encourage debate. He includes himself in the circle, a powerful signal to students that he is not only a teacher but also an active participant in the discussion. Dr. Price's examples are relevant, modern, and humorous. These examples helped me understand that ethics is all around us—a revelation that helped me grasp complex theory. Dr. Price reignited my love for leadership and cemented my love for ethics. His teaching, leadership, and mentorship has shaped me into the person I am today. Before I moved [to Georgetown for law school], I decided to bring the four books that meant the most to me. Dr. Price's book, *Leadership Ethics*, was one of them. **Valentina Rodriguez, Former Student**

Terry L. Price has dedicated his career to teaching and researching leadership and to being a pioneer in the field of leadership ethics. Price has taught the ethics of leadership to generations of Richmond undergraduates, and these graduates are now themselves leaders in top business, government, and non-profit positions. In addition, he has taught multiple cadres of professional students over the years, including business executives, police officers, and teachers. His educational and mentoring impact can be seen across the Commonwealth (and beyond). Dr. Price's original contributions to the academic and public understanding of leadership are clear. The results are evident in his amazing graduates making a difference across Virginia. **Douglas A. Hicks, President, Davidson College**

Dr. Price was a formative teacher and mentor. His sharp analytical skills and deep thinking made his classes both challenging and invigorating and led me to choose leadership studies as my major. I benefited from Dr. Price's innovative teaching methods when I attended Jepson's inaugural summer session in Cambridge, England. Under Dr. Price's mentorship, I wrote an honors thesis in leadership studies that resulted in a national conference presentation as well as publication in a bioethics journal. I credit my strong skills in writing to his tutelage—skills that I now rely on heavily in my work as a physician scientist. Dr. Price's impact on my life, and the career I now have, illustrates that he is an exemplary teacher and highly deserving of this honor. **Jackie Patterson, MD MPH Assistant Professor of Pediatrics University of North Carolina at Chapel Hill University of Richmond Class of 2006**

Terry Price is the best philosophical scholar working on Leadership Ethics today. Terry's 2006 book, *Understanding Ethical Failures in Leadership*, has been especially influential. In this book Terry set the standards for rigor and nuance in this emerging discipline. The breadth and range of Terry's scholarly work is notable both due to his distinctively sustained focus on leadership and due to his engagement with scholarship in psychology, politics, and history. **Jessica Flanigan, Richard L. Morrill Chair in Ethics and Democratic Values, Jepson School of Leadership Studies, University of Richmond**

Terry's work in developing the new field of leadership ethics has been groundbreaking. His first book *Understanding Ethical Failures in Leadership* is still the best book on the moral epistemology of leadership. His most recent book, *Leadership and the Ethics of Influence*, masterfully tackles a central ethical problem of leaders and followers: the moral line between persuasion and manipulation. In my opinion, you couldn't ask for a better role model or SCHEV winner. **Joanne B. Ciulla, Professor and Director of the Institute for Ethical Leadership, Rutgers Business School, Rutgers University**

I have known Dr. Terry Price as an exemplary teacher and highly regarded scholar of leadership ethics for over twenty years. But I most appreciate his outstanding leadership as co-director of the Gary L. McDowell Institute. The McDowell Institute seeks to foster independent thought, free expression, viewpoint diversity, and thoughtful deliberation. Virginia's colleges and universities depend on creative, determined, and skilled academic leaders to build institutions that emphasize those core principles. Under Dr. Price's leadership, student involvement in the Institute's program has tripled in the past three years. **Dan Palazzolo, Co-Director Gary L. McDowell Institute; Professor of Political Science, University of Richmond**

I have known Dr. Price since returning to Richmond after years of government service, most recently as deputy secretary of education for President George W. Bush. At a time when the public's confidence in higher education is eroding and stories appear almost daily about controversies relating to civility and intellectual balance and honesty on college campuses, the McDowell Institute fulfills the true potential that American higher education should always seek to achieve. Dr. Terry Price is that rare member of the academy who has never lost sight of the promise higher education offers students, faculty, and the American people. I recommend him with enthusiasm. **Eugene W. Hickok, former U.S. Deputy Secretary of Education**

The Berry Center for Integrity in Leadership would not exist today without the advice and ongoing support that Dr. Price has given me and our Provost and faculty. He not only gave advice to both as to how to coordinate the efforts, but he came to Berry's campus to meet with the then somewhat-critical faculty as a fellow academician to promote the idea. Dr. Price is the epitome of a faculty member who has shown KNOWLEDGE INTEGRATION and SERVICE. **Cecil B. Wright III., Founder, Berry Center for Integrity in Leadership; Trustee, Berry College**

Dr. Price has served as a faculty member of the Professional Executive Leadership School (PELS) for twenty-five years conducting classes on Critical Thinking and Ethical Decision Making for law enforcement leaders in Virginia. Dr. Price's passionate style of teaching ..have made a positive impact on multiple generations of law enforcement leaders. Program participants walk away from his classes with a better understanding of how this process can be applied to complex societal and ethical issues, to see different perspectives of the issues, and possibly find new ways to make positive changes. **Stephanie Diaz, Virginia Association of Chiefs of Police**