CULTIVATING THE LEADERSHIP OF LEARNING

The Contextualization of Leadership—Teaching Faculty as Leaders in Instruction, Knowledge, Innovation, Leadership and Transformation

Rosalyn M. King, Chair , Board of Directors

April 6 & 7, 2018

Center for Innovative Technology, Herndon, Virginia-9am to 6pm

Welcome to ECCSSA 2018!

Overview of Our Mission:

➢ To promote interest in the study and teaching of the Social and Behavioral Sciences - and all modifications or combinations of subjects whose content as well as aim is predominantly social or related to the mission of the Association.

➢ To promote the study of problems of teaching in the social and behavioral sciences to the best advantages of students in higher education.

➢ To encourage research, experimentation and investigation in the field of the social and behavioral sciences.

➢ To hold public discussions and programs, sponsor the publication of desirable publications, articles, reports, and surveys; and, to integrate the efforts and activities of its members and their cooperative activities with others interested in the advancement of education in the social and behavioral sciences.

➢ To cooperate with similar organizations in ventures to achieve these purposes.

ECCSSA Themes Over the Past Decade

Year	Theme
2004	The Search for Security in a World in Conflict
2005	Advancing the Social Sciences in the Information Age
2006	Global Issues and the Challenge of Building a World Community
2007	Tolerance and Humanity
2008	The Changing Role of the Social Sciences in a Global World
2009	Visions for Creating a Sustainable Future and Transformational Change for a Collective World at Peace
2010	Cultivating Interdisciplinary Collaboration, Creativity and Innovation
2011	The National and Global Impacts of Economic Collapse
2012	The Great Renewal for Rebuilding Our Nation-Visions and Challenges
2013	The Way of Return: Ushering in the Renaissance of the 21st Century--Models for Teaching, Leadership and Creativity
2014	New Frontiers: Models for Redesign in the Social and Behavioral Sciences
2015	Education for Mobilization and Action: Leading Transformational Change
2016	Rethinking Leadership in Higher Education: Visions, Models, Expansion, Inclusion, Development, and Transformation
2017	The Future of Instruction, Learning and Leadership: Education for Holistic Development, Ethical Leadership and Sustainability

Overall Goal of Roundtable

- *Meaningful dialogue.*

- *Discovery of roles as social scientists, great thinkers, innovators.*

- *Identification and redesign of paradigms no longer working. Includes theoretical frameworks, models, strategies and programs.*

- *Identification and discussion of new models and new constructs.*

ECCSSA
East Coast Colleges
Social Science Association

2018 Conference Overview

- ECCSSA 2018 calls for cultivation of the leadership of learning. The primary focus is on instructional faculty who perform most of the daily interactions with students as the leaders of learning.

- The conference also aims to put leadership into context with a focal point on the core of the leadership pool—teaching faculty.

Faculty as Leaders: Background

"Faculty need to regain their voice and power as leaders. From a historical perspective, American universities were led mainly by their faculties. They viewed intellectual production and pedagogy as the core mission of higher education. This has changed over the last 2 decades where outside administrators are setting the educational agenda."

Ginsberg calls for teaching faculty to assume their proper role as leaders of learning and in all aspects of higher education life.

Ginsberg, Benjamin. (2011). **The Fall of the Faculty: The Rise of the All-Administrative University and Why It Matters.** (Oxford England: Oxford University Press).

Faculty as Leaders: Background

There is a gap between subcultures that value leadership in learning and teaching, mentoring colleagues and students, and celebrating everyday teaching achievements; fostering the scholarship of teaching; and cultures that fail to clarify metrics or offer clear incentives and rewards.

It is necessary to bridge this gap by fostering urgent cultural change that supports academics to build their leadership in teaching to provide quality experiences for students and contribute to societal expectations of higher education.
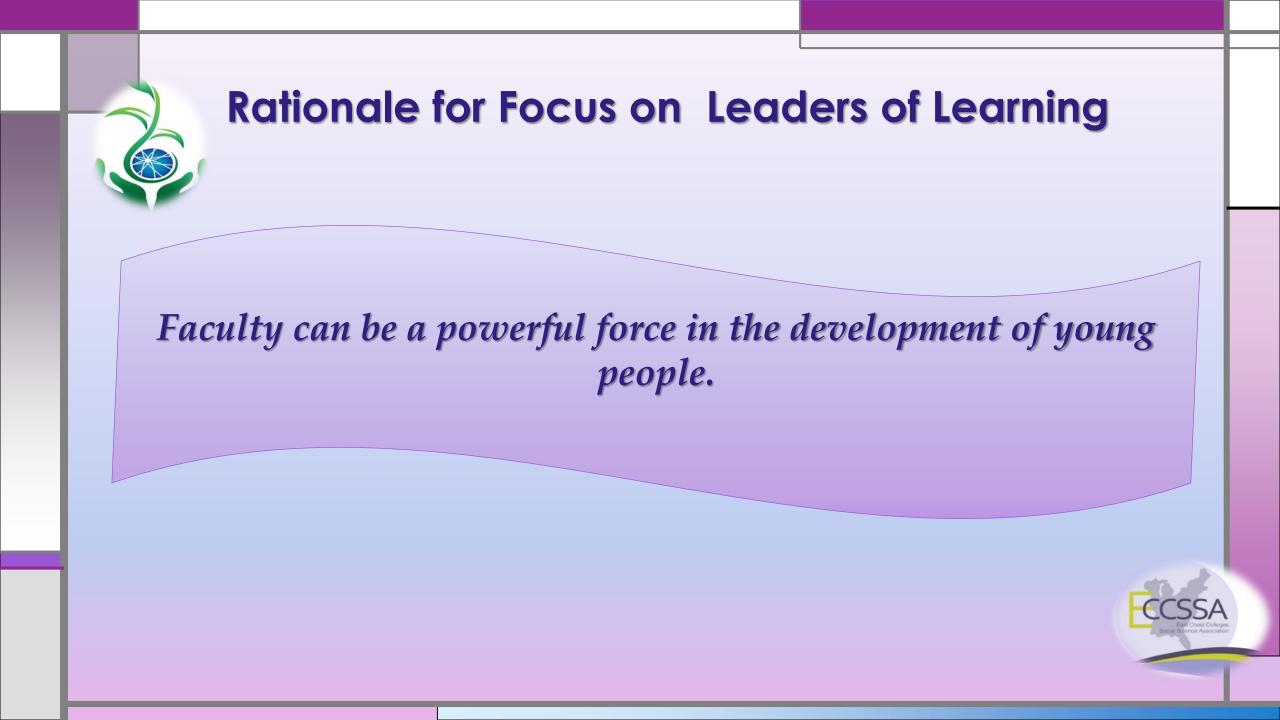
~Hofmeyer, 2015, P. 188~

Teaching Faculty are Leaders in Their Own Right!

Rationale for 2018 Conference Theme—
Cultivating the Leadership of Learning

Rationale for Focus on Leaders of Learning

Faculty can be a powerful force in the development of young people.

Rationale for Focus on Leaders of Learning

➢ There is a different category of leadership that seems to be more effective and dynamic than transformational leadership, per research. These would be the *knowledge-based academic and instructional leaders.*

➢ *Based on 27 Empirical Studies:*

"This correlation between leadership dimensions and enhanced student outcomes had the strongest effect for leaders promoting and directly participating in formal and informal teacher learning and development alongside teachers (mean effect size .84)" (Robinson, et al., 2008 as cited in Quinlan, 2011, p. 16).

Rationale for Focus on Leaders of Learning

The more leaders focus their relationships, work and learning on the core business of teaching and learning, the greater their influence on student outcomes.

The leadership of learning needs to be more carefully examined and the construct of leadership needs to be contextualized.

"Leaders need to pay attention both to modeling meaningful lives through a focus on people and relationships and creating an intentional culture rooted in self-reflection and ethical action (i.e., transformative leadership), which has an indirect effect on students through teachers" (Quinlan, 2011, p.17).

Leadership should be contextualized with consideration of the question: leadership of what for what? An analysis of the research suggests that these leadership processes may occur at a variety of levels and locations in higher education institutions.

Rationale for Focus on Leaders of Learning

College and university faculty are in a position to provide the kind of leadership that could transform their institutions toward greater "community, cooperation, and harmony." (Astin & Astin, 2007, p.. 32)

Faculty are indeed the stewards of our institutions of higher learning, in part because they tend to have the greatest longevity: the average faculty member spends between 30 and 40 years as a member of the academic profession. (Astin & Astin, 2007, p.. 32)

Teaching Faculty in higher education are the core of the leadership pool in higher educational institutions.

Faculty as leaders serve as agents of societal transformation.

The Misunderstanding about Leadership—

Leaders are Everywhere!

"At issue is our understanding of leadership itself. Most of us hold the deep-seated assumptions that leaders must have appointments and titles that formalize their leadership and officially confirm their knowledge, traits, and competencies. Our analogy of leader as hero tends to package superior judgment and knowledge with superior authority and power"
(Donaldson, 2007, p. 26).

What is Leadership?

World Economic Forum

A leader is focused on serving other people in a way that other human beings begin to unfold their true talents and capacities. It is by one's way of being as to how the leader inspires other people to be their best. A leader becomes such by the beauty of his or her intention and commitment expressed in resolved action.

World Economic Forum. (2012). New Models of Leadership. (Online: http://reports.weforum.org/global-agenda-council-on-new-models-of-leadership/#

What is Leadership?

- **According to psychological scientists:**

Leadership is about shaping beliefs, desires, and priorities. It is about achieving influence, not securing compliance.

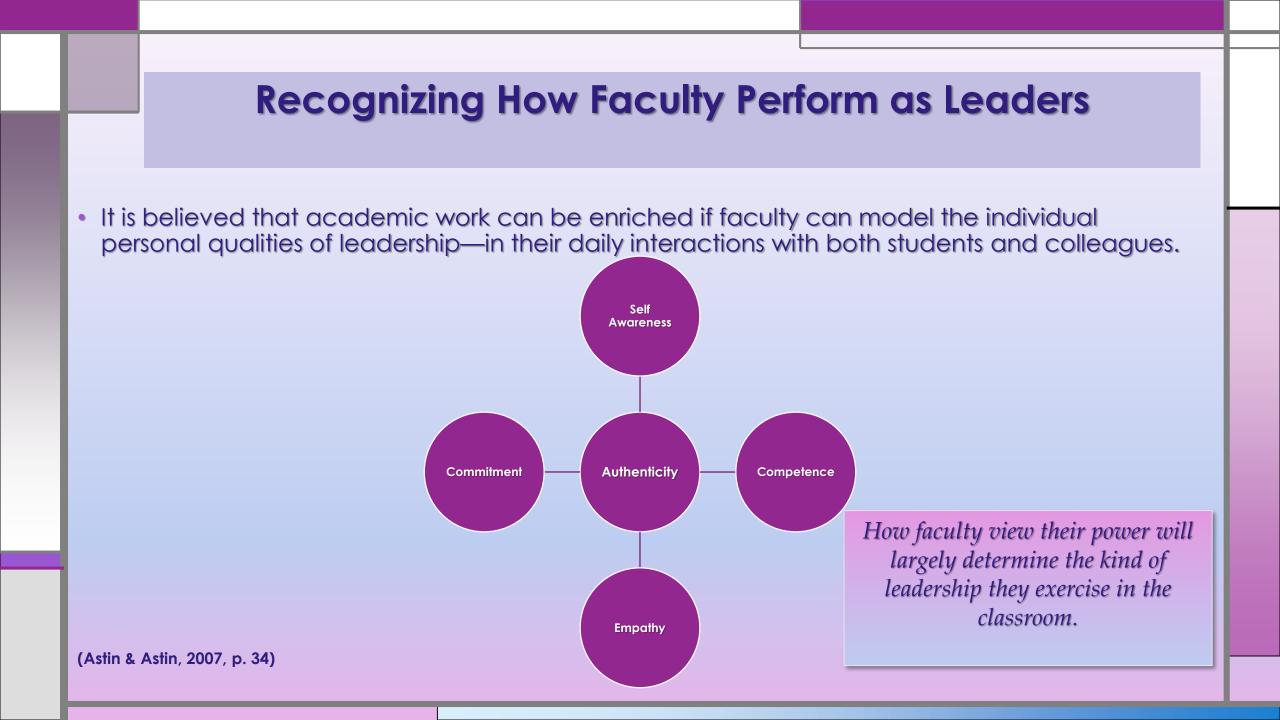Leadership needs to be distinguished from such terms as management, decision-making and authority.

Haslam, Reicher, and Platow, 2011.

What is Leadership?

Leadership is a Relationship!

- *"Leadership is a relationship between those who aspire to lead and those who choose to follow." Practicing followership requires that leaders think through how they will create, develop and grow relationships with followers.*

Recognizing How Faculty Perform as Leaders

- It is believed that academic work can be enriched if faculty can model the individual personal qualities of leadership—in their daily interactions with both students and colleagues.

How faculty view their power will largely determine the kind of leadership they exercise in the classroom.

(Astin & Astin, 2007, p. 34)

Characteristics of the Multiple Roles of Teaching Faculty as Leaders

➢ Autonomy, Freedom and Flexibility (Astin & Astin, 2007)

➢ A Community of Scholars and Teacher as Scholar (Astin & Astin, 2007)

➢ Instructional Leaders Serve the Larger Community As Agents of Societal Transformation (Astin & Astin, 2007)

➢ Teachers Lead and Manage (Hofmeyer, et al., 2015)

➢ Decision-makers

➢ Service to the Institution

➢ Faculty are the core of the Institution

➢ In sum, teacher, mentor, role model, scholar, colleague, fundraiser, entrepreneur, administrator, servant to the community and much more.

Faculty Roles

Skill Sets		Teaching	Scholarly & Creative Activities	Service	Administration
Basic Profession Skill Sets	Content Expertise	Almost Always	Almost Always	Occasionally	Almost Never
	Practice/Clinical Skills	Frequently	Frequently	Occasionally	Almost Never
	Research Techniques	Occasionally	Frequently	Almost Never	Almost Never
Additional Meta-Profession Skill Sets	Instructional Design	Almost Always	Occasionally	Occasionally	Almost Never
	Instructional Delivery	Almost Always	Occasionally	Occasionally	Almost Never
	Instructional Assessment	Almost Always	Occasionally	Occasionally	Almost Never
	Course Management	Frequently	Occasionally	Occasionally	Almost Never
	Instructional Research Techniques	Almost Never	Frequently	Occasionally	Almost Never
	Psychometrics/Statistics	Occasionally	Frequently	Occasionally	Almost Never
	Epistemology	Occasionally	Occasionally	Occasionally	Almost Never
	Learning Theory	Frequently	Occasionally	Occasionally	Almost Never
	Human Development	Occasionally	Occasionally	Occasionally	Almost Never
	Information Technology	Frequently	Occasionally	Occasionally	Almost Never
	Technical Writing	Occasionally	Frequently	Occasionally	Occasionally
	Graphic Design	Occasionally	Occasionally	Occasionally	Almost Never
	Public Speaking	Frequently	Frequently	Occasionally	Almost Never
	Communications Styles	Frequently	Frequently	Occasionally	Frequently
	Conflict Management	Occasionally	Almost Never	Occasionally	Frequently
	Group Process	Occasionally	Almost Never	Occasionally	Frequently
	Resource Management	Occasionally	Almost Never	Occasionally	Almost Always
	Personnel	Almost Never	Almost Never	Occasionally	Almost Always
	Supervision/Management	Almost Never	Almost Never	Occasionally	Almost Always
	Financial/Budget Development	Almost Never	Almost Never	Occasionally	Almost Always
	Policy Analysis & Development	Almost Never	Almost Never	Occasionally	Frequently

Legend:
- Almost Always
- Frequently
- Occassionally
- Almost Never

Michael Theall, The Multiple Roles of the College Professor. Online: http://www.facultyevaluation.org/meta/summary_matrix.htm

Recommendations for the Future of Learning and Instruction

Role of Faculty as Leader

Recommendations for the Future of Learning and Instruction: Role of Faculty as Leader

- **Faculty as Transformational Leaders**—Faculty are in a position to begin the change agenda in their classrooms and in their governance activities. When they model transformative leadership, their work with students is characterized by mutual accountability and respect. (Astin & Astin, 2007)

- **Relational Leadership**–Relationships are the key to leadership effectiveness. (Hofmeyer, 2015)

Recommendations for the Future of Learning and Instruction

Role of Faculty in Classroom and Instructional Design

Recommendations for the Future of Learning and Instruction: Role of Faculty in Classroom and Instructional Design

- Seek New Ways to Work in the Classroom

- Begin a Change Agenda in Classrooms along with Governance Activities

- Model Leadership for Student Development

- Change the Way We Teach and the Purpose of What We Teach—moving away from memorization and cultivating higher order cognitive skills (Whittaker, 2018).

- Moving away from traditional strategies such as memorization, traditional recall testing and cultivating constructivist and authentic learning strategies for meaning and understanding.

- Cultivating higher order cognitive skills and "gravitating toward experiential education that emphasizes the application, evaluation and creation of knowledge (Whittaker, 2018).

- Including collaborative, interdisciplinary and co-teaching models, which provide a richer experience for students with many perspectives.

- Incorporating more instructional diversity in teaching and learning, including projects and exhibits that should be required of students as part of assessment to demonstrate their learning, understanding, reconstruction of knowledge; and, which encourages them to critically, creatively and productively think –to analyze, synthesize and critique other perspectives while developing their own ideas about a concept.

- Develop more complex and authentic forms of learning and assessment which no longer solely rely on recall and final exams to measure student learning. Whittaker(2018) suggest generating opportunities and learning experiences for solutions to real-world problems.

Recommendations for the Future of Learning and Instruction

From Knowledge to Wisdom—

Nicholas Maxwell

From Knowledge to Wisdom-Role of the Disciplines

- **The Social Sciences** need to become social philosophy or social methodology devoted to promoting more of a cooperatively rational solving of conflicts and problems of living in the world.

- **The Natural Sciences** need to recognize three domains of discussion: evidence, theories and aims.

- **Philosophy** needs to become the sustained rational exploration of our most fundamental problems of understanding and how we may improve our personal, institutional, and global aims and methods in life so that our value in life may be realized more successfully.

- **Education,** overall, needs to change so that the problems of living become more fundamental than the problems of knowledge, with the basic aim of learning how to acquire wisdom in life.

"We need to change the aims and methods of academic inquiry."
~Maxwell, 2008~

From Knowledge to Wisdom

"We urgently need a new kind of academic inquiry that gives intellectual priority to promoting the growth of global wisdom."

"We have gained increased knowledge, including that of science, but with a lack of wisdom and understanding."

"The creation of our current global problems, and our inability to respond adequately to these problems, has much to do with the long-standing, rarely noticed, structural irrationality of our institutions and traditions of learning, devoted as they are to acquiring knowledge dissociated from learning how to tackle our problems of living in more cooperatively rational ways. Knowledge-inquiry, because if its irrationality, is designed to intensify, not help solve our current global problems."

(Maxwell, 2008, p. 103)

Constructivist Theorists

Constructing meaning and understanding of what is learned is central to the holistic approach to teaching (King, 2008).

- Learners should be able to:
  - Construct meaning for themselves;
  - Reflect on the significance of the meaning; and
  - Make self-assessments to determine own strengths and weaknesses in learning;

- Teacher becomes….
  - Mediator of learning and thinking through engagement
  - Facilitator of understanding
  - Role shifts from "sage on the stage" to "guide on the side."

Instruction is not "done to learners" but is meant to "engage learners."

From Knowledge to Wisdom

- Wisdom-Inquiry → *What would a kind of inquiry be like that is devoted to promoting human welfare by intellectual means?*

- Wisdom-inquiry vs. knowledge-inquiry: emotions, desires, values, human ideals and aspirations, and philosophies of life are excluded from the intellectual domain of inquiry;

- Wisdom-inquiry requires that they be included. Wisdom-inquiry → empathic understanding → to evolution of consciousness.

- Wisdom-based inquiry incorporated into the instructional program → to significant progress toward a wiser, more civilized world.

Recommendations for the Future of Learning and Instruction

Student Collaboration in Design and Format of Courses

Students Can Contribute to Course Design and Shape their Courses

Olin College of Engineering and the University of Dayton piloted programs where students have input into designing their courses.

Combination of models, which include piloting new courses with student feedback; teaching textbook free courses; courses jointly designed by students and faculty (Bates College) and student-led courses (Olin College).

Research Results: Students reflect on learning and provide professors with fresh ideas for exploring a topic from the perspective of a student.

Supianao, B. (2018). How students can shape the design of their courses. Chronicle of Higher Education.

Recommendations for the Future of Learning and Instruction

Rethinking Classroom Spaces—A Paradigm Shift

Creative & Flexible Design of Learning Spaces

The design of learning spaces should increase levels of engagement, foster active learning and teaching, and support the learning goals of higher education institutions. (Miller, 2008)

Most meeting spaces are designed for a leader-led meeting.

Learning Studios--
create effective and flexible learning environments.

Recommendations for the Future of Learning and Instruction

Institutional Level

Institutional Support and Change

- Become change agents and empower instructional faculty with parity.

- Reimagine Meetings, Office Hours, Instructional designs.

- College Faculty should be on University Board of Trustees (Ginsberg, 2011)

- Move From Knowledge-Base to Knowledge-Wisdom-Based Holistic Education. (Maxwell)

Conclusions, Implications and Policy Recommendations

➢ *It is timely to adopt responsive leadership models and implement relevant ideas to enhance collaborative leadership development for all* (Bryman, 2007, 2009; Jones et al., 2012; Parrish,2013; Scott et al., 2008).

➢ *Strategic approaches to change current perceptions, improve acceptance and valuing, and build leadership capacity and success in learning and teaching must be embedded in the higher education culture* (Hofmeyer, et al., p. 189).

Conclusions, Implications and Policy Recommendations

Build Leadership in Teaching

- Adopt a collaborative leadership effort.
- Create new cultures to support quality leadership in learning and teaching scholarship.

Change Direction and Purpose of Education

- Wisdom Over Knowledge, Holistic Approach (Maxwell).
- A Liberal Arts Education --think, learn, criticize, imagine, discover, compare (Ginsberg.)

Faculty as Leaders of Learning Should be Widely Recognized, Rewarded and Promoted.

- Leadership development must be available for all academics in higher education.
- Foster inclusive cultures and networks to mentor and affirm colleagues and students.

We Would Like Your Input!

Please complete the questionnaire. Thanks!

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