



**2017 43rd Annual Conference Roundtable
East Coast Colleges Social Science Association**

Rethinking Leadership in Higher Education—A Continuation of the Dialogue

***The Future of Instruction, Learning and Leadership:
Education for Holistic Development, Ethical Leadership and
Sustainability***

*April 7 & 8, 2017
Center for Innovative Technology
Herndon, Virginia
9am to 6pm*



**CALL FOR PAPERS, RESEARCH AND MODELS!
ROUND 1 DUE DATE: NOVEMBER 20, 2016**

The time has come to take concrete steps to bring about a real transformation in the ways we educate our future generations. We need to combine both an education of the mind with an education of the heart so that our children grow up as responsible, caring citizens equipped to meet the challenges of today's increasingly globalized world.

Dalai Lama-July 2, 2016



Conference Background and Overview

ECCSSA 2017 continues the dialogue on rethinking leadership in higher education. In the 2016 conference we examined the construct of leadership and explored new, visionary and effective models of leadership success. The 2017 conference explores the role of instruction, learning and leadership in higher education. The focus is on holistic education and development of students we serve in preparing a society of individuals for ethical leadership, caring, humanity and sustainability of the future world. ECCSSA calls for innovative thinking, new paradigms and theoretical and applied models of instructional design and leadership in higher education encompassing all aspects of holistic education with emphasis on instruction, learning and leadership. The goal is to develop a model for preparing future citizens and leaders.

ECCSSA invites you to join us in dialogue as we call for research, models, proposals and papers. We encourage undergraduate and graduate student participation as well as joint faculty-student collaboration.

What is Holistic Development?

In addition to preparing citizenry for the workforce, another major purpose of education in general and higher education in particular, is education for personal growth and development of all individuals in society. The idea of education for holistic development encompasses not only learning academic knowledge and skills, but also developing other aspects of the student as individuals who strive to become productive citizens and good human beings. This includes going beyond knowledge and skills to include growing and maturing, emotionally, spiritually and morally. It also includes incorporating an integrative view of instruction, learning and development—emphasizing the connections and relationships between thinking, feeling and action, rather than separating the cognitive dimensions from the affective and moral dimensions. Hence, developing well-rounded students with good skills and good character. This should become the priority. Students need more than good grades to compete successfully in the world. One comprehensive definition of holistic education is described as follows:

Holistic education encompasses a wide range of philosophical orientations and pedagogical practices. Its focus is on wholeness, and it attempts to avoid excluding any significant aspects of the human experience. It is an eclectic and inclusive movement, whose main characteristic is the idea that educational experiences foster a less materialistic and a more spiritual worldview along with more dynamic and holistic views of reality. It also proposes that educational experience promote a more balanced development of—and cultivate the relationship among—the different aspects of the individual (intellectual, physical, spiritual, emotional, social and aesthetic), as well as the relationships between the



individual and other people, the individual and natural environment, the inner-self of students and external world, emotion and reason, different discipline of knowledge and different form of knowing. Holistic education is concerned with life experience, not with narrowly defined "basic skills." (Mahmoudi, Jafari, Nasrabadi, and Liaghatdar, 2011, p.178).

As instructional and administrative leaders in institutions of higher learning, the charge is to ensure that knowledge acquisition, together with personal growth and development, remain a central part of students' education--to create lifelong learners not only possessing higher level academic and literacy skills, but also the development of excellent transferable skills necessary for becoming effective human beings that support preparation for successful integration into the wider society in which they will live as national and international citizens, parents, and professionals. Furthermore, equipping individuals with well-rounded skills necessary for a sustainable future world.

Holistic education and the moral and social aims of higher education has been overshadowed by emphases on instrumental and economic goals of education, including employability skills and preparation for the workforce (Quinlan, 2011). While some of the emphasis on educating the whole child is encouraged at elementary and secondary levels, development of the whole person should continue to be emphasized, particularly at the postsecondary level. This includes emphasis on students' values, attitudes, development of the self, personal and social responsibility, civic responsibility, stewardship, spiritual development, virtue ethics, moral formation and development, responsible judgment, wisdom, service learning, ethical leadership, care and compassion, effective communication and mediation, conflict resolution, global understanding, world citizenship, future sustainability, and more.

Holistic education should not be seen as a technique or method, but rather a paradigm or set of principles that can be applied in diverse ways. Holistic education includes the whole person, the wholeness in community, society, globally and universally. Holistic education also involves the principles of education for development of human potential, honoring students as individuals, education for global citizenship and earth literacy, the development of the spiritual self and more. Holistic education is an approach to pedagogy that can meet the needs of all types of learners and a mechanism and educational framework that prepares and equips future citizens with a level of wisdom and insight leading to compassion, concern, care, and mindfulness, of self, families, communities, society, world, and the planet. Rethinking instruction and learning is imperative toward a more workable framework for preparing future generations in higher education and sustaining the future.



Spiritual Development, Moral, Civic and Character Development

Holistic development also includes development of the human spirit. Higher education institutions should consider giving higher priority to facilitating student's spiritual development which is fundamental to an individual's life. While higher education focuses with new intensity on test scores, grades, the workforce, mass production, and degrees, it has increasingly come to neglect students' "inner" development—the sphere of values and beliefs, emotional maturity, moral development, spirituality, and self-understanding. Spiritual development is fundamental to students' lives (Higher Ed Research Institute, 2011).

Spirituality refers to our inner life. It involves the search for meaning and purpose in life. Connecting mind and spirit is essential to values, the self, a sense of responsibility and more. It is an active quest for answers to life's big questions and spiritual quest; being able to acquire a global worldview that transcends ethnocentrism and egocentrism, a sense of caring and compassion for others, including service to others and a capacity to maintain a sense of calm and centeredness (Higher Ed Research Institute, 2011).

Critical questions raised by students are: Who am I? Why am I in college? What are my most deeply felt values? Do I have a mission or purpose in my life? What kind of person do I want to become? What sort of world do I want to help create? What is my role and place in the universe? When we speak of students' "spiritual quest," we are essentially speaking of their efforts to seek answers to such questions and to find a sense of direction in their lives. (Higher Ed Research Institute, 2011, p.2)

According to the findings from empirical research, students show the greatest spiritual growth during college if they are actively engaged in inner work through self-reflection, contemplation or the practice of meditation. Faculty seldom encourage students to explore spiritual dimensions of the self. For those faculty that do encourage students to explore the spiritual self, findings reveal that these students become more actively involved in spiritual questing. Moreover, exposing students to diverse people, cultures, and ideas through study abroad, interracial and multicultural interaction, interdisciplinary coursework, service learning and other forms of civic engagement contribute significantly to spiritual growth. Finally, providing students with more opportunities to connect with their *inner selves* facilitates their growth in academic and leadership skills, their psychological well-being and their satisfaction with college (Higher Ed Research Institute, 2011).



So few higher education institutions pay attention to students' inner lives, including their emotional, moral and character development. Enhancing students' spiritual growth will contribute to a new generation of citizens who are more caring, globally aware, committed to social justice and more; while enabling them to cope with and respond to the many stresses in life, with a greater sense of balance.

Moral development is described as including matters of values both personal and public. According to Colby, Ehrlich, et al. at the Institute of Communitarian Policy Studies, the term, "morality" is not confined to a specific sphere of life or action, nor is it necessarily tied to religion. They advocate for moral engagement to foster more thoughtful moral reflection and the adoption of viewpoints and commitments that emerge from reasoned consideration. They believe that higher education should encourage and facilitate the development of students' capacities to examine complex situations in which competing values are often at stake, to employ both substantive knowledge and moral reasoning to evaluate the problems and values involved, to develop their own judgments about those issues, and then to act on their judgments (Colby & Ehrlich, 2016).

Civic development includes a range over all social spheres beyond the family, from neighborhoods and local communities to state, national, and cross-national arenas. Political engagement is a particular subset of civic engagement that is required for sustaining American democracy. While the authors indicate they are not promoting a single type of civic or political engagement, they urge that the effective operation of social systems and successful achievement of collective goals demand the time, attention, understanding, and action of all citizens. They believe that institutions of higher education have both the opportunity and obligation to cultivate in their graduates an appreciation for the responsibilities and rewards of civic engagement, in addition to fostering the capacities necessary for thoughtful participation in public discourse and effective participation in social enterprises (Colby & Ehrlich, 2016).

Relative to *character development*, Amore (2016) believes that all educators have a role and responsibility for the development of the whole person. It is essential that students fully understand and embrace the comprehensive development of their character. This is only possible if educators model, teach, and develop the character of those entrusted to their care.

The college years are often the last opportunity to mold students into responsible individuals and leaders of competence and character. Higher education is encouraged to embrace this challenge. It is indicated that institutions of higher learning are equipped to provide students with the necessary character qualities that will enable them to not only perform competently but also direct that competence for the greater good. College may be the last opportunity to mold students into leaders of competence and character.



Some of the critical questions raised are: *Will students leave with a sense of humanity and desire to leave the world better than they found it? Will they have the emotional intelligence to understand and manage their passions and those around them? Will they have the courage and strength to respectfully agree to disagree, to find the common ground, to discover the better way, to create the synergistic solution? Will they perform their duties in a responsible manner and create a confidence in those around them that they are reliable? Will they have a sense of justice and citizenship and treat all people fairly and kindly? When the going gets tough will they have the resilience to stay the course? Will they understand, appreciate and strive for artful excellence? Will they find strength in humility and forgiveness, and opportunity in crisis?*

Ethical Leadership, Care, Humanity and Sustainability

“Educating students for ethical leadership entails transmitting deep reflective critical thinking, in particular—creative, analytical, practical, and wisdom-based ethical skills, as well as a passion for leadership” (Sternberg, 2016, p.5). Colleges and universities desiring to develop ethical leaders should be able to show explicitly how its formal and informal curriculum develop these skills. Ethical leadership is defined by Sternberg as:

How problems are solved and decisions are made based on some kind of code of behavior— that decisions are made and problems solved not just on the basis of what will bring profit, or please shareholders, or even please consumers, but also on the basis of what will be the right thing to do.... The ethical part of leadership is in the process of thinking. It is asking what is the right thing to do and forming a careful chain of reasoning as to how to reach the right course of action, or correct a wrong course of action. (Sternberg, 2016, p.21)

In other words, *what are the steps in the problem-solving and decision-making process to be considered as ethical behavior?* Ethical leadership calls for creative and visionary skills relative to making the world a better place for all citizens, carrying out visionary perspectives and persuading others of its importance. Furthermore, it includes having a set of wisdom-based and ethical skills to ensure that visionary ideas represent a common good (Sternberg, 2016).

Teaching the ethic of care and sustainability leads to the survival of humanity and hopefully the attainment of positive peace for all. It also leads to universal responsibility and the learning of stewardship.

Positive Peace can be thought of as creating an optimal environment in which human potential can flourish. Instilling positive mindsets, norms, beliefs, preferences and promoting positive relationships within society becomes imperative. Positive attitudes influence how people and



groups cooperate in society; and, can both impact and be impacted by the institutions and structures that society creates (Institute for Economics and Peace, 2016).

An international consensus has emerged that achieving sustainable development is essentially a process of learning. Education for sustainable development is an emerging but dynamic concept that encompasses a new vision of education that seeks to empower people of all ages to assume responsibility for creating a sustainable future. Education will shape the world of tomorrow – it is the most effective means that society possesses for confronting the challenges of the future. Education must be a vital part of all efforts to imagine and create new relations among people and to foster greater respect for the needs of humanity and the environment (UNESCO, 2002).

Sustainable development can be seen as a *moral precept* linked with notions of peace, human rights and fairness in addition to environmental concerns of ecology or global warning. Sustainability also can be seen primarily as a matter of culture: “*it is concerned with the values people cherish and with the ways in which we perceive our relationship with others and with the natural world*” (UNESCO, 2002, p.10). There is an interdependent relationship and interconnectedness in society and world. We are reminded that this interdependence means no single social, economic, political or environmental objective should be pursued to the detriment of others. Future leaders need to be prepared to care for and sustain humanity and the world.

A new vision and new paradigm is called for in education in general, and higher education in particular and includes:

A vision that helps students better understand the world in which they live, addressing the complexity and interconnectedness of problems such as poverty, wasteful consumption, environmental degradation, urban decay, population growth, gender inequality, health, conflict and the violation of human rights that threaten our future. This vision of education emphasises a holistic, interdisciplinary approach to developing the knowledge and skills needed for a sustainable future as well as changes in values, behaviour, and lifestyles.
(UNESCO, p. 10)

This call for a new paradigm requires a reorientation of educational systems, policies and practices in order to empower everyone, young and old, to make decisions and act in culturally appropriate and locally relevant ways to redress the problems that threaten our common future. In this way, people of all ages can become empowered to develop and evaluate alternative visions of a sustainable future and to fulfill these visions through working creatively with others. Toward these goals, instructional leaders are called on to promote some of the following:



- *Place an ethic for living sustainably, based upon principles of social justice, democracy, peace and ecological integrity, at the centre of society's concerns;*
- *Encourage a meeting of disciplines, a linking of knowledge and of expertise, to create understandings that are more integrated and contextualized;*
- *Encourage lifelong learning, starting at the beginning of life and grounded in life — one based on a passion for a radical transformation of the moral character of society;*
- *Develop to the maximum the potential of all human beings throughout their lives so that they can achieve self-fulfilment and full self-expression with the collective achievement of a viable future;*
- *Value aesthetics, the creative use of the imagination, an openness to risk and flexibility, and a willingness to explore new options;*
- *Encourage new alliances between the State and civil society in promoting citizens' emancipation and the practice of democratic principles;*
- *Mobilize society in a concerted effort so as to eliminate poverty and all forms of violence and injustice;*
- *Encourage a commitment to the values for peace in such a way as to promote the creation of new lifestyles and living patterns;*
- *Identify and pursue new human projects in the context of local sustainability within a planetary consciousness and a personal and communal awareness of global responsibility; and,*
- *Create realistic hope in which the possibility of change and the real desire for change are accompanied by a concerted, active participation in change, at the appropriate time, in favour of a sustainable future for all.*

These responsibilities emphasize the key roles educators can play as agents of change. *There are over 60 million teachers in the world – and each individual educator is a key agent for bringing about the changes in lifestyles and systems that we need.*

It is believed that *ethical values* are the principal factor in social cohesion, as well as the most effective agent of change and transformation. Care, humanity and sustainability will ultimately depend on changes in values, behaviour and lifestyles. These are changes which will need to be motivated by a shift in values and rooted in the cultural and moral precepts upon which behaviour is based. *Without change of this kind, even the most enlightened legislation, the cleanest technology, the most sophisticated research will not succeed in steering society towards the long-term goal of sustainability.* (UNESCO, World Summit on Sustainable Development, Paris, France, 2002)

Critical Questions

Some critical questions to be addressed at the upcoming conference and through this call are:

- *What is meant by 'developing the whole student' and how might this general aim fit within the current higher education context?*



- *What constitutes the development of a well-rounded student learning experience?*
- *To what extent does a college/university experience influence students' holistic development?*
- *How can a holistic student experience be created and led in higher education? What are the models that currently exist? What are the proposals for new paradigms?*
- *What are the innovative models that are being envisioned, proposed, created or implemented?*
- *What instructional, student services, administrative leadership and support services is required?*
- *What educational activities and instructional learning would support this type of development?*
- *How do we prepare current and future leaders to be authentic, ethical, principled-centered, and people-focused leaders of change?*
- *How do we develop and inculcate future leaders who are capable, prepared and equipped to demonstrate leadership and citizenship characteristics displaying, care, compassion, wisdom and stewardship of humanity, the world and planet, for future sustainability of civilization?*

Audience

This 2017 ECCSSA conference is open to all interested individuals who are interested in participating in the dialogue relative to our conference theme; and, specifically to some of the following targeted audiences:

- *Instructional and Administrative Leaders* in higher education.
- *Leadership Practitioners* across sectors--business, government, NGOs and non-profits.
- *Leadership Educators* in related professional and corporate institutions.
- *Scholars and Researchers* conducting empirical and applied investigation.
- *Undergraduate and Graduate Student Leaders* from all disciplines.

ECCSSA calls for proposals from instructional leaders, administrators and visionary scholars developing, proposing or implementing innovative models in the core areas of focus as outlined in this conference overview. We seek proposals that are empirically sound, scholarly, and based in science. This includes: frameworks for interdisciplinary and multidisciplinary collaboration in all environments; the creation of adequate mechanisms and strategies for developing new and innovative models for instructional leadership and learning in higher education.

We invite you to join us for the 2017 conference and share your thinking, perspectives, research and vision. We invite instructional and administrative leaders from all disciplines as well as: social and behavioral scientists; instructional designers in face-to-face, hybrid and online environments; leadership development programs; other related professionals and educators in corporate, NGOs, non-profits, research institutes; student affairs professionals; student leaders; and, interested graduate and undergraduate students.



ECCSSA calls for submission of proposals for presentation of theory, research, applied practice, existing programs, models for implementation and development, policy formulation and more. Conference presentation formats include individual, collaborative projects, panel discussions, and posters. Proposals will also be accepted for special pre- and post-conference sessions.

Special Call for Student Poster Presentations and Papers

ECCSSA historically has been an organization that supports student scholarship. We strongly recommend Association members and teaching faculty to encourage student participation in the conference.

We encourage graduate and undergraduate student submission of poster presentations and papers. Poster presentations will remain on display through the duration of the conference and students are asked to be present at their poster during morning breakfast and lunch. Guidelines for student and faculty papers and poster presentations can be found on the ECCSSA website at: www.eccssa.org.

References

- Amore, G. (2016). The importance of character development at the university level. Online: www.character.org.
- Colby, A. and Ehrlich, T. (2016). Undergraduate education and the development of moral and civic responsibility. The Carnegie Foundation for the Advancement of Teaching. Online: <https://www.gwu.edu/~ccps/Colby.html>.
- Higher Education Research Institute. (2011). *Attending to students' inner lives: A call to higher education*. Graduate School of Education and Information Studies, University of California, Los Angeles.
- Mahmoudi, S., Jafari, E., Nasrabadi, H., & Liaghatdar, M. (2012). Holistic education: An approach for 21st Century. *International Education Studies*, 5(2), 178-186. Online: www.ccsenet.org/ies.
- Quinlan, K. M. (2011). *Developing the whole student: leading higher education initiatives that integrate mind and heart*. University of Oxford: Oxford Learning Institute, Leadership Foundation for Higher Education.
- Sternberg, Robert. (2016). *What universities can be: A model for preparing students for active concerned citizenship and ethical leadership* (ACCEL). New York: Cornell University.
- UNESCO. (2002). *Education for sustainability from Rio to Johannesburg: Lessons learnt from a decade of commitment*. World Summit on Sustainable Development, Paris, 2002.



Suggested Themes

Historical & Philosophical Perspectives

Revisiting the goals and purposes of education

New Models

New Paradigms

Teaching, Learning, Strategies & Models

Teaching for Responsibility

The Importance of Reason

Teaching for Understanding

Teaching Logic

Positive Psychology

The Science of Happiness and Wellbeing

Emotional Intelligence & Development

Love

Spiritual Development

Developing the Moral Person

Teaching Compassion

Moral Intelligence and Character Development

Personal Development

Teaching Mindfulness

The Role of Contemplation

Adaptive Competence

Entrepreneurship Education

Environmental Education

Collaborative Teaching Models

~Learning~

Perception and Concepts of Self

The Science of Altruism

Developing Positive Attributes

Developing Inner Values

Perspective Taking

Self-Efficacy

Transformative Learning

Consciousness Based Learning



Discovering the Self
Developing Inner Power
Development of Human Potential
The Science of Happiness
Service Learning
Teaching Meditation & Mindfulness
Perspectives on Mind, Self and Others
Theory of Mind
Altruism and Prosocial Behavior
Teaching Tolerance
Teaching Across Developmental Domains
Peace Psychology
Conflict Mediation and Resolution
Implicit Bias
Educating About the Origins of Race
Strategies for Promoting Positive Peace
Values Clarification
Strategies for Flourishing
Expanding Awareness

Leadership

Balancing Power and Care
Building Power and Care in Organizations
Instructional Leadership
Instructional Design
Ethical Leadership
Regaining Humanity
Organizational Change
Strengthening Community & Character
Models of Institutional Change
Cultivating Student Leaders

Global Humanity

Developing World Citizens
Developing Global Leaders
Study Abroad
Building Global Skills
Sustainability
Vision of Humanity
The Power of Art in Changing Worldviews



The Power of Art as Language
Personal Commitment and Global Responsibility
Educating About the Origins of Race
Strategies for Promoting Positive Peace
Emotional and Spiritual Transformation for Humanity
Environmental Psychology
Environmental Science
Collective Responsibility
Developing Global Compassion
Infrastructure for Peace
Connectedness to the world
The Need for a Spiritual Revolution
Environmental Psychology and Environmental Science
Collective Responsibility
Applied, Historical, Philosophical, Empirical Studies