The University of Richmond: Leadership During Crisis

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Introduction

Throughout history, we have experienced numerous points of difficulty, tension, and conflict. Although they vary widely in their cause, context, and intensity, these points in history are considered times of crisis. How humans have reacted to these events and moments having created influential turning points in human history.

This presentation explores various crises in American history, and the role of leaders and leadership during these times. This presentation looks at these crises, past and present, from the perspective of the collegiate institution, specifically, the University of Richmond.
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19th Century Leadership & Ryland

David, Lexi, Phoebe and Sophia
Ryland in the 19th Century

Born in 1805 and died in 1899, Ryland was alive for almost the entirety of the 19th century. He was witness to some of the greatest changes the world has seen.
1805 Ryland is Born

1841 Ryland becomes the first senior minister at the First African Baptist Church of Richmond

1841 Ryland is made President of Richmond College

1865 Civil War Ends

1868 Ryland Becomes President of Shelbyville Female College
Scientific Leadership in the 19th Century

1837
George Ohm and Amedeo Avogadro
Ohm’s Law and Avogadro’s Law

1859
Charles Darwin and Alfred Wallace
Theory of Evolution

1805
John Dalton
Atomic Theory

1842
Christian Doppler
Doppler Effect

1861
Louis Pasteur
Germ Theory
LEADERS IN LIT

JANE AUSTEN
LEO TOLSTOY
LOUISA MAY ALCOTT
LEWIS CARROLL
GEORGE ELIOT
MARK TWAIN
LEADERS IN LIT

CHARLES DICKENS  
BRONTE SISTERS  
FYODOR DOSTOYEVSKY

HARRIET BEECHER STOWE  
JULES VERNE  
SIR ARTHUR CONAN DOYLE
Leadership in 19th Century War

- **Latin American Independence**
  - Haitian Revolution
  - Decolonization of Spanish America
  - Brazilian Independence

- **Revolutions of 1848**
  - France
  - Ireland
  - Poland
  - Germany

- **Civil War & Abolition**
  - Abolition Act of 1833
  - Civil War in America
Ryland’s Perspective

- The Civil War was at the forefront for Ryland
  - Lost everything
  - Richmond College Floundered
- Used Richmond Dispatch
  - Wrote on prayers and visitation for wounded soldiers
19th Century International Political Values

**Empires**
The goal of creating powerful empires still dominated, however, popular sovereignty begins to rise against aristocracy, and issues of sovereignty and inequality were prominent.

**Commercialization**
Starting as the just commercialization of agriculture, this begins to increase international trade and set up the world for a future of commercialization.

**Global Connectivity**
The new values of power and international interaction begin to orient the world to a more globalized way interacting (ex.—global standard time).

**Industrialization**
While starting in the 18th century, industrialization matures and starts to shape social order in the 19th century.

**Global Social Hierarchy**
Each of these elements pushes our world towards an even more global focus on power and international hierarchy.
Ryland’s Leadership Style and Strategy

Types of Leadership That Ryland Possessed

01 CITIZEN LEADERSHIP
Working within his community to create educational opportunities

02 SERVANT LEADERSHIP
Complicated due to his perspective on his own leadership and his ‘followers’

03 INVISIBLE LEADERSHIP
Lacking in Ryland’s style of Leadership
Impact

How do we navigate the intertwined aspects of progressive and harmful behavior in American history and academic institutions?
Sources


Sources


20th Century Leadership & Freeman

Brian, Mimi, Grace, Taylor
1900-1925: Historical Background

★ The U.S. acquired the panama canal zone (03)
★ The Wright Brothers invent and fly the first plane (03)
★ The Panama Canal opens (14)
★ WW1 has been going on since 1914, and the U.S. enters into WW1 against Germany on April 6, 1917
★ Armistice ending WW1 is signed November 11, 1918
★ First long distance telephone is created and a number of other inventions which contributes to a growth in the industry
★ 1918 a worldwide influenza epidemic strikes and leaves nearly 20 million people dead by 1920
★ In 1920, the eighteenth amendment is passed creating a prohibition against alcohol
★ In 1920, the last of the troops are sent home and this creates a boom in the population
★ August 18, 1920 the nineteenth amendment is passed which now allows women to be able to vote
★ Music styles and dancing is changed as jazz becomes introduced (24)
Who is Douglas Southall Freeman? What did he believe?

Douglas Southall Freeman was an American historian, biographer, newspaper editor, radio commentator, and author. He was a Baptist who was very devoted to his faith. He is best known for his multi-volume biographies of Robert E. Lee and George Washington, for both of which he was awarded Pulitzer Prizes.

He was tied to the confederacy, but this is overlooked due to his achievements. He was university rector and did a great job in this position. However, Freeman wrote a biography on the confederate lieutenants, and several of his other writings contributed to the lost cause which downplayed and some may even say erased the role slavery played during this time. Also, due to his conservative beliefs during this time, he also disapproved of women attending the University of Richmond.
1900-1925: Freeman and the University of Richmond

★ Freeman graduated from the University of Richmond in 1904 with the degree of A.B. and received his Ph.D. in history from the Johns Hopkins University in 1908

★ Began writing for the Richmond-Times dispatch in 1908

★ Began writing for the Richmond News Leader in 1915 which he held for 34 years.
1925-1950

**US Events:**
- Amelia Earhart (1928)
- Post WWI Great Depression (1929)
- President Roosevelt- New Deal (1933)
- Ended Prohibition (1933)
- First commercial air flight crosses the Atlantic Ocean, and the helicopter is invented (1939)
- Selective Service Act (1941)
- Attack on Pearl Harbor (1941)
- FDR dies, Hoover VP replaces (1945)

**Global Events:**
- Adolf Hitler becomes chancellor of Germany (1933)
- WW2 started- Nazi Germany invaded Poland (1939)
- Atomic Bomb- Hiroshima and Nagasaki ending WW2- (1945)
- The United Nation was created (1945)
- Division of Korea (1948)

**Presidents:**
- Hoover (1929-1933)
- Roosevelt (1933-1945)
- Truman (1945-1953)
1925-1950: Freeman

★ Freeman became one of the first radio analysts (1925)
★ He commuted weekly by air to New York City to teach journalism at Columbia University (1934-1941)
★ Pulitzer Prize for R. E. Lee: A Biography (1935)
★ Also during this time he was a rector at UR
★ Freeman retired as editor of The Richmond News Leader on June 25, 1949
1950 - 1975 Leaders in Relation to Richmond

**University Leaders:**

**President George Modlin (1946-1971)**
- Founded SPCCS
- Robins Hall Built
- Dennis Hall Built
- Received Robins Gift

**President Bruce Heilman (1971-1986)**
- Gray Court built
- Marsh Hall built

**Dean of Students:**
- Dr. Clarence Gray (1947 – 1968)
- Dr. William Baker (1968 – 1973)

**City Leaders:**
- **Eleanor Sheppard** (First female city council member, Mayor)
- **Robert Merhige Jr.** (Influential judge who made rulings in favor of desegregation)
- **Linwood Holton** (Virginia Governor)

**Cultural Leaders**
- **Richmond 34** (Civil rights protestors)
- **Barbara Johns** (17 year old fighting segregated schools)
- **Arthur Ashe** (Hall of Fame Tennis Player)
1975-2000: Important Events

Global/U.S.

- 1973: Roe v. Wade final decision issued
- 1979: Three Mile Island nuclear accident
- 1979-81: Iran Hostage Crisis
- 1980s-1990s: Emergence of AIDS
- 1989: Fall of Berlin Wall
- 1990: Nelson Mandela released from prison
- 1991: Collapse of the Soviet Union
- 1991: Rwandan genocide

Leadership/Initiatives at U of R

- 1976: Dr. Richard Mateer: Dean of College in 1976
  - Spearheaded “modern era” of Richmond College
  - Established many traditions that are known to be representative of Richmond College
- 1991: School of Arts & Sciences
  - Decision was made in the 1970s to merge Richmond and Westhampton Colleges, which became the School of Arts and Sciences in 1991
  - Invisible leadership: rewriting Richmond’s history and bring experiences of different students together in one school
The University of Richmond has an award named after Freeman:

“The Douglas Southall Freeman Professorship was established in honor of the noted biographer and journalist by his family and allows the department to bring a distinguished visiting historian to the campus annually. The Freeman Professor teaches one course and either delivers a series of public lectures or organizes an historical conference.”

_Controversial question today: Do the actions and accomplishments of Douglas Southall Freeman truly counteract his affiliation with the Confederacy? After hearing some background on Freeman, do you think this award should still be given today?_
Sources


Universities Addressing Slavery

Katelyn, Caroline, Gabby, Ben, and Arden
Universities Have Long Had Roots In Slavery

- Many University leaders owned slaves
  - Princeton’s first nine University Presidents as well as many professors
  - Half of Columbia Presidents between 1754-1865 owned slaves
  - Well Known Abolitionist Sojourner Truth was originally owned by the first President of Rutgers University
- Schools had ties to the sale of slaves and made profits off of them
  - Georgetown University admitted to profiting off the sale of 272 slaves in 1838
  - These funds helped to pay off debts of the University
- Good portion of tuition money came from slave owning families
  - Before the civil war, 40% of Princeton’s student body came from slave owning families

*In the last couple years, many universities are beginning to investigate their long histories with slavery and have begun taking measures to memorialize these people*
Common Themes

● Things that the universities are doing similar to each other
● Acknowledging the part their university played and the impact
● Extensive research and making this information public
  ○ Make an official page on their website or research project dedicated to this
● Renaming buildings, creating memorials, and exploring other appropriate methods of memorialization
● Keeping the discussion open and ongoing
Universities Studying Slavery (USS)

- 63 Universities working together to achieve common goals
- “USS additionally allows participating institutions to work together as they address both historical and contemporary issues dealing with race and inequality in higher education and in university communities as well as the complicated legacies of slavery in modern American society.”
- Meet semi-annually to discuss new strategies, new research findings, and how they can collaborate more and learn from each other

https://slavery.virginia.edu/universities-studying-slavery/
University of Virginia (UVA)

- 2013 proposal to start a commission that researches slavery at UVA and develops steps that the university can take in response to the history
  - This led to three groups being formed:
    - Memorial for Enslaved Laborers (MEL)
    - UVA IDEA (Inclusion Diversity Equity Access) Fund
    - University and Community Action for Racial Equity (UCARE)

- Student-led brochure that visitors have access to called “Slavery at the University of Virginia: Visitor’s Guide”

- Formed the President’s Commission on Slavery and the University which works to:
  1. “Investigate the interpretation of historically significant buildings/sites related to slavery at UVA (Sites identified by the Office of the Architect include the Crackerbox, McGuffey Cottage, the Mews, Pavilion VI garden, and the African American burial site adjacent to the University cemetery)”
  2. Work with Monticello to conduct research and create events that discuss Jefferson and slavery
  3. Create an exhibit about slavery at UVA
  4. Help in creating more interactive and informative media in the visitor’s center
  5. “Propose projects (similar to the Henry Martin plaque) that would educate students, faculty, staff, and visitors about enslaved individuals who worked on Grounds”
  6. Work on developing appropriate memorialization

https://slavery.virginia.edu/
Georgetown (http://slavery.georgetown.edu/)

- Constantly trying to learn more about their University’s role was “injustice of slavery and the legacies of enslavement and segregation in our nation.
  - Doing this by trying to connect with descendants in the community
  - Memorialization and reconciliation in our present day is their biggest goal.
- They have made an entire website just focusing on their mission to try and learn more about their past
- When prospect students are applying to Georgetown admission takes into account whether the student is a descendent of someone who was enslaved
  - They have an entire tab on their website to guide prospective students who know or believe they are a descendant on how to send in their records to the University
  - They also have announced reparations (financial commitments) to people whose ancestors were slaves
- The University wrote in a letter to the community telling them about “the dedication of two buildings: one named in honor of Isaac Hawkins and the other for Anne Marie Becraft. In this setting, we had the opportunity to offer a public apology for the roles that Georgetown and the Jesuits played in the evil of slavery” (The whole letter can be found on the website)
Princeton University (https://slavery.princeton.edu/)

- Princeton & Slavery project (November 2018)
  ○ Started as a research program in 2013, now a public webpage and research project
- Princeton and Slavery Symposium (2017)
  ○ Panels, performances, guided tours, exhibitions, film screenings, and keynote speech by Nobel laureate Toni Morrison
  ○ Hosted a conference exploring the topic of slavery
- Making an effort to keep discussing Princeton’s past of slavery through the Princeton & Slavery Project
- Princeton, however, did not remove Woodrow Wilson’s name from their School of International Affairs (2016)
William and Mary (https://www.wm.edu/sites/lemonproject/)

- The Lemon Project (2009)
  - Research and working with African-American community on campus
- Renamed two residence halls in honor of African American individuals that were important to the school’s history, Lemon and Carroll Hardy (2018)
- Have also issued a resolution apologizing for their past of slavery and racial discrimination (2018)
- Working on a memorial to honor black Americans enslaved by the school
  - Open competition for memorial concepts
  - Decided on a concept this August of a hearth
Sewanee: The University of the South

- Small Southern institution, like the University of Richmond
- Launched a six year initiative called the Roberson Project
- Mission of project is to “foster a more inclusive Sewanee community defined by justice and equity and a commitment to live according to the vision of collective harmony, truthfulness, and mutual respect.”
- Four Main Objectives:
  1) Research - investigate the past
  2) Curriculum - incorporate findings into courses
  3) Community Engagement - involve the local African American community
  4) Reconciliation - acknowledge past and better future by promoting inclusivity
How Does This Compare to Measures Richmond Has Taken?

- Richmond had taken many similar measures to these Universities
- Extensive research, release of this research and information, memorialization committees created, identification of ancestors
- Students also very passionate about the history- can be seen through the Joint Resolution passed to change the names of buildings
- One thing that makes Richmond’s situation unique is that the physical land was once a slave burial ground- poses a challenge some other Universities do not have, must find a way to honor the land and the people buried there
- Have not openly come out and promised to take into account that applicants are descendants of slaves, have not heard anything about reparations publicly yet- the University is still working obviously- but is this something that will/should happen?
Impact

Q: What do you believe an appropriate response is for a university when addressing its past with slavery?

A: Public memorializations
   Making the university’s past public and not hiding it
   Renaming buildings
   Continuing the discussion

Q: What are your thoughts on giving ancestors of these slaves more consideration in admissions than another applicant?

A: This is a good idea
   These students should also have access to additional mental health services
   Would these students want to attend the university knowing its past?

Q: After seeing what other universities are doing, is there anything else you think Richmond should be doing?

A: Making their history more well known
   Looking into other methods of memorialization
Sources


Leadership Study Fields and the Humanities

Savon, Josie, Evie, and Regan
History of the Jepson School of Leadership Studies (JSLS)

- May 1987 Mr. and Mrs. Robert S. Jepson provided the UR 20 million dollars to create a leadership studies program
- “The fabric of democratic civilization depends upon citizens who understand that leadership means service and that their very citizenship carries an obligation to lead when circumstances demand” - Jepson’s proposal
- Mr. Jepson believed that leadership studies had a real promise for success in the University of Richmond setting
- Jepson School of Leadership opened in 1992, and had its first graduating class in 1994
- The proposal stated that the primary task of Jepson is to provide a rigorous and disciplined education focusing on ethical and responsible leadership.

*According to the Jepson School of Leadership Studies Website*
Robert S. Jepson, Jr. and his wife, Alice provided $20 million to develop a leadership program.

1987

Dr. Richard L. Morrill (7th president of UR), began the organizing of the school and making it unique.

1988

Dr. Howard T. Prince, developed leadership programs for the U.S. Army, became the first dean of Jepson. Started designing the curriculum.

1990-1992

First class enters Jepson

1992

1996

The Jepson leadership forum is established as a formal lecture series.

2002-2003

Jepson helps in the formation of the VA leadership association.

2004

W.M. Keck Foundation awards Jepson a $400,000 grant for a national leadership project

2011-2012

The Jepson Alumni Corps is established

2015

Jepson launches a Science Leadership Scholars program in relations with School of Arts & Sciences.

2018-2019

Jepson School launches the Jepson Scholars Program
**JSLS - Humanities vs. Social Sciences**

**Humanities:**

“Introduction to leadership as an object of study through examination of its historical foundations and intellectual development. Readings selected from history, literature, philosophy, political theory, religion, and social theory. Emphasis on assessing these texts in light of reasoned argument and on drawing out their implications for leadership studies.

**Social Sciences:**

“Introduction to the study of leadership through theoretical and empirical explorations of social interaction. Readings selected from anthropology, economics, political science, psychology, and sociology. Emphasis on advancing the understanding of leadership through an increased appreciation of the rich complexities of human behavior”

*According to the undergraduate catalog of the Jepson School of Leadership Studies*
As a whole, students choose to study at Jepson for many reasons. Students look at leadership *as it was, as it is, and as it should be.* A prime example is looking into the leadership on campus during the revealing of the racist acts and the racist past of the University.

Due to the study of leadership being so broad, it is susceptible to change. The school is unique because it pertains to current events and highlights how leadership changes as time goes on. This is different from different schools of study as it provides more critical thinking and most of the material is never stationary.

Jepson provides students with an education that helps them strive in the real world.

- 100% of Jepson students complete a credit-based internship.
- 98% employment rate a year after graduation.
- Capital One, Goldman Sachs, Peace Corps, Target Corp., U.S House of Representatives and more.
Universities with Leadership Majors

- When researching, there are many other colleges that provide programs that study and practice Leadership. Ex: Colorado State, Gonzaga, Eastern University
- Such as Leadership and Management programs or Public Policy and Leadership.
- In other schools such as Ashford University, you can major in Leadership online.
- This is what makes The Jepson School of Leadership Studies so diverse.
- The school provides teachers, classes and advisors all dedicated to teaching about the policies of leadership.
- Other schools tend to have smaller programs that allow students to take a couple courses in leadership while combining it with another subject such as management or organizational methods.
Potential Issues with the Broad Field

● Conflicting definitions/ideas of leadership
  ○ Disagreeing on its characteristics and its methods of measurement
  ○ Resulting in a lack of unity within the field; therefore preventing people to integrate their findings over the years

● Fear of the unknown
  ○ While being a new area of study people fear what studying the humanities leads to after college
  ○ Some feel that there aren’t great jobs within the field
Improvements to be made in the Field

- Gary Yukl, Angela Gordon, and Tom Taber, in their article “A Hierarchical Taxonomy of Leadership Behavior: Integrating a Half Century of Behavior Research”, propose a hierarchical taxonomy with 3 meta categories - those being task, relations, and change of behavior.
- Spreading the study of leadership beyond just extra curricular programs.
- Greater publicity about the speakers or guests such as alumni that come to campus to speak about the importance of leadership.
In this class, we have focused on leadership in connection to

- The burial grounds
- The response to the racist incidents
- Figures at the University
  - Robert Ryland
  - Douglas Southall Freeman
- The current Coronavirus pandemic

These are only a few topics that we have spent countless discussions on; therefore, showing how large the field is and the infinite possibilities that the humanities field can explore.
Leadership in the outside world...

- We have seen how essential leadership is within the outside world, especially with the Coronavirus. Due to there not being a lot of information on what to do during these times, we have to focus more on the social science aspect.
- Leadership in the real world is how we operate.
  - Government
  - Schools
  - Sports
  - Culture
- We operate based off what the people before us did.
- We also operate or take action by watching people around us.
- People influence people.
Current Direction and Impact of the Field

To continue to examine leadership and see how it changes between organizations, unique situations (such as this current pandemic), and the context it is in (time and location)

- Leadership is constantly present from small groups to entire nations; therefore, making the field have infinite amounts to study
  - the people, the organization of it, and its effectiveness
- Learn from our past leaders, their successes as well as their failures, to better ourselves in the future
How do we continue to spread the study of Leadership?
How can we better provide access for people to study leadership?
How could we start to teach leadership to students at a younger age?
What are different methods that can be used to teach and to study leadership?
What ways have you found taking a leadership course to be beneficial?
Sources


Current and Future Challenges in Leadership and the Humanities through the Lens of the Covid19 Pandemic

By Kathryn, Maha, Matt & Westen
Current statistics on CoVid-19

- Almost 2 million cases worldwide
- Over 100,000 deaths
- 400,000 recovered patients
  - Worldmeters.info.com
What this Means for Leaders
Governor Northam (VA)

- Actively seeking for more information surrounding the ways minorities are being impacted by COVID-19
  - Many case reports do not include race or ethnicity
- March 16: declared a “stay at home order”, effective until June 10th currently
- Creating an administrative task force to aid nursing and long-time aid facilities in order to make sure that the proper equipment and care is being given
- Publicly disagreed with Trump’s former timeline (saying the country would be up and running by Easter)
- Has postponed the June primary election and suggested that local May elections be moved to November
President Trump (United States)

- slow to admit the seriousness of the crisis and enforce the necessary precautions
- ignored the warning from trade advisor, Peter Navarro, about impacts of COVID-19
- took until mid-March for Trump to get behind the idea of social distancing and released
  - Released a White House memo on March 16, explaining to stay at home, what to do if you or a loved one is sick, and how those at risk should go about the pandemic
- According to an IPSOS poll, approval of Trump’s management of corona has decreased from 55% during the week of March 18 to 44% as of this week
President Xi Jinping (China)

- Wanted to downplay crisis at beginning due to worries about the impact it would have on the Chinese New Year
-Ordered Wuhan to be locked down on January 23, but there had already been millions of people traveling in and out of the country at that point
- Claims being made that he cares more about reputation and image of the country rather than the health and wellbeing of his people
  - Sent all American journalists home on March 17, is information that is being released even accurate?
- Used social media platforms to try and ease the anxiety surrounding the crisis
Do you think that current leaders are doing an adequate job of addressing the challenges of this pandemic? What are they doing well and what could they be doing better?
1. Enforcing social distancing, quarantining, and travel bans
2. Distribution of supplies and testing kits
3. Overcrowding at hospitals
4. Funding Science
5. Economy
6. Keeping the public up to date on most recent scientific findings
Distribution of supplies and test kits

- States do not have enough supplies and test kits
- They are asking the federal government for aid but the government is not being responsive
  - What does this say about leadership?
Funding Science

- Researches have come together from across the world to reach common goals
  1. Determining how CoVid19 spread
  2. Determining how to slow the spread
  3. Finding a Vaccine

To do this they need government funding

- There has also been private donors and many people believe the government needs to start pulling their weight
Economy

- Due to the Pandemic business nationwide has been curtailed
- DOW has fallen as much as 3,000 points per day (Worst crash in years)

What leaders are doing

1. Federal reserve changes
2. Altering the Fiscal package
3. Increasing state resources
4. Direct check plans to household
Keeping the public informed

1. Daily press conferences
2. Social media
   a. clear communication goals
   b. Recognize audience
   c. Short and Sweet
3. Issues: False News and recommendations have been shared by some leaders
How do you think technology has played a role in how leaders are addressing these current challenges? How might their approaches be different if this pandemic had occurred 40 years ago?
The Future of Leadership in Context of The Humanities

Why will we need to gain a deeper understanding of leadership of the humanities right now and in the future?

1. The credibility of information will become harder to decipher.
2. The humanities are a necessary partner to STEM.
3. Technological and medical advancements will need humanists to ensure progress and ethical futures.
4. Humanities help catalyze innovations in society, business, culture, entertainment, and technology.
Many people believe that the structure of society will transform significantly as a result of COVID-19. How can leadership in context of the humanities help shape a potential societal transformation?
The Future due to COVID-19

- Economic Recovery
- Increased virtual and technology use
- Slowing the spread of COVID-19
Future of the Economy

- How will the stock market follow first quarter losses
  - Down 20%, worst since 2008
  - Last week, S&P 500 rose 12%

- Airline, Restaurant, and Hotel/Housing industries
  - Boeing - down 70%
  - Airbnb - waiting to go public

- Unemployment
  - 3.6% -> 4.4% -> 5.25%
Flattening the Curve

- Developing a vaccine
  - Likely to take at least a year to develop (72% being developed by private/industry developers)
  - Blood transfusions - plasma distillation

- Remember strategies that we are practicing now like social distancing
  - When restaurants, bars, and other public places reopen, it is important to still avoid large groups
  - https://www.youtube.com/watch?v=wJ2NMD3VWio
What Covid has taught us about Leadership

1. Ability to lead remotely: From the national and workplace
2. Importance of Social Media
   a. Instagram, Twitter, Snapchat etc.
3. Importance of Technology
   a. We need to continue to advance from the technological standpoint
4. Act quickly and effectively
   a. Countries whose leaders acted quickly are facing a more manageable number of cases
5. Meeting a variety of people’s needs
   a. Many people have different circumstances
   b. Leaders must make sure that their decisions are fair for all (GT)
Sources

Alex Brandon and Kevin P Morley, “UPDATE: Republican Leaders Urge Northam to Ease Pandemic Restrictions on Businesses,” Richmond Times-Dispatch, 15 April 2020
Chris Jackson, “Coronavirus Outbreak Triggering Significant Changes to American Society,” Ipsos, 10 April 2020
Paul D Miller, “Yes, Blame China for the Virus,” Foreign Policy, Foreign Policy, 25 Mar. 2020
Overall Impact

Leadership in Relation to Crisis at the University of Richmond
As you can see, leadership has greatly influenced the events over the last two centuries and continues to evolve and change.

It is important that we critically evaluate these events through the lense of leaders if we want to be prepared to deal with challenges that society will face in the future.

- It is the purpose of the Jepson School of Leadership to equip students with these critical thinking skills and historical understanding of leadership throughout time.
The University today must still address its history regarding slavery and the civil war in the 19th century, and tensions surrounding civil rights and racial discrimination in the 20th century. While we say this is in the past, racism and discrimination still exist on campus and globally, and the first step towards combating this is acknowledging our history.

Moving Forward

The University of Richmond, particularly with the Jepson School of Leadership, is uniquely positioned to address this issues that we consider to be forms of crisis.

Today, the university, as well as the world, faces the current crisis of the Covid-19 pandemic. The University, and us as members of its community, must adapt to its crises, past and present, both finding ways to lead the institution forward through the pandemic while acknowledging its past and present issues of racism.

Ultimately, these events have the potential to repeat in various forms, and it is our responsibility, as Jepson students, to use these past experiences to address present and future crises, to guide the community through times of hardship, and prevent harmful actions towards and among its members.
The history of racism in the United States, the global conflicts, and the CoVid-19 pandemic has taught us that history often repeats itself in various shapes and forms. As leaders of the next generation, we have learned that unless our history and its crises are critically analyzed and our privileges are acknowledged, we may be doomed to repeating our history once again. As Jepson students, we need to be better than that.