

NOMINATION COVER SHEET
2012 Virginia Outstanding Faculty Awards

1. <u>NAME</u> Full (Legal): Douglas A. HICKS Preferred First Name: Doug	
2. <u>INSTITUTIONAL INFORMATION</u> Institution: University of Richmond Rank/Position Title: Professor of Leadership Studies and Religion Year Rank/Title Attained: 2010 Years at Institution: 14 Campus Email Address: dhicks@richmond.edu Campus Phone: (804) 287-6891 Campus Mailing Address: Jepson School of Leadership Studies University of Richmond, VA 23173 Campus Communications Contact: -Name: Brian Eckert -E-mail: beckert@richmond.edu	3. <u>PROFESSIONAL INFORMATION</u> Academic Discipline: Leadership Studies Specialization/Field: Religion, Ethics, and Economic Life Type of Terminal Degree: Ph.D. Year Awarded: 1998 Awarding Institution: Harvard University
	4. <u>PERSONAL INFORMATION</u> Home Phone: Cell Phone Number: Home Mailing Address:

Please check only one box:

- RESEARCH/DOCTORAL INSTITUTION NOMINEE:
 MASTERS/COMPREHENSIVE INSTITUTION NOMINEE:
 BACCALAUREATE INSTITUTION NOMINEE:
 TWO-YEAR INSTITUTION NOMINEE:
 TEACHING WITH TECHNOLOGY NOMINEE:
 RISING STAR NOMINEE:

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Signature (President or Chief Academic Officer) 

Printed Name: **Dr. Stephen Allred, Provost and Vice President for Academic Affairs**

E-mail address: **sallred@richmond.edu** Telephone: **(804) 289-8153**

Mission Statements

University of Richmond

The mission of the University of Richmond is to sustain a collaborative learning and research community that supports the personal development of its members and the creation of new knowledge. A Richmond education prepares students to live lives of purpose, thoughtful inquiry, and responsible leadership in a global and pluralistic society.

Jepson School of Leadership Studies (*Mission and Purpose*)

The Jepson School draws upon the liberal arts to advance the understanding of leadership and the challenges of ethical and effective engagement in society. The study of leadership explores fundamental questions about who we are, how we live together, and how we influence the course of history. It exemplifies the spirit of the liberal arts: to educate people to take an active role in the world. The Jepson School helps students realize their distinctive capacities and apply their learning for the good of society.

Summary of Accomplishments

The University of Richmond is honored to nominate Dr. Douglas A. Hicks for the Commonwealth of Virginia State Council of Higher Education (SCHEV) Outstanding Faculty Award. Dr. Hicks, in his teaching, scholarship, and service, instantiates the University's primary mission: "To prepare students to live lives of purpose, thoughtful inquiry, and responsible leadership." He pursues this goal, with striking success, by diligently integrating all aspects of his work as a scholar, a professor, a teacher, and a member of his community. He is an acclaimed teacher who works with his students in the classroom and in the community, helping them to develop their capacity to think clearly and work for a good purpose. He is an outstanding scholar in two different fields—religion and leadership—with discoveries dealing with religious practices in the workplace, the ethics of economic life, and religious leadership. And he strives, unceasingly, to connect and integrate his own scholarly work and his teaching with his service to the academic community and beyond, for he draws on his scholarly understanding of leadership to create new curricula, solve problems, provide governance, and help those who are in need. By founding the Bonner Center for Civic Engagement and spearheading the development of UR Downtown, Dr. Hicks played a central leadership role in transforming the University of Richmond into an active, engaged institution in the life of the City of Richmond and the greater metropolitan region. This unequivocal endorsement is supported by Dr. Hicks's ample vitae, words of praise of his current and former students, commendatory comments offered by his colleagues and other experts in his field, and his extraordinary record of service to his discipline, this university, and to his community.

I. Teaching

Dr. Hicks joined the University of Richmond in 1998 after completing his studies in religion and economics at Harvard University, where he studied under Ronald F. Thiemann and Nobel laureate Amartya Sen. The University of Richmond is a liberal arts university, and it stresses active rather than passive learning, the integration of theory and application, and critical thinking and challenge. Dr. Hicks works to achieve this mission through his active engagement in teaching such courses as Leadership and the Humanities, Justice and Civil Society, Leadership and the Common Good, Leadership and Religious Values, Ethics and Economics, Leadership in Social Movements, Leadership in International Contexts, and Ethics and Leadership. He has helped a generation of students to connect descriptive/analytical work, portraying how the world is, to normative theorizing, envisioning how the world should be. He asks his students to grapple with rich, challenging ideas as they explore the tension between self and society, theory and practice, duty and privilege, and idealism and realism.

Dr. Hicks deftly leads students to an increased understanding of course material through his eloquent and well-researched classroom presentations, but he is particularly adept in the use of discussion-methods in his teaching. His classes are highly participatory and engage students in stimulating conversation about complex issues. His teaching approach centers around common reading and discussing of great texts, on one hand, and bringing contemporary, real-life perspectives into class, on the other. Dr. Hicks makes creative use of community-based learning, selective course visits with scholars and local leaders, and discussions of current events. In order to advance this integrated learning, he assigns students to write analytical essays that display understanding of the texts and then apply those insights to a "real-life" question of leadership or public policy.

Dr. Hicks is passionate about teaching, and the students respond with intellectual and personal enthusiasm. In particular, Hicks helps students to develop their critical thinking, moral imagination, and commitment to understand and respond effectively to social problems.

One unique example of Dr. Hicks's engagement in student learning and development: He served as the faculty advisor and mentor to the student winner of Richmond Quest IV, a

contest in which students submitted ideas that, if adopted, would be studied in classes across the university for the entire academic year. When Dr. Hicks's advisee won this distinctive prize the student explained that Dr. Hicks's guidance and support were essential to his conceptualization of the project.

The data that support Dr. Hicks's accomplishments as an educator are both plentiful and uniformly laudatory. In quantitative terms, comprehensive student evaluations confirm Dr. Hicks's powerful impact on his students. As indicated graphically on the final page of this packet, the quantitative student evaluations are consistently superior. The most comprehensive calculation uses all questions on the standard student evaluation form and are based on this scale: 1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree in response to statements about excellence of course and instructor, e.g., "Overall, the quality of instruction in this course was excellent." Dr. Hicks's overall figure, for every course across the period 1998-2011, stands at 4.47 out of 5.00. The average for Hicks's specialized elective courses, concerning Leadership and the Common Good; Leadership and Religious Values; and International Contexts of Leadership, are 4.53, 4.52, and 4.57, respectively.

Qualitative student evaluations of teaching are consistently glowing, with students stressing Dr. Hicks's inspirational style and personalized student learning. Representative comments from current students and alumni include:

"Dr. Hicks was an amazing professor who sparked my interest in leadership studies and was the reason I applied to the Jepson School."

"I remember for the first time feeling deeply intellectually engaged – like this whole new world had opened up and was inviting me to be a part of it."

"Although I only had the pleasure of taking one class with Dr. Hicks during my freshman year, he continued to mentor me throughout my college career, proving to be an insightful, thoughtful, and unique teacher and person."

"He took the 110% effort that he put into the classroom and translated it to his activities outside the classroom as well. In terms of his strengths, I would say that he is highly adept at facilitating and stimulating classroom discussions that are complex, yet involving and rewarding; he also is highly motivated in his efforts to make Richmond a better school and one that can have an influence outside of the campus bubble."

In recognition of his work with students, he received the University's highest teaching recognition, the Distinguished Educator Award, in 2006. He has been awarded teaching prizes by the honorary leadership fraternity Omicron Delta Kappa, the Westhampton College student government association, and a variety of other student organizations. When reviewed in 2009 for promotion to full professor, the members of the promotion committee concluded that his "teaching is excellent" and "the quality of instruction is fabulous." As his faculty colleagues explain:

"Doug is tremendously insightful about what engages our students, those just getting started and the veterans. It's his 'sixth sense,' and I've seen the results of that remarkable gift; Doug's interventions animate our less capable youngsters, turn serious students into honors students, and inspire our very best on this campus to be better still. I've collaborated with Doug as he was preparing a young woman to formulate and defend what developed into a distinguished senior thesis. His diligence and ability to motivate his advisee were exemplary."

"He is arguably also the most sought-after mentor for senior theses and senior honors theses in the Jepson School. His students, and he has supervised more than his fair share of theses over the last eight years, rise to his very high expectations and produce the very best research that can be expected of undergraduate students."

"With respect to teaching, Doug is without peer. His classes are famous for their innovation and rigor, and students flock to them, despite the often-difficult subject matter. He has a way of connecting to students whether it be through carefully-chosen music played at the outset of class to introduce the subject matter, or through his innate ability to link the theoretical construct of the class readings to the practicalities of the students' lives. His chief contribution to the students' intellectual life, however, is his ability to hone their critical thinking abilities. His fellow faculty colleagues have come to recognize students who have had Doug Hicks as a professor, due to their willingness to intellectually engage any topic under discussion. Doug, in so doing, represents the best of a liberal arts education."

II. Discovery

Dr. Hicks is successful as a teacher because he has something important to teach students; he is an outstanding scholar in two different fields: religion and leadership. At their intersection, he studies the role of religion and ethics in public leadership, and he is a nationally recognized expert on religious leadership. His 9 edited and single-authored books and his numerous papers published in peer-reviewed journals are influential in fields including religious ethics, development economics, human resource management, and leadership studies. He has presented his recent book, *Money Enough*, at churches, civic meetings, and scholarly associations across the Commonwealth. Amy Sullivan of *TIME* magazine calls this book "an ideal guide for our times," and the prominent religion author Brian McClaren states that "Doug Hicks integrates economics and theology with such clarity and accessibility that you'll see both in a new light: as vital resources to help us care for our global household with love and wisdom."

Hicks's *Religion and the Workplace* is a key sourcebook on the challenges of managing religiously diverse employees in the modern workplace. This book was Dr. Hicks's first work that fully incorporated insights from leadership studies into his scholarship, and it established a new interdisciplinary area at the intersection of religious studies and leadership studies. This book shapes the academic discourse on this topic and has received widespread scholarly acclaim, national media attention, and practical use by workplace managers.

The companion volume, *With God on All Sides*, analyzes religion's role not in economic life, but in civic and political contexts. In building his contemporary argument for less religiously-motivated polarization and more respect in public life, Dr. Hicks delineates how the Virginia Statute for Religious Freedom of 1786 and other texts by Jefferson, Madison, and other Virginians provide a moral (and not just legal) framework for leaders to work productively with a citizenry that is both religiously devout and diverse. Dr. Hicks launched this book in January 2009 with a book talk at the State Library of Virginia—the repository of the original Virginia Statute. This presentation was recorded and broadcast nationally by C-SPAN's *Book TV*.

The practical implications of Dr. Hicks's scholarship are clear: We cannot avoid conflicts that are partially or wholly caused by religious expressions, but we can proactively and prudently lead public institutions to handle that conflict in constructive ways. Dr. Hicks's scholarship thus provides a vision for negotiating a productive role for religious faith as an integral component of shared public life.

When Dr. Hicks was reviewed for the purposes of promotion, as part of that process external reviewers at other universities were contacted and asked to provide their candid opinion of Dr. Hicks's scholarship. Sample comments from these scholars illustrate their high regard for his disciplinary and interdisciplinary work.

"Dr. Hicks is the model of a scholar who understands both leadership and religion. I use his books with doctoral students and his essays as a model for writers. I know almost everyone who teaches on leadership and religion. And I can safely say that no one else commands the scholarly respect of Doug Hicks."

"With God on All Sides: Leadership in a Devout and Diverse America ... [is] enlightening, humane, and scholarly."

"The bottom line, then, is that in Professor Hicks you have a very strong contributor to the field of Christian ethics who is practiced in interdisciplinary arguments and analyses, ... a very strong contributor to the field of leadership studies, and a strong public intellectual."

Hicks is a preeminent voice articulating a framework for thoughtful civic leadership that negotiates the potential conflicts that religion can cause while drawing upon its moral resources for constructive social ends. Hicks's books have shaped this scholarly field at the intersection of religious studies and leadership studies.

III. Integration of Knowledge

As this brief description of his teaching and research accomplishments indicates, Dr. Hicks is not content to toil only in the fields of his own discipline. Nor does he consider learning to be the analysis of theory only, or the learning of what other scholars in his field have held to be important. Rather, Dr. Hicks's work is boundary-crossing, for he strives to integrate discovery and learning, practical experience with scholarly analysis, and self-development with service to others. He has been very active in curriculum development, and the courses he has built are not only multidisciplinary but also based on a pedagogical model that assumes students learn best when they are personally engaged in the material they are studying. From the time of his arrival at the University of Richmond Dr. Hicks has been busy reaching out to his colleagues in other departments and schools. His primary appointment is in the innovative Jepson School of Leadership Studies, but he also holds a joint appointment to the Department of Religious Studies and works closely with faculty in the Business School. His work is fundamentally interdisciplinary, drawing on religious and philosophical ethics, models of economic theory, and the study of leadership. That he has cross-listed his Leadership Studies courses across five department and programs is impressive (Religion; Economics; Women, Gender, and Sexuality Studies; Politics, Philosophy, Economics, and Law; and International Studies). More remarkable still is the fact that he can engage students (and faculty colleagues) in these various fields to identify areas of both constructive disagreement and agreement. Dr. Hicks thus leads his students, colleagues, and readers along the path that navigates the hard conflicts to seek out meaningful interdisciplinary connections.

His integrative orientation extends directly to his commitment to active methods of teaching and curriculum development. Indeed, Dr. Hicks's commitment to encourage student research prompted him to work with the faculty of the leadership school to develop a research-based honors program. He has mentored two classes of students through their Honors Thesis Tutorial as well as serving as the supervisor for four honors theses. He has received external foundation grants and internal University of Richmond support to develop innovative new courses, including the team-taught interdisciplinary and cross-school course, Ethics and Economics; a Languages-Across-the-Curriculum section of Leadership in Social Movements, which he taught in Spanish; and Leadership and the Common Good. Dr. Rick Mayes states:

"In my role as faculty director of our university's Sophomore Scholars-in-Residence (SSIR) program, which is a residential living-learning program for students who want to

take graduate-level courses and build parts of their social life around their academics, I need the best professors. Doug offered to participate by offering a program and course on leadership and the common good. Within its first year it became by far the most popular SSIR program offering as measured by the number of student applicants. Doug is the kind of professor that students who desire to grow personally, intellectually, academically and socially want to take.”

Dr. Hicks’s success as an instructor is evident in the impact he has on students who have the opportunity to take his classes, study with him in his ongoing research projects, and take part in the many service-learning programs he has developed here at the university. He designed and regularly teaches a unique community-based learning course—Justice and Civil Society—which combines readings about justice from classical times to present day with engaged service and learning with community partners in greater Richmond. This course is now a required and signature element in the Leadership School’s undergraduate curriculum and it solves the basic problem such courses often face: integrating a rigorous, scholarly content and analysis with experiential forms of learning.

Perhaps most indicative Dr. Hicks’s integrative drive is his founding of the University’s Bonner Center for Civic Engagement. Drawing together student, faculty, administrative, and community constituents, Dr. Hicks led the planning team and became the first director of the CCE in 2004. In fact, in its early months, the CCE consisted of a student assistant’s desk and telephone and computer line in his Jepson School office. By the time Dr. Hicks returned to the faculty full-time in 2009, the CCE had a dozen employees and a \$1.7 million annual budget. In his five years as director he worked to help faculty across the entire university integrate civic experiences into their courses and to find support for students doing action-oriented, community based research. This commitment to giving students practical experiences also prompted him to lead, working closely with university president and trustee donor, the development of UR Downtown, a vibrant satellite office for the University at Seventh and Broad Streets in the heart of Richmond. UR Downtown now houses the Jeanette Lipman Family Law Clinic, the Richmond Families Initiative, and various programs that connect the University to community partners.

Drawing on his own scholarship on ethics, public leadership, and social issues, Hicks collaborated with faculty members, deans, and the provost to ensure that the University’s civic engagement was grounded in academically rigorous learning opportunities for our students. The CCE now supports community-based learning components in courses for over 1,000 students a year, including many law students and more than one-third of all undergraduates.

Dr. Amy L. Howard, current Executive Director of the CCE, describes Dr. Hicks’s work in this way:

“Through his visionary leadership as founding director, Dr. Hicks significantly shaped the culture of civic engagement at the University of Richmond. Because of his excellence in teaching community-based learning courses himself, and his tremendous capacity for sharing the intellectual resources of the University with the community, Dr. Hicks led the faculty in institutionalizing high-impact civic engagement on our campus. Under his wise leadership, the CCE received formal recognition from the City of Richmond, the partnership award from the Richmond Metropolitan Habitat for Humanity, and the Governor’s Award for Community Service. Dr. Hicks’s extraordinary integration of teaching and civic engagement moved our institution towards becoming ‘the University for Richmond.’”

IV. Service

Given that Dr. Hicks is committed not only to the pursuit of knowledge but also the application of that knowledge to promote positive change in the world, it should come as no

surprise that he is a faculty leader on campus, a public voice in Richmond, and a prominent contributor to his profession. The president, provost, dean, and faculty colleagues have entrusted him with key positions, including, most notably, appointments to the Strategic Plan Steering Committee, University Budget Committee, Institutional Review Board, and University Faculty Council, for which he was elected by his colleagues to serve as chair for two terms (2008-09 and 2009-10). Faculty colleagues have recently elected him as chair of the Committee on Committees. He has served on campus as President of the Phi Beta Kappa chapter and in the local area as president of the Phi Beta Kappa alumni association.

In other ways, Dr. Hicks has directly served institutions within the Commonwealth. He was the first faculty coordinator for the statewide Ethics Bowl competition sponsored the Virginia Foundation for Independent Colleges, drafting cases to be debated by students from over a dozen colleges and coordinating the daylong event in its first two years. He has served for a decade on the national program advisory board for the First Freedom Center (formerly known as the Council for America's First Freedom), which stewards one of Virginia's greatest intellectual and political contributions: the legal protection of religious freedom. He has been a longtime Board member of the Virginia Poverty Law Center and is Parish Associate of the Second Presbyterian Church of Richmond. Dr. Hicks is a frequent commentator in Richmond (*Times-Dispatch*, *Style Weekly*, *Richmond Magazine*, *WCVE*) as well as in the national media (CBS Evening News, NBC Today, CNN International, *New York Times*) on issues of religion, ethics, and leadership.

In terms of professional service, Dr. Hicks has used his expertise in religious studies and leadership studies to contribute to the work of professional associations. He has served as chair of the American Academy of Religion's Religion and the Social Sciences section. In the Society of Christian Ethics, he co-led an interest group section on Ethics and Political Economy and remains active in this group. He was instrumental in the founding and establishment of the Academy of Religious Leadership (ARL). His work in the ARL has developed the organization from a project funded by the Lilly Endowment to a small professional association of approximately sixty members. He has served as the association's president and on its executive committee.

Reviewers of his service are quick to comment on the quality and efficacy of his work. They note his inclusive perspective and ability to consider the interests of all stakeholders. Several comments illustrate the general tenor of their assessments. His colleagues have observed:

"He spoke not just as a representative of the faculty, but as a citizen of the University, always mindful of the big picture, and never selfishly focused on simply what was in the faculty's interest."

"Doug Hicks is not only a distinguished scholar and a powerful teacher, but is also an integral part of the University of Richmond community. He has served with distinction on many of the most significant faculty committees, including as chair of the University Faculty Council. He serves his community broadly and tirelessly and the university is better for it."

In sum, Dr. Hicks is an outstanding member of the faculty at the University of Richmond and the Commonwealth of Virginia. An award-winning teacher, he strives to connect his original scholarly writings to his classes and to his innovative and well-conceived community initiatives in Richmond and beyond. He has thus not only taught and mentored hundreds of Richmond students toward lives of purpose and contribution in his own seminar classrooms; he has integrated and applied a model of rigorous, community-based education that has fundamentally reshaped teaching and scholarship on campus, in the community, and in his professional fields.

Personal Statement

Integrating Scholarship

What makes for a good life, and can it be pursued in common? What does justice look like in a complex, global economy? How can leaders, despite their personal interests and failures, guide organizations and communities to do the right thing? Questions such as these fuel my own scholarship, and I aim to inspire my students to grapple with them and arrive at their own answers.

I strive for seamless integration among my classroom teaching, scholarship, and service on campus and in the community, and making the connections is what fuels my passion for my work. Developing the Justice to Society course in the Jepson School inspired me to envision and build the Bonner Center for Civic Engagement (CCE). The CCE introduced me to civic and not-for-profit leaders and organizations in metropolitan Richmond, where I have been able to share my scholarly perspectives on ethics, leadership, and religion with public audiences. In these various roles as a teacher-scholar, I have been able to create personal and institutional change at the University of Richmond to make community-based teaching and leading a more fundamental part of our culture. My most gratifying moments as an educator occur when my undergraduate students "connect the dots," discovering for themselves how their academic work brings them face-to-face with practical challenges in metropolitan Richmond and beyond.

Thus, identifying the precise distribution of my activities as an educator across Ernest Boyer's areas of scholarship is more challenging than affirming how the four mutually reinforce each other in my everyday activities. I undertake my scholarship at the intersection of *analyzing* what current society looks like, in all its promise and imperfection, and *imagining* how the world *should* be. This interdisciplinary work has helped me to integrate knowledge between religion and ethics, on one hand, with economic and social theory, on the other, all in service of improving public leadership.

Teaching Philosophy

My overall objective in teaching is to prepare students to think critically and ethically so that they will be able to lead lives of purpose and meaningful contribution. I aim to help students understand their membership in various kinds of communities, which span from their localities—neighborhoods, workplaces, civic groups, religious congregations—to wider political bodies and cultural identity groups. My vision of teaching is thus consistent with the Jepson's School's mission "to advance the understanding of leadership and the challenges of ethical and effective engagement in society." I challenge students to consider their own agency, and what furthers it and what hinders it, as they prepare to become engaged citizens and leaders.

In my teaching, I emphasize that knowledge is an intrinsic good, part of the well-lived life for which we prepare our students. That is, I want students to love learning for its own sake. But ideas are also instrumentally valuable as powerful means to accomplish good ends in society, such as the reduction of poverty or the improvement of race relations. The study of leadership in particular concerns the consequences that can be achieved through effective, coordinated action. So, even as I underscore the intellectual value of reading great texts from Plato to the social contract theorists to John Rawls, Martha Nussbaum, and James MacGregor Burns, I also convened a highly successful yearlong seminar in Richmond standing can serve: They can use their education not only to earn income that provides for their material welfare, but they can also draw on their learning to serve the needs of others and improve the overall efficiency of their society.

A related but distinct tension is between traditional classroom reading and writing, on the one hand, and experiential, or community-based, learning, on the other. When I require students in the Justice and Civil Society course to commit thirty hours, and transportation time on top of that, to community work, there must be some reduction in other hours spent in the

activities of a course. It would be naïve to suggest that there are no such tradeoffs. Yet, as I have taught Service Learning, Service to Society, and Justice and Civil Society over fourteen years at Jepson, I have steadily improved the integration of these dimensions into a successful learning experience for my students. The on-site experiences in community agencies could easily be an afterthought to such courses, but when they are brought into discussions of the good *polis* in Aristotle, or the social contract in Rousseau, or the capability approach in Amartya Sen, they add texture and detail to what would otherwise be abstract discussions. Conversely, these and other authors provide analytical categories through which students can make sense of their experiences and move beyond both navel-gazing (e.g., "I just feel so helpless to do anything!") and mere opinion-sharing (e.g., "I do [or don't] think that government is too big"). I encourage students, in light of the classic and contemporary texts we read, to transform such responses into well-informed, well-reasoned judgments.

To complement the understanding of the textual arguments, I spend a significant amount of energy and course time on helping students to understand current events and contemporary leadership challenges. In *Justice and Civil Society*, I tell each section of new students that the course has two centers—the seminar tables in the classroom and their service site—and that drawing the connections between these centers is the task of the course. And, I always say, this is hard work, and since most every student has a different site, the students and I will have to strive together to make these linkages.

I know that personalized mentoring is vital to support successful undergraduate research. This is even more so, of course, for the nine senior projects (including four honors theses) I have supervised. Students come to see that ideas matter, but often that realization happens only once they have come to trust that their professor believes that *their* ideas matter.

This brings me to a final big-picture perspective. Each class is its own learning community, and I dedicate a significant amount of effort—time during class and in one-on-one meetings—to building an intellectual community. Accomplishing this rather intangible goal is more art than science, and it is also one of the challenges that makes teaching rewarding. I have begun many class sessions by cueing up, before class, a song that in one way or another relates to the course material. It's a conversation starter, and a way of having some fun with the material. Even more frequently I begin class with a current-events article or a comment or question about some recent campus event or controversy. I try to recognize the major religious holidays, and I aim to schedule readings or discussions that correspond, say, with public moments such as Election Day, September 11th, or Martin Luther King Jr. Day. The intentional effort to invite students into the intellectual community of the course helps to bring the class—and our topic areas—to life.

Collaborating to Expand the University's Educational Mission

For five years, I balanced my faculty role and the administrative responsibilities of leading Richmond's civic engagement efforts. Recognizing that rigorous academic grounding was essential for this effort to achieve its mission, I prioritized those initiatives that built up faculty participation and support. Working closely with the provost and the deans, I designed a program of academic fellowships to fund student-faculty collaborative research projects and faculty-mentored civic internships. I oversaw the creation of a community-based learning program, which supports a dozen faculty members each year who are developing new or revised courses that engage the local community. The growth of the CCE achieved faculty support, I believe, because I worked collaboratively with my colleagues to develop community-based partnerships and employed them in my own teaching and discovery. My efforts at scholarly integration were thus part and parcel of the collective movement to educate our students to engage within the classroom and in the local community as critically thinking citizens.

Abbreviated Curriculum Vitae

Education

Harvard University, Committee on the Study of Religion, M.A., 1995. Ph.D., 1998.
 Yale University, Department of Religious Studies, Exchange Scholar, 1997-1998.
 Duke University, M.Div. *summa cum laude*, 1993.
 Davidson College, A.B. *magna cum laude* with Honors in Economics, 1990.

Academic Positions

Professor of Leadership Studies and Religion, Jepson School of Leadership Studies, University of Richmond, 2010-. Associate Professor, 2004-2010. Assistant Professor, 1998-2004.
 Executive Director, Bonner Center for Civic Engagement, University of Richmond, 2007-2009;
 Founding Director, 2004-2007. (<http://engage.richmond.edu>.)
 Visiting Associate Professor of History and Theology, Union Presbyterian Seminary, 2006-2007.
 Visiting Assistant Professor of Religion and Society, Harvard Divinity School, spring 2003.

Teaching in the Jepson School of Leadership Studies, University of Richmond

Leadership and the Humanities

Justice and Civil Society

Leadership and the Common Good (*a Sophomore Scholars-in-Residence course; cross-listed with Politics, Philosophy, Economics, and Law program*)

Leadership in Social Movements (*taught Languages-Across-the-Curriculum section in Spanish; cross-listed with Women, Gender, and Sexuality Studies*)

Leadership in International Contexts (*cross-listed with International Studies*)

Leadership and Religious Values (*cross-listed with Religious Studies*)

Ethics and Economics (*a Keck Interdisciplinary Initiative course, co-taught with Jonathan Wight and cross-listed with Economics*)

Leadership Ethics

Junior Honors Tutorial

Thesis mentoring: Advised five senior projects and four senior honors theses.

Selected Publications

Books

Hicks, Douglas A. *Money Enough: Everyday Practices for Living Faithfully in Today's Economy*. Jossey-Bass, 2010.
 ----. *With God on All Sides: Leadership in a Devout and Diverse America*. Oxford University Press, 2009.
 ----. *Religion and the Workplace: Pluralism, Spirituality, Leadership*. Cambridge University Press, 2003.
 ----. *Inequality and Christian Ethics*. Cambridge University Press, 2000.

Edited Books

Hicks, Douglas A., and Thad Williamson, editors. *Leadership and Global Justice*. New York: Palgrave Macmillan, 2012 (in production).
 Hicks, Douglas A., and Mark Valeri, editors. *Global Neighbors: Christian Faith and Moral Obligation in Today's Economy*. Grand Rapids, MI: Eerdmans, 2008.
 Wren, J. Thomas, Douglas A. Hicks, and Terry L. Price, editors. *The International Library of Leadership. Volume I: Traditional Classics on Leadership. Volume II: Modern Classics on Leadership. Volume III: New Perspectives on Leadership*. Aldershot, UK: Edward Elgar Publishing, 2004.

Peer-Reviewed Journal Articles

- Hicks, Douglas A. "Reframing the Economics of Pastoral Leadership." *The Journal of Religious Leadership* 8/1 (spring 2009): 73-95.
- "Self-Interest, Deprivation, and Agency: Expanding the Capabilities Approach." *The Journal of the Society of Christian Ethics* 25/1 (spring 2005): 147-167.
- "Religion and Respectful Pluralism in the Workplace: A Constructive Framework." *The Journal of Religious Leadership* 2/1 (spring 2003): 23-51.
- "Spiritual and Religious Diversity in the Workplace: Implications for Leadership." *The Leadership Quarterly* 13/4 (October 2002): 379-396.
- "Gender, Discrimination, and Capability: Insights from Amartya Sen." *The Journal of Religious Ethics* 30/1 (spring 2002): 137-154.
- "Inequality, Globalization, and Leadership: 'Keeping Up with the Joneses' across National Boundaries." *Annual of the Society of Christian Ethics* 21 (2001): 63-80.
- "The Inequality-Adjusted Human Development Index: A Constructive Proposal." *World Development* 25/8 (August 1997): 1283-1298.
- "The Taizé Community: Fifty Years of Prayer and Action." *The Journal of Ecumenical Studies* 29/2 (spring 1992): 202-214.

Research support received from: Spain's Ministry of Education and Science; Pluralism Project of Harvard University; National Endowment for the Humanities.

Selected Service Roles

- Chair, University Faculty Council, University of Richmond, 2008-2010.
- Provost Advisory Committee, University of Richmond, 2007-2010.
- Strategic Plan Steering Committee, University of Richmond, 2008-2009.
- University Budget Committee, University of Richmond, 2008-2010.
- Institutional Review Board, University of Richmond, 2002-2004
- President, Phi Beta Kappa Epsilon of Virginia chapter, University of Richmond, 2009-2010.
- Parish Associate, Second Presbyterian Church, Richmond, VA, 2010-present.
- Board of Trustees, Virginia Poverty Law Center, 2004-present.
- Statewide Faculty Coordinator, Virginia Foundation for Independent Colleges Ethics Bowl annual competition, 1999-2001.
- National Program Advisory Board, First Freedom Center, 2002-present.
- President, Academy of Religious Leadership, 2009-10.
- Chair, Religion and the Social Sciences section, American Academy of Religion, 2004-2009.
- Chair, Ethics and Political Economy group, Society of Christian Ethics, 2001-2005.
- Editorial Board, *The Journal of Religious Leadership*, 2002-2006 and 2011-present.

Awards

- "Top 40 Under Forty" recognition, *Style Weekly*, Richmond, Virginia, 2007.
- Templeton Foundation's \$10,000 *In Character* Prize (with Jonathan B. Wight) for opinion-editorial writing about the human virtues, for op-ed: "Disaster Relief: What Would Adam Smith Do?" published in *The Christian Science Monitor* (1/18/2005), October 2006.
- Distinguished Educator Award, University of Richmond, August 2006.
- Faculty mentor award, Quest IV Competition, University of Richmond, 2005.
- Faculty teaching award, Omicron Delta Kappa, University of Richmond chapter, fall 2003.
- Volunteer Action Council "Above the Call" award, University of Richmond, 1999-2000.
- Faculty award, Westhampton College Government Association, 1998-99.
- Honor Societies:** Phi Beta Kappa; Omicron Delta Sigma (economics); Omicron Delta Kappa (leadership); Golden Key (honorary faculty inductee).

Excerpted Letters of Support

In my 34 years teaching in the Commonwealth I have had the privilege of working with many dedicated teachers, solid researchers, and those who contribute much service to their departments and schools. But Dr. Hicks is a professor even rarer and more commendable than these exemplars of excellence, for he does it all: he is a hybrid whose work as a teacher, scholar, and colleague is uniquely integrative. He strives, unceasingly, to connect and integrate his own scholarly work with his teaching through curriculum development, research projects, administrative of interdisciplinary programs, and creative approaches to teaching. Doug Hicks is without peer when it comes to creating courses that integrate conceptual analysis with hands-on experiential learning. **J. Donelson Forsyth, Thorsness Chair in Ethical Leadership, Leadership Studies, University of Richmond**

Dr. Hicks stimulates the moral imagination of our students and his colleagues. His scholarship and teaching rest at several intersections: disciplinarily he is equally at home in religious studies and political economy; as a professor he writes scholarly articles and books for his peers but also for the wider public; and his passion for serving students has led him to take on leadership and administrative roles while he continues to excite students in the classroom. ... In short, Dr. Hicks has achieved a profound influence on our students, our curriculum, and on the scholarship of leadership.

Sandra Peart, Dean, Jepson School of Leadership Studies, University of Richmond

Never before have I met an individual who embodies the spirit of the liberal arts more than Dr. Hicks. His unparalleled intellect, unsurpassed generosity of spirit, and infectious enthusiasm transforms the professional and personal lives of his students and colleagues. Dr. Hicks is both a remarkable teacher and an extraordinary researcher, demonstrating that the best teaching and scholarship occurs at the junction between established disciplines. Dr. Hicks prepares his students to lead a life of purpose and thoughtful inquiry. I have never before met a professor held in more high regard amongst students. Simply put, he is phenomenal in the classroom and has an indispensable and enduring impact on his students. Similarly, Dr. Hicks's imaginative and influential scholarly work has transformed the discourse on religion in public life and poverty and inequality. **Crystal Hoyt, Associate Professor, Leadership Studies, University of Richmond**

Hicks is the leading American scholar working at the intersection of religion, ethics, and economics. His many scholarly contributions display a thorough command of this important field and provide genuine advances. In 2004-2005, for example, Hicks convened a highly successful yearlong seminar in Richmond on Faith and Economic Life for scholars from humanities and social science disciplines around the country. Hicks was our intellectual leader, and this experience has shaped my own research and teaching interests at Princeton. In addition to his intellectual leadership and disciplinary border crossing, Professor Hicks is also highly adept at communicating to a broader public about issues related to leadership and the role of religion in public life. Given his dynamism as an original thinker and educator with breadth and rigor, he is well deserving of this high honor. **Eric Gregory, Professor of Religion, Princeton University**

Doug Hicks is one of those rare persons in the academy, equally adept at scholarship, teaching, and administration. His published works, all of which deal with religion, ethics, and the economy, demonstrate a remarkable scholarly range and address wide and diverse audiences. Few scholars have mastered both the technical economic theories and the ethical and religious frames of analysis in the way Doug has. His dissertation was one of the best written under my direction at Harvard and received accolades from scholars in both economics and religion. His subsequent work has expanded Doug's range and depth in economic ethics and workplace

spirituality. Virtually no one else in the field of economic ethics today can speak with such authority and clarity to both academic and public audiences. **Ronald F. Thiemann, Bussey Professor of Theology, Harvard University**

I've known Prof. Douglas Hicks for more than a decade now, and I've continually been impressed by the range of accomplishments he has already racked up, and the scope of the gifts he brings to his teaching and research. In our academic field, Hicks is well known as one of the best scholars in religious ethics who is also grounded in the social sciences, and his books on religion, ethics and economics are standard texts in graduate curricula, and are excerpted in undergraduate classes (as I myself have done, with *Money Enough*). More than that, though, Doug Hicks is a genuine citizen of the Commonwealth; for example, over the past few years, Doug and I, working with a colleague in Washington, D.C., have been running a research group of faculty that gathers several times a year, to talk about issues concerned with religion and politics as an academic field, and as a matter of concern for public policymakers.

Charles Mathewes, Professor of Religious Studies, University of Virginia

Dr. Hicks's scholarship and teaching inform his community engagement and vice versa. I have participated in many of Hicks's public presentations that engage citizens in lively conversations about religious diversity, the place of religion in the workplace, economics and social ethics, global justice, and leadership, all of which have been the subject of his scholarship. While his many books have been widely adopted by professors across the U.S., they also have great appeal to the general public and, as noted, used widely in community forums. **John V. Moeser, Senior Fellow, Bonner Center for Civic Engagement, University of Richmond**

Professor Doug Hicks has been instrumental in creating a bridge between the University of Richmond and the greater Richmond community through his abilities to connect with people throughout the area who truly understand the needs of the community. ... As a result of Dr. Hicks's leadership and his collaboration with many colleagues, the University of Richmond has created a model of excellence for teaching students to be civically engaged citizens.

Catherine W. Howard, Vice Provost, Division of Community Engagement, Associate Professor of Psychology, Virginia Commonwealth University

Dr. Hicks is an inspirational leader both within the UR community and the greater Richmond community. Over the last few years, because of the work of Dr. Hicks and the CCE, the Hispanic Liaison Office has interacted with approximately 20 University of Richmond students a year as volunteers, data analyzers, staff, and fellowship recipients. The impact on our agency, in terms of expanding the work we can do with this additional support, as well as the impact on the students as they are exposed to real world issues, is priceless. **Tanya Gonzalez, Manager, City of Richmond Hispanic Liaison Office**

Doug Hicks is well known in Richmond far beyond the borders of the university's campus. He is an accomplished and productive scholar whose work has contributed greatly to our understanding of faith, spiritualism, and ethics in modern America while also illuminating the challenges and opportunities facing those who rise as leaders in our diverse society. But Doug is not content merely to write and teach, though he does both of these things superbly. He believes firmly in connecting the university and its resources to the wider community. ... UR's recent success in these areas owes much to the vision, effort, and commitment of Doug Hicks. **Sandra Gioia Treadway, Librarian of Virginia, The State Library of Virginia**

Dr. Hicks has the unique ability, more than any other faculty I have encountered at the University of Richmond or Harvard University, to help students integrate talents, passions,

curiosities, and convictions into a life of thoughtful action. ... Dr. Hicks's Leadership Ethics course was one of those rare and pivotal classroom experiences that still remains vivid in my memory after six years. For example, I remember what I read about Aristotle's understanding of virtue, what the class discussed on Peter Singer's view of globalization, and what markings Dr. Hicks made on my examination essays. ... He lives an inspiring life, he writes transformational works, he teaches incisive classes, and he serves with compassion. His is a life worth emulating. **Saona Chapman Jackson '06**

He not only helped to shape my experience at Richmond, but also pushed me to explore my passions and set my future course. He transforms complex theoretical discourses into stimulating conversations by applying them to tangible cases and current events. He has a keen ability to facilitate discussion and debate, often interjecting thought-provoking questions and engaging humor into the conversation. **Anne Tyler Feldmann '11**

The class also challenged me to reconsider my own personal beliefs. I finished the class more aware of how quickly I judge other religions and beliefs, as well as more cognizant of the need for mutual respect and understanding, not only as an academic precept, but as a practical reality. **Kerrissa Richards '11**

In class he facilitated discussions that led us to think critically about our preconceptions and values and treated us as academic equals. He often jotted down what we said and came to class next week with a further illustration of a point an individual had made. **Randi Mansell '13**

Despite the challenging readings and the difficulty of questions posed, Dr. Hicks knew how to guide and direct with reassurance that we could not fail. Whether it was going over an excerpt line by line to help the class better understand its importance or encouraging us to interpret our values' impact upon our reading styles, Dr. Hicks challenged and stood by us through our entire academic journey. **Lucy Wise '13**

Dr. Hicks played a critical role in my development as a student and is responsible for much of my success as a learner here at the University of Richmond. He is able to blend a unique environment of fun and education while fully encouraging all students' participation and voicing of individual opinion. Frankly, enough good things could not be said about Professor Hicks. He is the highest quality of instructor I have yet experienced at the university. He loves his work, and it shows on a daily basis in the classroom. **Jacob Munn '13**

He works to achieve the common good not only on the chalkboard, but in every area of his life. He is the type of professor who is able to motivate his students to want to push themselves to learn more outside of the classroom. Dr. Hicks has helped me develop as a student and as a person. I have never been as excited to learn as I am in his classes. **Nicole Cannavo '13**

Dr. Hicks has an uncanny ability to take incredibly deep concepts and make them accessible to 18-22 year olds in a way that brings theory to meet reality. In my year in Dr. Hicks's living and learning program, I grew more intellectually and socially than I have from any other experience in my lifetime. Through both three-hour discussions about conceptions of the good and ice cream socials in his house adjacent to campus, Professor Hicks led our close group of 16 students to learn and grow with and from each other. Dr. Hicks has made himself more than a professor; he is an integral part of the Jepson School and University of Richmond experience. **Rory Quinlan '13**

September 18, 2011



Subject: Letter of Support for Dr. Douglas A. Hicks

Dear Selection Committee:

I was delighted to hear that Doug Hicks has been nominated by the University of Richmond for your highest award. It is hard to think of a professor who better embodies the spirit of SCHEV's aspirations.

Doug is a brilliant scholar, a deeply effective teacher, and a central member of the university community—all prerequisites for the Outstanding Faculty Award. As you will see from the rest of his packet, Doug has achieved at the very highest levels of American education and scholarship, winning degrees from the best schools and publishing with the best presses. He brings credit to the University of Richmond and to the Commonwealth every time he delivers a guest lecture or authors a publication for a large audience.

Doug's accomplishments are even more striking when we recognize that he has helped create an exciting and growing new field: leadership studies. The University of Richmond is a pioneer in the field, and Doug has been part of that experiment throughout his career. He demonstrates, through the entire range of his work, what leadership studies might actually look like, what work it might actually do in the world, how it might connect to other parts of the University.

For all his accomplishments, Doug's greatest contribution to the University and to the city of Richmond may lie in something I've not mentioned yet: his role in creating our Center for Civic Engagement. That center, generously funded by the Bonner Foundation, was one of the things that drew me to the University of Richmond. Forging strong and living connections between the classroom and the world beyond, the CCE gives our university a chance to make a meaningful contribution to the larger community in which we live. Doug imagined and built that Center, now one of the best in the United States. Under his guidance, the CCE brought together disparate elements of community involvement from across the campus into a more intentional and integrated approach. The CCE established strong roots in the academic mission of the university even as it branched into schools that could use our help, as it reached into neighborhoods the University of Richmond could not otherwise affect, as it established partnerships with other non-profits of good will.

Under Doug's leadership, too, we have created UR Downtown, a node of activity in law, community-based learning, and connection to allies in the city. That center has grown remarkably in just two years and is now preparing to expand. Doug helped steward the donor who helped with the building and helped lead the effort to preserve the building's historic character. This year, dozens of classes will use UR Downtown and hundreds of Richmonders will benefit from its legal and social services.

Doug Hicks is an exemplary member of the Commonwealth's faculty. I hope you will acknowledge his great contributions—and his great promise—with an Outstanding Faculty Award.

Sincerely,

A handwritten signature in black ink that reads "Edward L. Ayers".

Edward L. Ayers
President

Office of the President

University of Richmond, VA 23173

(804) 289-8100 Fax: (804) 287-6540

www.richmond.edu



**American
Red Cross**

P.O. Box 655 - 420 East Cary Street
Richmond, Virginia 23218-0655
Telephone: (804) 780-2250
Facsimile: (804) 780-2263
<http://greaterichmond.redcross.org>

Greater Richmond Chapter

September 19, 2011

State Council of Higher Education for Virginia
101 North 14th Street, 10th Floor
Richmond, VA 23219

Re: Douglas A. Hicks
University of Richmond

Dear Selection Committee:

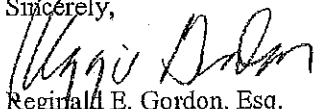
I am honored to submit this letter of support of the nomination of Doug Hicks for the Outstanding Faculty Award.

I am currently the chief executive officer of the American Red Cross, Virginia Capital Region. However, several years ago when I met Doug Hicks I was in a different position. I was the executive director of Homeward. Homeward, a nonprofit systems integration organization, was tasked with both coordinating the work of more than 90 disparate organizations that provided service to those in a housing crisis and leading the region wide community effort to create a plan to solve the crisis of homelessness. As the leader of this community wide effort to address a seemingly intractable societal problem, I necessarily had to interact with scores of representatives from the nonprofit, faith based, governmental and academic communities. Certain people in this region stood out as passionate thought leaders, doing their part to help the community reach consensus and find solutions. Doug Hicks is at the top of that list of people.

Without question, Doug Hicks has had a monumental impact on this community. Through his work at the Bonner Center for Civic Engagement, Doug built bridges and connected students and faculty with people and agencies whose paths may have never crossed in a meaningful way were it not for his efforts. By convening discussions with a diverse group of community leaders and the academic community at the University of Richmond, Doug created an environment where we could exchange ideas, explore pertinent research, take action on empowering students to engage with the community beyond the campus and redefine the relationship between the academic community and local human service agencies. None of this impactful community interaction would have occurred were it not for the vision and courage of Doug Hicks.

Doug Hicks has demonstrated that he is willing to be a catalyst for change. His influence has not gone unnoticed in the broader community. I wholeheartedly support his nomination for the Outstanding Faculty Award. I have had the pleasure of serving as a member of the Final Review Panel for SCHEV in the past, so I feel confident that Doug would be a superior example of a professor who effectively weaves together a passion for addressing the needs of the broader community with an enriching, holistic academic experience for students.

Sincerely,



Reginald E. Gordon, Esq.
Chief Executive Officer
American Red Cross Virginia Capital Region

Serving Amelia, Chesterfield, Goochland, Hanover, Henrico, New Kent, Powhatan and Richmond



Together, we can save a life

Commentary on Teaching from Former Students

"A Richmond education prepares students to live lives of purpose, thoughtful inquiry, and responsible leadership in a global and pluralistic society." -from UR Mission Statement

The quality of Dr. Hicks's teaching is indicated by consistently impressive student course evaluations, and by testimonials of alumni, who routinely identify Dr. Hicks as the one professor who most influenced them during college and beyond. Representative former students in medicine, law, ministry, business, and non-profit leadership state:

Dr. Hicks challenged me in several ways that became vital to the course I chose following college and that have greatly influenced the kind of minister, thinker, citizen, and person I have become. He challenged me, first of all, to consider the implicit messages I had received about vocation, and who could and could not be called in the church to which positions. The immediate result was my Senior Thesis, "An Ethical Exploration of Gender Inequality in Church Leadership," but the longer result has been my service as a pastor within a denomination and in a geographic area that has not historically and often today still does not recognize women as leaders in this role. ***Elizabeth Rickert Dowdy '00; M.Div., Emory University; Baptist Clergy***

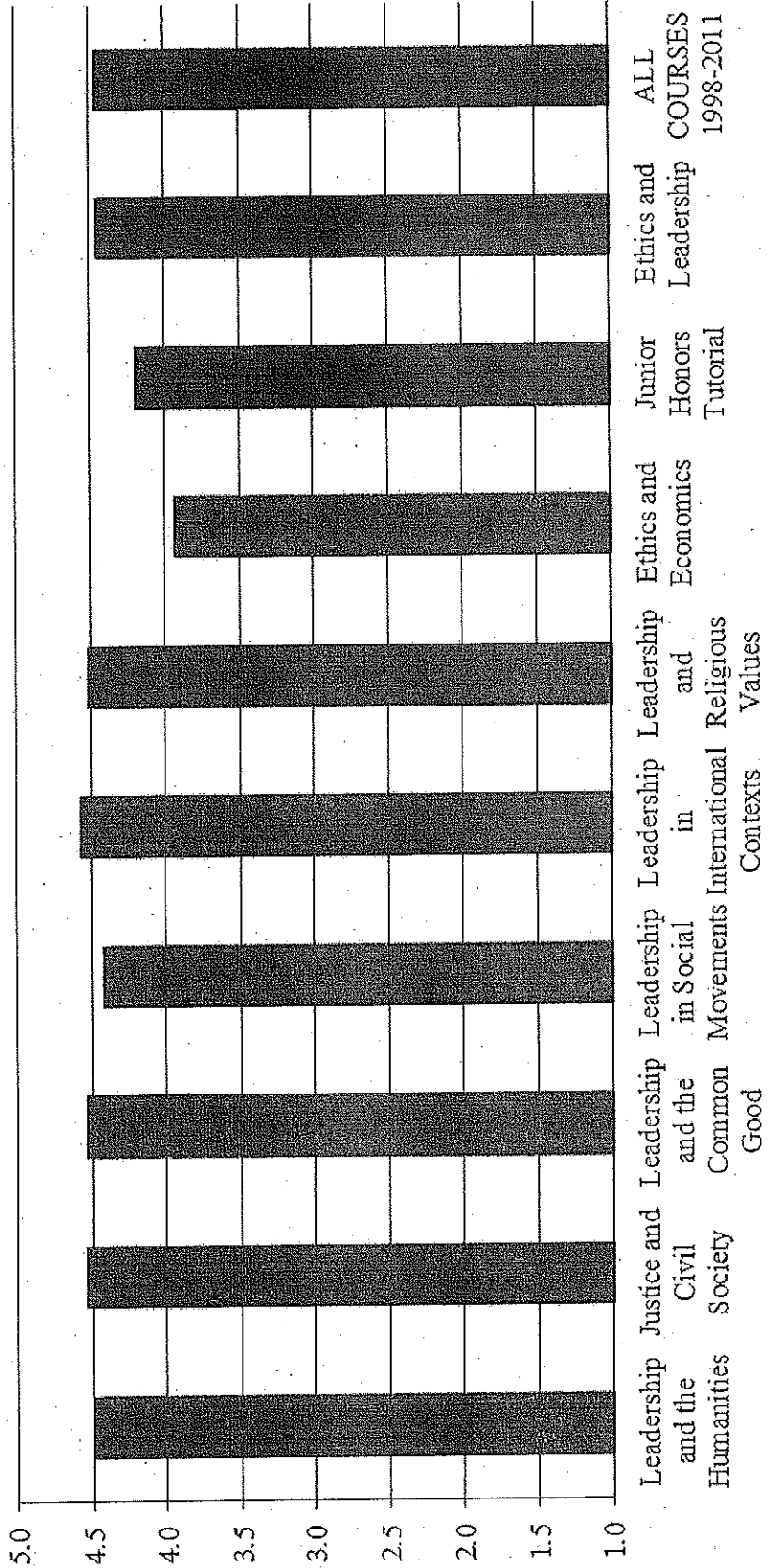
I had the opportunity to be a member of the first class that Dr. Hicks taught at the Jepson School. It was clear from the very first day that this professor stood out from the crowd for me and my classmates. Due to his clear passion for the subject matter, his ability to connect with students in and outside of the classroom in a way that made us excited to learn, and his true caring for his students' success and welfare, his teaching and mentoring has had a lasting impact on my life and career. ***Emilie Fitch '01; M.B.A., Northwestern University; Senior Associate, Kraft Foods, Inc.***

Dr. Hicks challenged me to critically explore the world around me, digging deeper about questions of inequality and fairness. His classes were always interactive, and through stimulating discussion and engaging assignments, I was able to make theories relevant. Dr. Hicks also cultivated extended learning opportunities, encouraging me to present my research with him at the International Leadership Association's annual conference. In my work today (eight years later) I regularly use content from Dr. Hicks' classes. ***Jonathan Zur '03; Executive Director, Virginia Center for Inclusive Communities***

My senior honors thesis was by far the most challenging and rewarding experience of my undergraduate career, and one that prepared me well for the challenges of law school and a legal career. As my advisor, Dr. Hicks encouraged intellectual creativity, careful thought, and attention to detail. He spent countless hours meeting with me and reviewing and commenting on drafts. In short, he patiently pushed me to my best work, and I was (and am) very proud of the result. ***Colette Connor '04; J.D., Harvard University, Associate, Williams & Connolly L.L.P.***

Dr. Hicks is the rare professor who not only connects challenging theory with contemporary conflicts and ethical matters, but is equally stellar in conveying these quandaries in a manner that is contagious to young developing minds. My seat in Hicks' class led to working under his guidance at the Center for Civic Engagement in its inaugural year, as well as writing a senior thesis that Dr. Hicks advised and in part inspired. Throughout this "apprenticeship" of sorts, I grew to admire the commitment and dedication Dr. Hicks invested in his work and his students. The ability to synthesize multiple perspectives into a cohesive train of thought has assisted me in my medical studies and informed my approach to providing care for patients from diverse cultural backgrounds. ***Zachariah Dorey-Stein '05; Tulane University School of Medicine***

Student Evaluations of Course/Instructor
All Courses Taught 1998-2011
Douglas A. Hicks



Based on responses to all questions in standard, comprehensive, end-of-semester student evaluations, Fall 1998-Spring 2011. **1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree** to statements about excellence of course and instructor, e.g., "Overall, the quality of instruction in this course was excellent."