John Ashcroft to speak at Emory
A business case for social responsibility
Student reflects on servant leadership
TABLE OF CONTENTS

ETHICS NEWS & VIEWS
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Adelle Frank, MDiv
General Editor

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Copy Editor

The vortex graphic on the cover of this edition of ethics news & views was created by the students of this year’s EASL (Ethics and Servant Leadership) Forum to represent their covenant with each other. In a vortex, energy flows in and, rather than coming back out, it is made manifest. In this image, the letters EASL are in the center and the flames circling into that center and manifesting in the world describe the students’ shared goals and aspirations as servant leaders: transform, provocative, understand, responsibility, respect, imagination, safe space, attentiveness, create, compassion, action, diversity, engage, taking risk, commitment. EASL0506 Graphic ©2006, Kathy Harris.

MESSAGE FROM THE ACTING DIRECTOR
Virtue and the University 3

MORAL IMAGINATION
A business case for social responsibility 5,8

PEOPLE TO KNOW
2004-05 Friends of the Center 9
Center Advisory Council 5
Faculty Board of Advisors 13
Center Faculty & Staff 11

CENTER EVENTS
John Ashcroft to speak at Emory 4
Rethinking autonomy & justice 6-7
Dinner series on professional ethics 10
The ethically engaged university: summer seminar 13
Calendar of events 15

NEWS FROM EASL (ETHICS AND SERVANT LEADERSHIP)
Student reflects on servant leadership 7,12
Relational volunteering in East Lake 10-11
Emory mentors new leadership program at Barton 14
10 principles of servant leadership 14
Virtue and the University

Are the words embedded in the EASL graphic on our front cover “virtues”?

Is there a “place” for virtue at Emory University?

Of the traditional broad bodies of ethical theory, virtue ethics is arguably one of the oldest traditions and, yet, one of the least understood or translated when considering contemporary problems. Virtue ethics focuses on the character of the persons involved and on the nurturing of virtues such that one’s expression of those virtues becomes a matter of habit, not a constant struggle.

Aristotle’s early writings addressed the nature of virtues and contemporary ethicists including Alasdair McIntyre (After Virtue), Tom Beauchamp and Larry McCullough (Medical Ethics: The Moral Responsibilities of Physicians), and James Laney (The Education of the Heart) have written elegantly about this ethical tradition.

Virtue ethics states that the character of the individuals involved makes a difference - in framing an issue, interpreting the context, determining what questions to ask, creating an inclusive process, and struggling with particular decisions, whether on a “local” decision or a matter of policy.

Is there a role for the University in addressing virtue ethics or the character of individuals in our community – students, faculty and staff?

For some, simply asking this question may raise legitimate concerns. What and whose virtues are we talking about? Are there particular religious or cultural assumptions in talking about virtues? What role might a university take – and what roles would we agree are not compatible with other expressed commitments at the University?

One starting point might be to identify what virtues are already stated and/or operative in the University environment overall. Virtues in this sense may be corporate in nature, as well as descriptive of individual character.

For example, do we see expressions of integrity, critical inquiry or academic freedom in our vision and mission statements and other University documents? Do these translate into individual virtues that we hope to see faculty, staff and students “embrace?” Are expressed virtues similar across various schools and departments? Beyond a university’s traditional mechanisms for identifying actions that fall below some acceptable level (e.g., honor council, research review boards), are there mechanisms in place to support active discussion of the people we are becoming in our time at Emory? Is this a legitimate question in the academic environment, in scholarship, in teaching?

In medicine, nationally, there is increasing discussion of the “hidden curriculum” of medical schools and residency training. This secondary curriculum addresses such subjects as the importance of being a team player, going along and not “rocking the boat,” and the dangers of questioning authority. Making whatever hidden curriculum exists in each School transparent and explicitly addressing it, not only brings our operating virtues to the surface, but might also affect how we as individuals shape our scholarly work and/or function in communities that we join as business managers, lawyers, ministers, government officials, nurses, physicians, etc.

Aristotle considered virtues to be a “means” or balance point between two extremes that were not virtuous. Courage, for example, is a virtue expressed in the face of risk or fear, which exists between the extremes of cowardice and foolhardiness.

I suggest that moral courage – the ability and willingness to speak up or act when ethical concerns arise – might also be seen as a virtue: a virtue that could be engendered at Emory.

At this ethically-engaged University, a reasonable, virtue ethics-based action plan may be:

• determining what virtues are inherent in community statements,
• beginning to explore and understand what virtues are being communicated to students, faculty and staff,
• and then helping each member of the Emory community to discern what moral courage “requires.”

Kathy Kinlaw
This April the Center for Ethics joins with the Emory Pre-Law Society, as well as with the College Republicans, Young Democrats and a number of other campus organizations in co-sponsoring a talk by John Ashcroft, the former attorney general of the United States.

Ashcroft has been asked to speak on three topics: the relationship between religion and the government, corporate prosecutions under his tenure (including the Microsoft antitrust case and Enron), and the tension between individual liberties and national security.

We anticipate that Ashcroft’s lecture will spark ethical dialogue among many different constituencies at the University. Not all will agree with Ashcroft’s point of view. In fact, the primary organizer of this event, the Pre-Law Society, acknowledges this in their advertising slogan: “Love Him. Hate Him. Hear Him.”

With Ashcroft’s role at the forefront of governmental agenda-setting, we do anticipate that his talk will help generate relevant and needed discussions about the ethics of creating public policy.

In the spirit of conversation, Ashcroft has agreed to follow his lecture with a question and answer period that will be candid and spontaneous. Such openness is often absent from current political venues, but is a central value for the Center.

The vision of the Center remains To Ignite the Moral Imagination of 21st Century Leaders. Sparks for these fires come from diverse and sometimes unexpected directions. We feel that our responsibility should be to seek out these sparks, accept them when they are offered, and carefully tend the flames once they ignite.

by Paul Ficklin-Alred and Adelle Frank

“...I believe that there are times when the clear authority of the president, in line with the Constitution and in line with the authorization to use force, is to conduct surveillances in the national interest...to preserve and protect our national security. This is not to say that there are no limits on a president.”

Media Availability with U.S. Senator John Cornyn on Jan 11, 2006
A business case for social responsibility

by Pierre Ferrari

Sadly, the scandals in today’s business page seem quite ordinary: an ex-HealthSouth Executive has been convicted, a former Refco executive is charged in an accounting scandal, Conrad Black has been arraigned on charges of theft and the SEC is suing a former Texas oil executive.

One possible remedy for these scandals is to build a business case for corporate social responsibility (CSR).

Why do we need to build a business case for CSR when the fruits of irresponsibility are all too clear?

Company after company in various industries has come under scrutiny and criticism – sometimes severe enough to damage their reputation and imperil their ability to operate. Even given the moral and ethical reasons to behave responsibly, it appears that the case for socially responsible behavior has not been made convincingly to many in the business world. It may be that, for businesses to adopt CSR, a powerful business case needs to be constructed for the inclusion of CSR in daily business operations.

How can one build an increasingly powerful business case for CSR?

We will clearly need to argue our case from the same perspective, vocabulary and analytical techniques that are used to make the business case for any major initiative a company might undertake.

The following organizational development steps ought to be considered:

• Build a small team of well respected operational executives whose commitment to the success of the company is unquestioned
• Begin with developing the outlines of a qualitative and quantitative case
• Build an understanding of how performance in different sustainable dimensions could potentially affect various measures of business success
• Communicate the importance of the business case across the organization
• Account for the financial, environmental and social implications of decisions
• Inventory tangible evidence of real events with potential business case impacts
• Harmonize the business case project into the mainstream business, using common language and systems
• Engage the attention and interests of investors and financial analysts that track the company
• Keep the business case evolving

...continued on page 8
HEALTH CARE ETHICS CONSORTIUM OF GEORGIA
announces

Decision Making in an Age of Mistrust:
RETHINKING AUTONOMY AND JUSTICE

APRIL 18–19, 2006
Sheraton Buckhead Hotel, Atlanta

TUESDAY, APRIL 18, 2006

FRAMING THE QUESTIONS
8:30–8:45 a.m. Welcome
8:45–9:30 a.m. Autonomy and Justice in Bioethics: Do We Need to Rethink Our Core Concepts?: Bruce Jennings
9:30–10:45 a.m. Autonomy and Justice: When Concepts and Reality Collide (cases and group discussion)
10:45–11:00 a.m. Break
11:00 a.m.–noon Examining the Issues: Reflecting on Discussions: panel of speakers
noon–1:00 p.m. Lunch

RETHINKING AUTONOMY
1:00–1:45 p.m. “Imposed Autonomy” or Real People Make Decisions in Context: Kathy Kinlaw, Mary Lynn Dell
1:45–2:45 p.m. Breakout Sessions
A. Autonomy and Diversity: Vanessa Gamble
B. Autonomy and the Law: Charity Scott
C. Autonomy and Religion: Karen Scheib
D. Autonomy and Aging: Larry Minnix
2:45–3:00 p.m. Break
3:00–4:00 p.m. Breakout Sessions A–D repeated
4:00–5:00 p.m. Reception

BANQUET
6:00–8:00 p.m. Presentation: Heroes in Healthcare Ethics Award
Keynote: Equity and Population Health Here and Abroad: A Broader Bioethics Agenda: Norman Daniels

WEDNESDAY, APRIL 19, 2006

JUSTICE FOR THE COMING DECADE
8:45–9:00 a.m. Welcome
9:00–9:45 a.m. Setting Limits Fairly: Reasonable Necessity and Trust: Norman Daniels
9:45–10:45 a.m. Breakout Sessions
E. Justice Within the Public Arena: Kathy Kinlaw, Jeffrey Koplan
F. Justice in a Pluralistic and Diverse Society: Otis Brawley
G. Justice Issues in Emergency Situations: Tammy Quest
H. Justice in Rural Settings: Adrienne Butler
10:45–11:00 a.m. Break
11:00 a.m.–noon Principles in Practice: Successful Models for the Uninsured/Underinsured: panel of speakers, Mary Erickson, Jennifer Schuck, Sharon Quinn
noon–1:00 p.m. Lunch

FUTURE OF AUTONOMY AND JUSTICE
1:00–1:45 p.m. Freedom and Justice in the Neurogenomic Future: John Banja
1:45–2:30 p.m. Ethics at the Edge: New and Enduring Questions: TBA
2:30–2:45 p.m. Break
2:45–3:30 p.m. What Does Bioethics Have Left to Learn?: Bruce Jennings

More information on this conference and registration forms can be found on the Consortium website at www.hcecg.org or by calling Kim Gardner at 404-727-1476.
**Student reflects on servant leadership**

by Veena Gursahani

During my four years at Emory University, I had the privilege of participating in many of the College’s myriad programs and activities, ranging from participation in the Emory President’s Commission on the Status of Women to my selection into the prestigious Kenneth Cole Fellowship in Community Building and Social Change. My most significant and rewarding experience at Emory, however, came from my participation in the D. Abbott Turner Program in Ethics and Servant Leadership (EASL).

Like many of the University’s programs, EASL stresses a student’s present and potential role in the service sector, yet is unique because of its emphasis on service done with the sole purpose to serve. The EASL forum is a small-budget, personalized program in which students, while paired up with grassroots organizations, learn to be self-reflective, humble, and genuine leaders. I was fortunate to be selected for both of EASL’s major programs, the EASL Forum and the Summer Internship.

Being chosen to participate in EASL was truly an honor because it gave me the chance not only to learn and grow outside of the classroom, but also to evaluate how those in service actually respond to the communities and individuals we desire to help. I always felt that my vocation was to serve others, but participating in EASL helped me define what “service” really means.

When I joined the EASL forum my sophomore year in college, I was still trying to find my niche. I came to Emory looking for a way to pop the sheltering bubble that had surrounded my childhood. Until then, I had not found a needle sharp enough. EASL was my needle. Every week, through EASL, I spoke with dynamic and knowledgeable people involved in the Atlanta community, from a chaplain at Grady Memorial Hospital to the founder of the Georgia Justice Project, a nonprofit organization I have come to admire greatly.

...continued on page 12

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**Rethinking autonomy & justice**

by Karen Trotochaud

On April 18-19, 2006 the Health Care Ethics Consortium of Georgia will host a conference on *Decision Making in an Age of Mistrust: Rethinking Autonomy and Justice* at the Sheraton Buckhead Hotel in Atlanta.

This conference will bring together nationally renowned ethicists like Bruce Jennings, Senior Research Scholar of the Hastings Center, and health care professionals, challenging us to explore new ways of examining the growing tensions between autonomy and justice – at the bedside, across the nation, and around the world.

The challenges confronting health care practitioners and ethicists have never been greater, especially in the realm of balancing obligations to an individual with the needs of society.

Our goal for this conference is that participants will leave with a heightened awareness of the many dimensions of autonomy and justice, along with tools for examining them more effectively in their home settings and in the context of their own professional work.

Through thought-provoking plenary presentations and in-depth small group sessions, participants will have the opportunity to examine autonomy and justice within a rich milieu of principle-driven issues from diversity and spirituality, to law, research, and public health.

More information on this conference and registration forms can be found on the Consortium website at www.hcecg.org or by calling Kim Gardner at 404-727-1476.

*See page 6 for conference agenda*
The steps outlined above are simply a process.

Where are the potential and major sources of business value (ROI) from CSR to be found?

It is well demonstrated that organizations that generally operate in a leadership framework that creates meaning are quantitatively more productive. Leadership is about making meaning and leadership that engages its organization beyond the need to be financially successful create astonishing value for the community and the organization. This can be measured through benchmarking techniques and focused attention.

There is also strong quantitative evidence that corporate reputation matters in attracting and retaining top talent. Hiring costs, when properly accounted for time as well as fees, advertising expenses and the like can be substantially reduced. More importantly, with the coming demographic pressures for younger talent, attracting the best has been and will continue to be a major source of competitive advantage. Hiring costs can be tracked. How much effort is being invested to attract the right talent? This can be benchmarked against similar companies in the same industry as well as other industries. Quantitative measures can be developed to track the effects of a positive versus a neutral versus a poor reputation.

Reputation matters for employee retention. Failure to retain a company’s best performers and talent is a major hidden cost. The high costs of loss are well known; these have generally been researched as “loyalty” effects. Experience, institutional knowledge, customer familiarity, process efficiencies and the like all suffer if talent leaves the organization. The effects can be subtle but have been shown to be persistent and corrosive to an organization’s effectiveness.

The business values that can be quantitatively associated with CSR can also be found outside the organization with consumers, suppliers, government and shareholders. It has been found that in 2003 26% of citizens (also consumers, investors, suppliers, employees, regulators and competitors) surveyed could name a company that had a strong CSR reputation. Today the number exceeds 80%. This broad awareness can have tremendous financially quantitative impact. And the corollary, a poor reputation can also be well known and will have substantially negative financial impacts on the poor performer. With attention and focus on developing the right metrics, the effects on increasing market share, regulatory support, community support, cheaper/easier financing can be identified, captured and reported.

Finally, on the environmental side, the use of the simple lenses of “Substitute, Reduce, Reuse, Recycle” quickly lead to costs savings at both manufacturing and commercial sites. Interface, Inc. – a carpet manufacturer fundamentally committed to environmentally sustainable business practices – has documented this effect extensively and their success can be duplicated. These savings are quickly measured and easy to track.

The adoption of CSR, supported by an increasingly powerful business case, can yield very substantial value to shareholders and the community. However, the case for CSR becomes comprehensible to executives only if it is presented in the vocabulary and context in which they operate daily. Without such a context, business executives may remain mired in the belief that only those data flowing through the accounting general ledger are worth considering.
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Dinner series on professional ethics

by Edward Queen

On November 2nd, 2005, the Center held the first Interprofessional and Graduate Students’ Ethics Group meeting of this academic year. At that meeting, participants indicated an interest in thinking further about what we mean by ethics and professionalism and how these concepts translate into practice.

Sparked by this interest, the Center held another professional ethics dinner on February 2nd, 2006. The February 2nd discussion provided several disciplinary perspectives on these questions.

Administrators and faculty who joined with the students in this discussion included:

• James Curran, MD, MPH, Dean, School of Public Health, Emory
• William Buzbee, JD, Professor of Law, Emory, and Director of the Emory Environmental and Natural Resources Law Program
• William Eley, MD, Executive Associate Dean for Medical Education and Student Affairs, School of Medicine, Emory
• Monica Worline, PhD, Assistant Professor, Organization and Management, Goizueta School of Business, Emory

The dinner discussion was held in the Rita Anne Rollins Room on the 8th floor of the Rollins School of Public Health Building (1518 Clifton Road), 6:30pm-8:30pm. As we envisioned, it was a very interactive evening, with greatly-engaged participation by forty students who attended.

President James Wagner has agreed to join us for our next meeting on Tuesday, April 11th, at 6:00pm, also in the Rita Anne Rollins Room, School of Public Health.

Wagner will reflect on what it means to be an ethically-engaged university, school, or member of this community, as well as on the questions that emerged at our February 2nd discussion. After some brief initial remarks, we anticipate that this session will be primarily a conversation.

If you’d like to attend the April 11th dinner, RSVP to Marian Osborne (mosborn@emory.edu). We will ask for a $5 contribution toward a boxed sandwich dinner and drinks. We will have extras, so please spread the word to other interested graduate and professional school students.

Relational volunteering at East Lake

by Kim Gardner

Every year, the Ethics and Servant Leadership (EASL) Forum brings together fifteen students from across the Emory and Oxford campuses to explore issues of ethics and servant leadership. This yearlong discussion forum culminates in various projects, conceived and implemented by the students. From the Emory Living Wage campaign (2003) to the METRO Project (2004), these projects reveal the commitment and passion EASL students have to shaping and changing their world.

This year, the Director of the EASL Forum and I found ourselves pondering what it would mean to serve on a longer-term basis. While it is commonly agreed that issues of homelessness and abuse are worthy of our time and commitment, sometimes the people behind these issues can become lost.

We asked our students to look beneath the issues of... continued on next page
poverty, race, and class and to serve and engage with individuals. We challenged them to explore the “relationship” piece of volunteerism.

Luckily, we found the perfect location for this relational volunteering, just down the road from Emory’s campus. East Lake, founded in 1995, is an interesting mix of low and middle income families, a charter school, and a golf course. The East Lake Community Foundation says of its vision that:

“The success of this initiative is rooted not only in rebuilding the physical infrastructure, but in rebuilding lives. By creating and funding educational, self-sufficiency, and recreational programs for community residents, the Foundation is beginning to break the intergenerational cycle of poverty while providing amenities that attract mixed-income residents and private investment to the community.”

East Lake challenged EASL students serving there to consider: issues of poverty, class, and power; the needs of the elderly and of the young; and the ethical concerns of gentrification and revitalization. It helped students ask:

• What does it mean to people to watch developers come into their community with the promise to “make it better”?
• What does it mean to fear that you may no longer be able to afford your home?
• What does it mean to trust that strangers truly have your best interests at heart?
• What does it mean to not only give service, but to receive it?

We hope that the issues we have discussed in our weekly sessions will be given life and reality by learning from this unique community. But our conversations, service, and observation won’t be aimed at learning how to change the community. Instead, we will be learning from the strength and beauty of the East Lake community members.

We hope that this relational volunteering will change us and our worldviews. We do not wish our students to serve this community blindly, but with hard questions in mind; to witness the realities of serving in the world, where sometimes decisions are based on hard fact and not hopeful ideology. Ultimately, we hope that as the students of the EASL forum come to know the residents of East Lake, they will not see those in need, but see themselves.
Student reflects on servant leadership

...continued from page 6

In EASL, I became aware of the layers of complex issues that many Americans have to face. Through EASL my ignorance was wiped away as I studied health care systems, prisoner outreach programs, and local politics. My awareness was given real-life relevance through the hands-on work that EASL inspired me to undertake at the Metro RYDC Juvenile Prison in Atlanta.

My work at Metro RYDC convinced me that much of our youth’s potential is squandered because society too often refuses to think of those in prison as human beings. Too many of us consider prisoners to be scum, as people who deserve to be locked away. But after only a few days of mentoring I came to realize that those in prison are people: they are mothers, fathers, sisters, brothers, citizens of the United States, members of our communities. Yet, they are treated like animals!

While mentoring at Metro RYDC, I gained insight not only into the lives of our nation’s incarcerated youth, but into the often tragic and arbitrary situations that get them there. Many of those incarcerated youths are in prison only because they lacked the opportunities to which many of us are born. While deprivation is not an excuse for criminality, situations often make the temptation of crime difficult to escape.

I do not believe that those who commit crimes should escape punishment, but I do believe everyone has the right to earn a second chance, to prove that change can be made. The EASL program helped me see that: not only by giving me the opportunity to open my eyes, but also by providing me with insight and real-life understanding. My participation in EASL left me with experiences I continue to learn from and with the understanding that you cannot represent people unless you understand who they are.

Vocation is that powerful internal inclination that tells you how you ought to lead your life. At its deepest level my vocation is “something I cannot not do, for reasons I’m unable to explain to anyone else and don’t fully understand but are nonetheless compelling.” The law has become my vocation. It is the only avenue I want to take to fulfill my desire to serve.

As I write the personal statement for my applications to law school, I view it as a blessing – a unique kind of privilege. For me, an outstanding education is not only my biggest privilege, but the echo of my greatest responsibility: to give back. It was luck that I was born into my particular family, and that my family had the means to pay for a great school as long as I worked hard enough to get into it.

More than anything else, my participation in EASL helped me to realize that my vocation is to serve those without opportunities equal to mine. There are great minds, great spirits out there who were not born as lucky as I was: those who struggle from day to day just to maintain. Some of those minds are in prison. And it is my responsibility to make sure that their talent – their potential – does not get wasted.
Each year, the Center for Ethics hosts a seminar for the University’s faculty immediately following commencement. This year’s seminar will occur from May 17 to May 26, with each daily session lasting 3 hours. The 2006 topic is “The Ethically Engaged University.”

The seminar is interdisciplinary, and all interested Emory faculty are invited to apply. The group size will be approximately 15. Faculty and administrators will be invited to stimulate discussion among the participants that addresses the implications of Emory’s commitment to “ethical engagement.” Daily sessions alternate between mornings and afternoons with breakfasts or lunches served.

The vision statement of Emory calls for the University to be “ethically engaged.” This seminar will contemplate various meanings and issues included in that term such as:

- Determining when free speech rights invoked by students or faculty might unreasonably clash with notions of the common good or the good of the Emory community
- The University’s ethical relationship with the Atlanta community and much of what that community includes (its healthcare and welfare infrastructure, businesses, the arts, other colleges and universities, etc.)
- Conflicts of interest in scientific research as the University increasingly enters into commercial arrangements with the for-profit sector
- The nature and depth to which the University is obligated to explore and implement the meaning of its “ethical engagement”
- The challenges of postmodernism to the viability of the traditional, Western “canon” of intellectuality

Some sessions will be led by invited University faculty and administrators, although we anticipate that others will be led by seminar participants. Seminar readings and other materials will be provided.

Emory faculty interested in participating should contact John Banja at jbanja@emory.edu or at 404-712-4804 for further information.

by John Banja
Emory mentors new leadership academy at Barton College

Nestled in the hills of North Carolina, Barton College was recently named as one of the best small colleges of the Southeast by The Princeton Review. A Barton alum, excited by the college’s growth, donated to the college and funded its first ever Leadership Academy this past January.

Theresa Mathis is the director of Barton’s new Leadership Academy and had heard of Emory’s Ethics and Servant Leadership program. She invited our program to serve as a mentoring agency when Barton started their own. Excited, I traveled to North Carolina to assist them in their January 2006 kick-off as a visiting scholar, exploring Robert Greenleaf’s model of servant leadership.

Students met every day for two weeks: reading three books on servant leadership and volunteering around Wilson County and the greater Raleigh/Durham area. Conversations ranged from topics in healthcare and world leadership to campus club politics and college retention issues. We studied ethical case studies to identify places where Greenleaf’s ten characteristics might offer a solution to difficult problems. By the end of the session, each student wrote a case about issues in their own lives where servant leadership might bring awareness and wisdom.

As a requirement of the class, the students were challenged to teach servant leadership to at least one student-led group on campus and one off-campus, civic group. They will post their presentations on the new Barton Servant Leadership Web page. We will link to this page on our website, making it easy for students interested in servant leadership to learn of other programs.

Though mostly positive, the group did note that the model of servant leadership was not without flaws. The world is a different place now than when Greenleaf wrote his model. A new generation of leaders – this group decided – will need to build on the model, keeping in mind the realities and intricacies of an ever-changing world.

Through action and deed, they quickly understood the tenets of servant leadership and its implications for authentic and effective communication in what they called a “hectic, crazy-busy, global, e-world.” The students were inspired to learn a practical, “people-first” leadership model.

It is exciting for us, at the Center for Ethics, to see more rising professionals trained in such a model. As the two weeks wound to a close, I felt with Barton students as I do with Emory students: hopeful about the leadership of our future.

by Kate O’Dwyer Randall

March

Mar. 23, 3:30pm-5:00pm
Organizational & System Ethics in Health Care
(Clinical Ethics Faculty Seminar)
Rollins School of Public Health, Rm. 864 (1518 Clifton Road)
Presented by Dr. Amit Nigam, Visiting Assistant Professor of Organization & Management, Goizueta Business School

April

April, TBA
John Ashcroft Speaks
Location TBA. See article on page 4 for more details.

Apr. 11, 6:00pm-8:30pm
President James Wagner Speaks (Professional Ethics Dinner)
Rollins School of Public Health, Rm. 864 (1518 Clifton Road)
See article on page 10 for more details.

Apr. 18-19, All day
Decision Making in an Age of Mistrust: Rethinking Autonomy & Justice
(HCECG 2006 Annual Meeting)
Sheraton Buckhead Hotel, Atlanta. See pages 6-7 for details.

Apr. 27, 3:30pm-5:00pm
Moral Complicity: are there degrees of immorality?
(Clinical Ethics Faculty Seminar)
Rollins School of Public Health, Rm. 864 (1518 Clifton Road)
Presented by Carl C. Hug, MD, PhD, Professor, Anesthesiology, Emory University Hospital.

May

May 17-26
The 'Ethically-Engaged' University: Practical & Theoretical Dimensions
(Summer Faculty Ethics Seminar)
Location TBA. See article on page 13 for details.

May 25, 3:30pm-5:00pm
The Ethics of Stem Cell Research (Clinical Ethics Faculty Seminar)
Rollins School of Public Health, Rm. 864 (1518 Clifton Road)
Presented by Dr. Laura Martin.
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We invite you to join the Friends of the Center for Ethics gift club or renew your membership for the coming year with your tax-deductible gift of $50 or more.

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