



2019 45th Annual Conference Roundtable
East Coast Colleges Social Science Association

Rethinking Leadership and Transforming Academia

CALL FOR PAPERS, RESEARCH AND PROPOSALS!

5 Rounds for Submission and Selection of Proposals until Filled to Capacity, with Due Dates on: October 30, November 30, December 30, 2018 and January 30 and February 28, 2019.



***From Knowledge to Wisdom--Equipping Individuals
with Sustenance for Life: The Role of Academia***

*~Defining Roles for the Humanities, Behavioral, Social and Natural Sciences,
and Administrative Leadership~*

April 5-6, 2019

Center for Innovative Technology
2214 Rock Hill Road, Briefing Room
Herndon, VA 20170

(Washington DC Metropolitan Area, Adjacent to Washington Dulles International Airport)

Call for Papers-ECCSSA 2019 Conference Roundtable-April 5-6, 2019

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Conference Background and Overview

For two centuries or so, academia has been in pursuit of knowledge and technological know-how. This has enormously increased our power to act which has brought us both all the great benefits of the modern world and the crises we now face. Modern science and technology have made possible modern industry and agriculture, the explosive growth of the world's population, global warming, modern armaments and the lethal character of modern warfare, destruction of natural habitats and rapid extinction of species, immense inequalities of wealth and power across the globe, pollution of earth, sea and air, even the AIDs epidemic (being spread by modern travel). All these global problems have arisen because some of us have acquired unprecedented powers to act without acquiring the capacity to act wisely. We urgently need to bring about a revolution in [colleges and] universities so that the basic intellectual aim becomes, not knowledge merely, but rather wisdom--wisdom being the capacity to realize what is of value in life, for oneself and others, thus including knowledge and technological know-how, but much else besides. ~Nicholas Maxwell, 2013, p. 77~

The ECCSSA 2019 conference theme is devoted to an exploration of the call to the academy of science and institutions of higher learning to change or redirect its focus to merging knowledge with wisdom. There is a growing belief that *wisdom as the sustenance for life* should be the central core of education in the development of human potential. Some leading proponents are calling for a more balanced and practical approach to developing human potential with a focus not only on building knowledge and technology, but also addressing the problems of living (e.g. poverty, ill health, injustice, deprivation, and more) and how to solve those problems. In addition, there is a need to emphasize the importance of civic responsibility and acting wisely for self, family, society, nation and world. Two central questions leading to the development of this conference theme are: 1) how and why did we get to valuing knowledge over wisdom? and 2) how and why did science and the academy shift in valuing knowledge over wisdom?

It has been noted that a shift back to a focus on wisdom as the aim might lead to a more enlightened and wise society. Such a shift could have a dramatic impact on institutions of higher learning and change the relationships of and between academic disciplines. Most importantly, a shift to include a wisdom-focused aim would lead to a more holistic approach to education and development that many have been calling for over the decades.

According to one of the leading proponents of this movement, Nicholas Maxwell, he points to the need for a revolution in science and education for intellectual and humanitarian reasons. He believes that focusing primarily on the pursuit of knowledge is not the best ideal for helping humanity realize what is of value in life. The current focus on knowledge-inquiry versus wisdom-inquiry has resulted in the creation of current global problems and the incapacity to deal with them effectively and humanely. We can add to this delineation of problems evidence of human behaviors, worldwide, in terms of suffering, aggression, rising conflicts, violence, mental illness, wars, racial hatred, divisiveness, lack of civic engagement, and more. A new kind of inquiry is needed—inquiry that is rationally devoted to improving the quality of human development and human life and the personal, social and

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global problems of living. Per Maxwell, this would mean helping humanity make progress towards creating “*as good a world as possible*” (Maxwell, 2013).

Moving Toward Wisdom--Creating an Enlightened, Wiser and More Civilized World

*Wisdom, or sapience is the ability to think and act using knowledge,
experience, understanding, common sense and insight.* Merriam-Webster

In the 2017 conference, ECCSSA’s dialogue was centered on education for holistic development, ethical leadership and sustainability. It was concluded from research and discussion that if the world is to be sustained, we should be educating and preparing individuals holistically, so that they understand the meaning of character, relationships, responsibility and stewardship. These are important qualities for sustaining a nation of people and the world. Current educational models are inadequate in developing the whole person not to mention cultivating or laying the groundwork for the ability to become wise. Much of education seems factory-laden with a *one model fits all* motto and is work-driven. As a result, we are producing masses of programmed individuals with standards of learning and other mechanized techniques. This is not adequate or enough to help people move toward becoming wise. As a result, many individuals are ill-equipped with sufficient or adequate skills to become effective citizens, parents, professionals and leaders of tomorrow, with care and responsibility. Some researchers and policy analysts share this view and are calling for reforms in our philosophy and approach in higher education toward a more balanced approach of acquiring knowledge and technology literacy combined with the acquisition of understanding and wisdom.

As cited in the 2018 ECCSSA commentary, a stimulus paper developed by the Oxford Learning Institute at the University of Oxford outlined the importance of the kind of learning and development deemed important in higher education:

In addition to influencing students’ knowledge base, thinking abilities and skills, higher education offers the opportunity to promote other aspects of students’ growth as people. Higher education has an important role in shaping our future society because today’s [college and] university students will be tomorrow’s doctors, engineers, business managers, teachers, faith leaders, politicians, citizens, activists, parents and neighbors. While they need to be able to demonstrate key skills and knowledge to enact those roles effectively, they must also demonstrate personal and social responsibility in carrying them out. A focus on holistic student development may be particularly timely in addressing the current challenges the sector and society faces. (Quinlan, 2011, p. 2)

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The idea of education for holistic development encompasses not only learning academic knowledge and skills, but also developing other aspects of individuals who strive to become productive citizens and good human beings. This means going beyond knowledge and skills to include growing and maturing, emotionally, spiritually and morally, as well as developing well-rounded individuals with good skills and good character. These characteristics should become a priority. Hence, the goals of education should be rooted in a larger vision according to Maxwell (2013)—promoting human welfare by intellectual means. We should be helping individuals who come through the halls of academia become wiser, enlightened and more civilized beings. This is an evolutionary process that could begin at the start of education and development. Therefore, the critical questions to be addressed toward these goals are:

- *What kind of inquiry can best help us make progress toward a more civilized world? And,*
- *What are the models currently being implemented, discussed or planned, globally, as steps toward transforming institutions to include wisdom-inquiry into education and development?* (Maxwell, 2013, p. 101).

A basic task of academia would be to help humanity learn how to become more civically engaged, have meaningful and constructive dialogue, resolve its conflicts and everyday problems with proposals for action and solutions, potential policies, as well as claims to knowledge in just, cooperative and rational ways. The ultimate goal is to create evolved human beings and a better world. ECCSSA hopes that the above major questions will be at the core of the discussions at the upcoming 2019 conference.

Role of the Academic Disciplines

Nicholas Maxwell has been in the forefront for more than 30 years espousing his philosophical theory of the importance of institutions of higher learning doing more and adding *wisdom-inquiry* to its knowledge and technological base. He has been instrumental in carefully examining the academic disciplines and recommending ways discipline groups can incorporate wisdom-based inquiry into their instructional programs. Such incorporation would change the way disciplines operate and allow for more interdisciplinary, multidisciplinary and crossdisciplinary collaboration. Highlighted below is a brief summary of the role of the disciplines per Maxwell and others.

- ***Economics, Political Science and Sociology:*** *These disciplines are not sciences but have a fundamental role to improve knowledge about social phenomena. They should articulate the problems of living, propose and critically assess possible solutions, actions, policies and wiser ways of living. These disciplines can promote the rational and cooperative ways of tackling and resolving problems and enhancing empathic and personal understanding between peoples as something of value in its own right. Acquiring knowledge of social phenomena is subordinate to the above.*
- ***Politics:*** *Cannot be taught by knowledge-inquiry and becomes central to wisdom-inquiry. Political creeds and actions should be subjected to imaginative and critical scrutiny.*

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- **National and Global Governance:** *Every university system needs to include a national shadow government, perhaps virtually, free of the constraints of power and to reflect what the actual government should be doing. The hope is that the virtual and actual government would learn from each other. This would include a virtual world government and what an actual elected world government should be doing, if it existed. This would include a plan for how the actual world government would be elected, democratically.*
- **Natural Sciences:** *Should include three levels of discussion —evidence, theory and research aims. Discussion of aims should bring together scientific, metaphysical and evaluative data to discover the most realistic research aims. The natural sciences need to influence and be influenced by problems of living undertaken by social inquiry, the humanities and the public.*
- **Science:** *Changes in science need to occur in the aims, priorities and character of pure science and scholarship. Science should reflect the curiosity, the seeing and searching, the knowing and understanding of individual persons that ultimately matters, with the more impersonal, esoteric and purely intellectual aspects of science being a means to this end. The social inquiry aspect of science should have as an intellectual priority the promotion of empathic understanding and enable people to flourish.*
- **Mathematics:** *There need to be changes in the way mathematics is understood, pursued, conveyed and taught. Per Maxwell, mathematics is not a branch of knowledge. Mathematics is concerned with exploring problematic possibilities, and developing, systematizing and unifying problem-solving methods. Further, ECCSSA believes that the practical and real-world usefulness of some aspects of mathematics should be described.*
- **Literature:** *This discipline should explore imaginatively some of the most profound problems of living and contribute to empathic and personal understanding of life and such problems by allowing the individual to enter imaginatively into the lives of others.*
- **Philosophy:** *Should focus on those problems that cut across all disciplinary boundaries. Maxwell believes that philosophy should become again what it was initially during the time of Socrates —the attempt to devote reason to the growth of wisdom in life.*
- **Education:** *There should be seminars devoted to the cooperative, imaginative and critical discussion and reflections of problems of living at all levels of education beginning at the kindergarten level. Moreover, ECCSSA believes that education should pay more attention to developing inner human qualities and inner values or education of the heart.*

Disciplines that are not discussed by Maxwell are outlined by ECCSSA as delineated below.

- **The Behavioral and Psychological Sciences:** *Has always played a critical role in developing the wise person, correcting psychopathology and more, through cognitive and developmental science and behavioral therapy. The behavioral sciences and psychology have played a critical role in attempting to understand the complexity of the human psyche and the needs and flaws of individuals, singularly, in family units and collectively at all levels of development. As the field today becomes increasingly specialized, some of the interdisciplinary foci and thrusts emphasizing wisdom-inquiry have been lost, with largely mechanized and standardized strategies in some regions of the nation and world. Psychological Science should continue to unravel the complexities of the human psyche. There is a need to*

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focus on the cognitive and psychosocial domains to include spiritual development, mindfulness, perception, compassion, empathy, and emotional hygiene and development.

- **Anthropology:** *Has run a close second to the field of psychology in understanding the origins, evolution and nature of human beings from every aspect to the current times. Anthropology should continue to work in partnership with psychology and across disciplines in understanding human behavior, culture and problems in living.*
- **Civic Education:** *Civic development includes a range over all social spheres beyond the family, from neighborhoods and local communities to state, national, cross-national and global arenas. The effective operation of social systems and successful achievement of collective goals demand the time, attention, understanding, and action of all citizens. 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).*
- **History:** *The role of historians is to record the evolution, changes, trends, patterns, characteristics and rationale of the transformations occurring in education in general and higher education. There seems to be a dearth of attention to the historical accounting and analysis of the origin, shifts and transformations.*

The delineation above begins to define the role of academia and the disciplines toward a model of academic inquiry that includes wisdom-inquiry. Such a model would demonstrate how academic inquiry is related to the rest of the human world and how it needs to change dramatically. Academic inquiry should be communicating with, sharing and learning from, teaching and arguing with their colleagues and the rest of society and the world to promote cooperative rationality and social wisdom. Interdisciplinary, multidisciplinary and crossdisciplinary approaches should be encouraged.

Emerging Issues, Research and Revolutionary Models

ECCSSA calls for proposals, research, papers and models that are emerging, being envisioned or moving toward incorporating a wisdom-inquiry component in higher education and related programs and institutions. Many such emerging models have been identified in the UK and US and will be discussed and presented at the 2019 conference. We call for an exploration of other revolutionary and innovative models and thinking on the subject.

ECCSSA looks forward to dialogue on how institutions of higher learning can address the issue of the need for including a wisdom-inquiry component to the knowledge- and technology-based curricula and education model currently being practiced. Emerging and new models will require major transformations in academia at all levels and particularly in higher education.

The ECCSSA 2019 conference calls for dialogue toward this end and supports the call for educating citizens to become wise toward creating a more effective and civilized world. ECCSSA agrees with Maxwell and others on the

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urgent need to bring about a scientific revolution in education to promote the importance of incorporating wisdom-inquiry into academic and technological inquiry. Per Maxwell,

Our only hope of solving our problems successfully lies in tackling them democratically. This ... requires that a majority of people on earth have a good understanding of what our problems are, and what we need to do about them. Democratically elected governments are unlikely to be able to do what is required if the people who elect them do not understand what our problems are, and what we need to do to resolve them. This requires that we have in existence institutions of learning rationally devoted to helping humanity come to understand what our problems are and what needs to be done to solve them. (Maxwell, 2013, p. 105)

In summary, Maxwell and others believe that we do not have this at present, but rather institutions of learning devoted solely to the pursuit of knowledge and technological know-how, which leads to the root cause of the national and global problems that currently exist. Such a transformation in higher education, per Maxwell, will be similar to the Renaissance, the Enlightenment and a scientific revolution. The outcome will be institutions of learning that help us realize what is of value in life. This model would need the support and cooperation of all—scientists, scholars, students, research councils, university administrators, chancellors and vice chancellors, teachers, the media, the general public and the global community.

ECCSSA invites you to join us in dialogue at this conference roundtable. This is an open invitation to representatives from all disciplines and every aspect of higher education and related areas/ We encourage undergraduate and graduate student participation, joint faculty-student collaboration and team or group projects and presentations. Conference presentation formats include individual, collaborative projects, panel discussions and posters. Proposals will also be accepted for special pre- and post-conference sessions.

References

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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.

Special Call for Student Posters and Papers

ECCSSA traditionally and 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 throughout the duration of the conference. Those submitting posters are asked to be present at their poster during breakfast and lunch. Guidelines for student and faculty papers and poster presentations can be found on the ECCSSA website at: www.eccssa.org.

A Note on the Roundtable Format

A select group of presenters will gather for two days to present their work and to discuss the work of other presenters. All participants will gather in the same room to hear each presentation. Therefore, it is imperative that all presenters be in attendance for both days of the roundtable.



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Conference Themes by Critical Questions and Potential Topics

Historical Perspectives from Past to Present

Critical Questions:

- ~How and why did we shift to valuing knowledge over wisdom?*
- ~What has been the history and role of education?*
 - ~What is the purpose of education?*
- ~What have been the principal crises in higher education over the past two hundred years?*
- ~How have these crises affected the mission and purpose of learning in higher education?*
 - ~How has this history affected current thinking and challenges?*
- ~What motivates people today to pursue educational advancement?*
 - ~Why do students pursue higher education?*
 - ~Why is higher education promoted?*

Related Sub-Themes and Topics:

- Original Purpose and Role of Education
- Transitions in Education
- History of Valuing Knowledge over Wisdom
- How and Why Disciplines Shifted
- Motives for Education in the 21st Century
- Competing Values of What Constitutes a Good Life
- Other Related Topics

From Knowledge to Wisdom: Explanations, Rationale and Implications

Critical Questions:

- ~What is the background, history and rationale for valuing knowledge over wisdom?*
- ~How and why did science and the academy shift in valuing knowledge over wisdom?*
 - ~What kind of inquiry best helps us make progress toward a more civilized world?*
- ~What is the importance of education in developing the whole individual for wisdom and enlightenment?*
- ~What changes in higher education leadership models have contributed to the move away from wisdom to knowledge?*
 - ~How have the business model and the economy influenced changes in higher education?*
 - ~What are the aims and motives for education in the 21st century?*
- ~Can we use new models, technology and a new vocabulary toward a transition to holistic educational practice?*
 - ~What are the needs and perspectives of students about acquiring knowledge over wisdom and development of the whole self?*
 - ~Do students find the knowledge-focused model in higher education less appealing?*
 - ~How do we create a philosophy and mindset where a multifaceted education is valued?*
- ~How can we assist individuals and society in changing their conceptual framework about what education should be?*

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~How can universities help create a wiser world?

Related Sub-Themes and Topics:

From Wisdom to Knowledge: Explanations and Implications of Skilled-based Education
From Knowledge to Wisdom
Knowledge-Inquiry vs. Wisdom-Inquiry
Wisdom Inquiry
Science and Pursuit of Wisdom
Crisis of Science without Wisdom
Wisdom in Colleges and Universities
Cultivating Wisdom in the Developing Student
The Role of Higher Education in Creating a Wiser World
How Wisdom Inquiry Helps Solve Global Problems
The Friends of Wisdom Association
Other Related Topics

Role of Academic Disciplines

Critical Questions:

- ~How and why did the disciplines shift from wisdom to knowledge?*
- ~What is the role of the academic disciplines in assisting with the transformations in higher education to the proposed model?*
- ~How do the disciplines need to be transformed and conducted to put aim-oriented rationality into practice?*
- ~How can academic disciplines apply knowledge and make more relevant to shape human development?*

Related Sub-Themes and Topics:

Role of Academic Disciplines in Establishing Educational Priorities:
Behavioral Sciences, Social Sciences, Humanities, Natural Sciences and Other Related Disciplines
Recommendations for Transformations in Social Inquiry in Academic Disciplines
Other Related Topics

Importance of Civic Education and Engagement

Critical Questions:

- ~How are institutions cultivating individuals to appreciate the importance of civic engagement?*
- ~How are institutions cultivating individuals to appreciate the responsibilities and rewards of civic engagement?*
- ~How are institutions fostering in individuals the capacity necessary for thoughtful participation in public discourse and effective participation in social enterprises?*

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Related Sub-Themes and Topics:

Civic Development
Social Spheres beyond Family
Political Engagement
Education for Engagement in Civic and Public Life
Character Development
Leaders of Competence
Ethical Leadership
Other Related Topics

Emerging, New and Futuristic Models

Critical Questions:

- ~What changes and transformations occurring in the last two decades indicate a shift toward wisdom-inquiry educational models?*
- ~What is the academic framework needed to support this model?*
- ~What current, envisioned and emerging models exist?*
- ~Can we use new models and technologies to move us back to holistic educational practice?*
- ~How can we move to models of lifelong learning that are inclusive of all academic disciplines?*
- ~How can we combine knowledge, wisdom, creativity, analytical, practical, and ethical skills into future educational models?*

Related Sub-Themes and Topics:

New Educational Models for Building Depth, Breadth and Character
Interdisciplinary, Multidisciplinary and Crossdisciplinary Models
Departments, Institutions, Research Centers with focused Attention on Pertinent Issues
(Social Policy, Environment, Social Justice, Economic Inequalities, Medical and Global Health, Intercultural, Governance, Public Policy, Flourishing and Human Wellbeing, Sustainability, Civility, Wisdom and Enlightenment, Raising Human Awareness and Consciousness)
Other Related Topics

Role of Leadership

Critical Questions:

- ~What is the role and responsibility of leadership in establishing priorities for development of human potential?*
- ~What is the role of leadership in fostering imaginative, critical and intellectually responsible debate and discussion toward this end?*
- ~What is the role and responsibility of leadership as stewards of human development to promote wisdom and what is of value in life and progress toward the making of as good a world as possible?*

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~How can academics and leadership help our social world put the proposed model into practice in the interest of people achieving what is of value in life?

Related Sub-Themes and Topics:

Role of Leadership in Establishing Holistic Educational Priorities
(higher education leaders, community leaders, civic leaders, political leaders, world leaders, research institutes)

Factors Affecting Academic Leaders' Decision-Making

Current and Future Directions in Higher Education and Leadership

The Leaders Role in Engaging and Dialoguing with Community

The Leader's Role in Stewardship

Changing the Mindset and Language of Leaders

Other Related Topics

Policy Implications and Future Directions in Research

Critical Questions:

~What should be the aim of education to ensure the contribution of enrichment of human life in the best possible way?

~What reforms are necessary to transform into a wisdom-inquiry education and development model?

~How do we put wisdom-inquiry into practice in schools, colleges and universities?

~How do we change the current model and paradigm?

~How can the relationship be transformed between higher education institutions and the social world to promote public understanding of what needs to be done to create a better, wiser society?

~How do we educate and train leaders to guide the transformations necessary?

~What education, research and public policy changes would be necessary to move toward an informed and wise society that can flourish and grow?

Related Sub-Themes and Topics:

The Need for Professional Development

Empirically-based Research Strategies and Design Models

for Incorporating Wisdom-Inquiry

Methods for Measuring Value Outcomes

Policy and Political Implications

Policies for a Wiser World

Other Related Topics

Global Collaboration and Implications

Critical Questions:

What are the global implications of this model?

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*How can wisdom-inquiry have an impact on our capacity to solve global problems?
How do we prepare students for global citizenship?
What is the role of higher education in building a world community?
How are colleges and universities building global partnerships?
Why is it important for higher education institutions worldwide to pursue this model?*

Related Sub Themes and Topics:

Global Implications of Moving from a Knowledge- to Wisdom-Based Educational Model
Progress toward a World of Peace, Justice, Democracy and Sustainable Prosperity
Models for Global Exchange, Partnerships and Collaboration
Developing World Citizens and Leaders
Other Related Topics



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