The ECCSSA Journal

Cultivating The Leadership of Learning:
The Contextualization of Leadeship — Teaching Faculty as Leaders

A Publication of the East Coast Colleges Social Science Association
Volume 18, Spring 2019

The ECCSSA Journal

Founded 1986

The ECCSSA Journal is a peer-reviewed academic journal published annually. *The Journal* provides articles written by qualified professionals in the Social and Behavioral Sciences and related areas, based on conference themes.

ISSN 0896-1360

The ECCSSA Journal

Volume 18 – Spring 2019

Contents

Preface

This issue of *The ECCSSA Journal* focuses on the 2018 conference theme of *Cultivating the Leadership of Learning* and putting leadership into context by recognizing teaching and instructional faculty in higher education as leaders in their own right.

ECCSSA acknowledges the work of teaching faculty—a much neglected and overlooked aspect of leadership in some institutions of higher learning. While more astute institutions recognize the importance of faculty as the leaders of learning, there is a growing disparity among others.

It was the goal of last year's conference to review the research and have critical dialogue and discussion about the need for greater recognition, reward and support of teaching faculty. Teaching faculty are at the core of the foundation for higher educational institutions to be in existence. Without teaching faculty there would be no institutions of higher education. Faculty are leaders because they create and are the heartbeat of the learning organization. They have the widest impact in the organization, touching the lives of thousands of students, their families and the communities with which they interface. Further, administrative leadership should come from among the ranks of faculty at their respective institutions.

The opening commentary in this issue attempts to provide an overview of the research and scholarly discussions taking place about the leadership of learning and the critical role played by teaching faculty as the most effective transformational and knowledge-based leaders. It also discusses the disconnect between the current administrative structure and teaching faculty, the gaps in understanding, and makes important implications and recommendations about what is needed to strengthen and expand the construct of leadership in higher education.

Two additional articles in this journal address the need to help faculty discover and acknowledge that they are leaders, and the various ways they can exhibit their leadership abilities, along with modeling and extending leadership on to the students they serve. In order for the leaders of learning to be effective in modeling leadership behaviors for their students, they need to understand the importance of creating inclusive, diverse and multicultural learning environments in which students learn, interact and grow.

We conclude that institutions of higher learning must also acknowledge faculty as leaders, build leadership capacity and provide support, development, recognition and reward for all faculty. We hope you enjoy this volume of *The ECCSSA Journal*.

Sincerely,

Rosalyn M. King, Editor-in-Chief &
Editorial Associates
The ECCSSA Journal

Cultivating the Leadership of Learning: The Contextualization of Leadership—Teaching Faculty as Leaders

Rosalyn M. King

Professor of Psychology and Chair, Board of Directors, ECCSSA
Northern Virginia Community College, Loudoun Campus
Sterling, Virginia

Abstract

ECCSSA called for a dialogue on the cultivation and contextualization of leadership. This opening commentary focuses on instructional faculty who perform most of the daily interactions with students, as the leaders of learning. The discussion puts leadership into context with a focal point on teaching faculty in higher education. Teaching faculty are leaders because they create and are the heartbeat of the learning organization. They have the widest impact in the organization, touching the lives of thousands of students, their families and the communities with which they interface. Faculty as leaders serve as agents of societal transformation. Their decision-making runs the gamut of roles and responsibilities: teacher, mentor, role model, scholar, colleague, fundraiser, entrepreneur, administrator, servant to the community and consultant. Teaching faculty demonstrate every aspect of transformational leadership. Faculty are the core foundation of higher education institutions and the most classical and long-sustaining leaders. Without them, there would be no instructional program and no foundational base in higher education institutions. This article discusses the misunderstanding about leadership, how teaching faculty perform as leaders and their multiple roles, the need for institutional support, reimagining some areas of classroom space and instructional design and proposed models and recommendations for the future of instruction and learning in higher education.

Keywords: *teaching faculty, teaching faculty in higher education, teaching faculty as leaders, roles of teaching faculty, multiple roles of teaching faculty, leadership, contextualization of leadership, transformational leaders, relational leadership, classroom design, instructional design, learning studios, leaders of learning.*

Introduction

For the past few years, ECCSSA has focused on exploring leadership in higher education and reimagining it. There has been an investigation of the construct of leadership as

applied to higher education, as well as an exploration and search for new, visionary and effective models of leadership success. We have also explored the role of instruction, learning and leadership in higher education, along with an examination of the current call for holistic education and development of the students we serve. The intended outcomes are to prepare a society for ethical leadership, caring, humanity and sustainability of the future world, as well as to prescribe innovative models for the development of citizens and leaders.

The 2018 ECCSSA conference focused on a scholarly and practical dialogue about cultivating the leadership of learning. It was a call to put leadership in the correct context and for teaching faculty to assume their leadership status in higher education. Teaching faculty are the true leaders in higher education, with the responsibility of developing, shaping and molding human potential—in character, ethics, knowledge, skills, well-being, world views, and ability to become productive and viable national and global citizens, and leaders of the future. It is the teaching faculty who are the basic and foundational core of any institution of higher learning. They are also parents, heads of households, and must lead their own families.

Thus, at the center of focus is instructional faculty in higher education who perform most of the daily interactions with student learners. Instructional faculty, too, are an integral part of the leadership team. Even if they do not recognize themselves as such, teaching faculty are the leaders of learning. And, they have an even more important role to play as transformational leaders than administrators in higher education institutions. Therefore, the purpose of this opening commentary is to put leadership into context and acknowledge an aspect of leadership research that is rarely recognized or at the center of focus—instructional faculty. Teaching faculty are at the core of the leadership pool. The contextualization and recognition of this aspect of leadership and research is the focus of this discussion.

The 2018 ECCSSA Roundtable discussion on this topic had some of the following goals:

- To explore the contextualization of leadership and the roles of teaching faculty as leaders;
- To regain leadership status for instructional faculty and their importance as leaders;
- To review the theoretical research and examine models of teaching faculty as leaders of learning;

- To seek recommendations about the role of teaching faculty as leaders and the future of instruction and learning.

Faculty as Leaders

The question might be raised: how are instructional faculty leaders? Instructional teaching faculty serve as agents of societal transformation. Their expertise and decision-making run the gamut of roles and responsibilities: teacher, mentor, role model, scholar, colleague, fundraiser, entrepreneur, administrator, servant to the community and consultant. Teaching faculty demonstrate every aspect of transformational leadership (Astin & Astin, 2000). Per these leadership researchers, *"Faculty are in a position to begin the change agenda in their classrooms and in their governance activities"* (p. 45). This is precisely the attitude that should be cultivated and conveyed on the premise that everyone can lead, live by leadership principles and work for change in their own sphere of influence.

When faculty begin to accept, model and practice the principles of transformative leadership, their constraining beliefs are replaced by a set of empowering beliefs that can lead to actions that not only support and strengthen the institution, but also model leadership behaviors for students. Such a mindset also improves and enriches their individual working lives (Astin & Astin, 2000). Expanding and re-centering the concept of leadership is crucial. Faculty are the core foundation of higher education institutions and the most classical and long-sustaining leaders. Without them, there would be no instructional program and no foundational base in higher education institutions.

In his book, *The Fall of the Faculty* (2011), Ginsberg discusses how there has been a de-emphasis of viewing the teaching professoriate in a leadership role. He stresses the importance and urgency of faculty regaining their voice and power as leaders. He asserts that 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. Currently, and over the last decade, Ginsberg observes that this has changed. He sees that "deanlets," administrators and staffers, often without serious academic backgrounds or experience, are setting the educational agenda in higher education. In a further irony, per Ginsberg, many of the newly minted—and non-academic—administrators are career managers who downplay the importance of teaching and research, as evidenced by their tireless advocacy for a banal "life skills" or "get through college" curriculum. Therefore, students are denied a more enriching and intellectually rigorous educational experience.

College and university faculty can provide the kind of leadership that could transform their institution into building greater community, cooperation and harmony. Faculty are

considered the stewards of the institution, and they tend to have the greatest longevity. Faculty are also a powerful force in the development of young people. Faculty should view themselves as the leaders of learning. Many faculty are among a community of scholars and are typically knowledge-based. They are also charged with designing and implementing important mechanisms and methods for learning. Teaching faculty must actively and innovatively engage students who are also part of the teaching/learning, leader/follower exchange. Faculty are also called to serve society as agents of societal change. Faculty participate in scholarly research by publishing peer-reviewed articles, conducting experimentation and writing books. Further, they participate in discipline-based organizations through conferences and meetings. They provide leadership as teachers, scholars and servants to the local community, larger society and world, sometimes in quite profound ways.

Teaching itself is a form of leadership within the classroom, although little of that is acknowledged when leadership is discussed in the literature. However, the new emerging paradigm shares this notion, and most scholars agree, that the meaning of leadership depends on the context in which it is found (Drury, 2005) and involves the expectations of the leader and followers. Many of the descriptions in emerging leadership paradigms also include an emphasis on a combination of traits of the leader, followers and context. Thus, in the new emerging paradigm of leadership, it is becoming more apparent that teachers should be viewed as influential leaders and agents of change in the classroom and beyond in the local community, society and world. Per Drury (2005),

> *Leadership is what effective teachers do in their classrooms when they influence a passion for the subject matter, initiate structure in areas of professional competence, guide group discussion, persuade peer tutoring to occur, design and motivate action-learning processes, clarify goals or learning objectives, encourage individual persistence, exhibit consideration for students in a variety of interpersonal behaviors, and in many other ways that facilitate learning outcomes among students.* (p. 4)

Teaching faculty are leaders because they create everything from course designs to ways to deliver instruction and are at the central core of the learning organization. They have the widest impact, touching the lives of thousands of students, their families and the communities with which they interface. According to Peter Senge (1990), the best leaders teach people throughout the organization not only how to see the big picture, but how and why the different parts interact. Thus, the leader–teacher interaction is an interchangeable one—teachers must be leaders to be most effective in the classroom.

Leaders of learning also expand knowledge and empower students. Students will observe and generate their notions and conceptions about leadership from faculty who model behaviors and interactions in the classroom, campus environment and participation in campus activities. They will also learn intentionally and unintentionally from such faculty models, as well as through their engagement in the educational process. Further, the impact that faculty have on students is far-reaching for those students becoming national and global citizens, productive professionals, civic-oriented citizens, ethical leaders and world-changers.

Teaching faculty have a profound influence and greater power to lead in higher education than any administrative taskmaster. There is a call for teaching faculty to regenerate, rise and reassume their leadership role.

Others have noted and verified Ginsberg's claims. However, for faculty to regain their voice and power, Hofmeyer, Sheingold, Klapper, and Warland (2018) believe there is a gap between subcultures that value leadership in teaching and learning, in mentoring colleagues, and students, in celebrating the everyday teaching achievements and in fostering the scholarship of teaching. There are also cultures that fail to clarify the metrics or offer clear incentives and rewards for teachers as leaders. There is a need to bridge this gap by fostering urgent cultural change that supports academics to facilitate building their leadership in teaching skills resulting in the provision of quality experiences for students. Such support would also contribute to fulfilling societal expectations of higher education.

Empirical Research Supports Faculty as Transformational and Knowledge-Based Leaders

Some of the empirical research studies and historical investigations lead to the rationale and importance of the focus on faculty as leaders of learning. Research supports the view that teaching faculty can be a powerful force in the development of young people. The research suggests that teaching faculty are already considered leaders as evidenced by the work that they do.

Teaching faculty are leaders in their own right!

The empirical research indicates that there is a different category of leadership that seems to be more effective and dynamic than transformational leadership, although teaching faculty certainly are transformational. They are being called the knowledge-based

academic and instructional leaders. In 27 empirical studies analyzed by researchers on leadership dimensions, it was found that the instructional leadership type was three to four times more effective on student outcomes than the model of transformative leadership (see Robinson, Lloyd, & Rowe, 2008). *"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, Lloyd, & Rowe, 2008, as cited in Quinlan, 2011, p. 16). These researchers conclude that the more leaders focus their relationships, work and learning on the core business of teaching and learning, the greater their influence on student outcomes. Moreover, there is a push for leadership research to be more closely aligned to the evidence of effective teaching.

There is also research examining how scholars are positioned as leaders, rather than professional managers, because of their strong content and contextual knowledge. Per empirical research studies on the topic, the leadership of learning should be more carefully examined and the construct of leadership should be contextualized.

A model of leadership in the UK proposes that *"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). Therefore, 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.

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). Figures 1A and 1B provide a summary and highlights of other important findings from the empirical research.

Figure 1A. A Summary of Empirical Research Findings

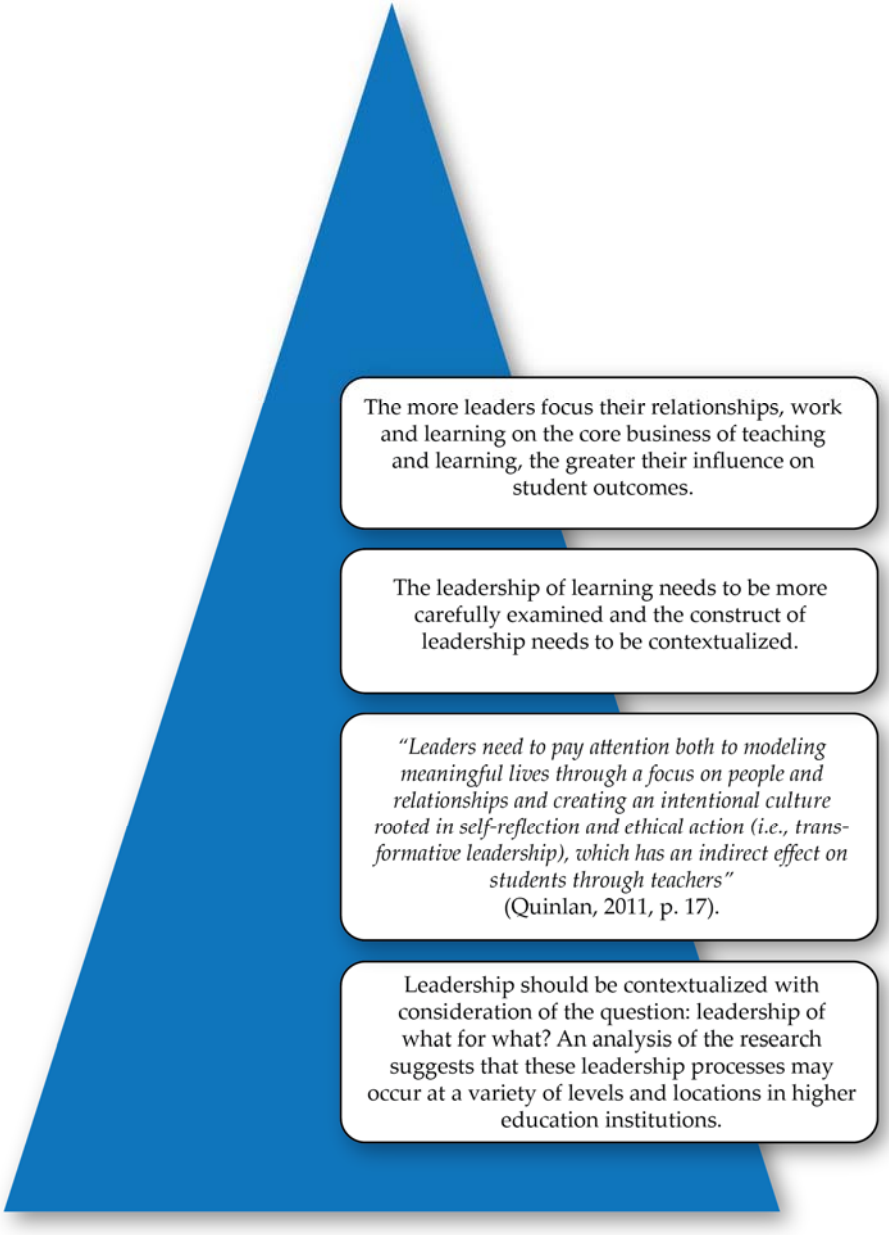
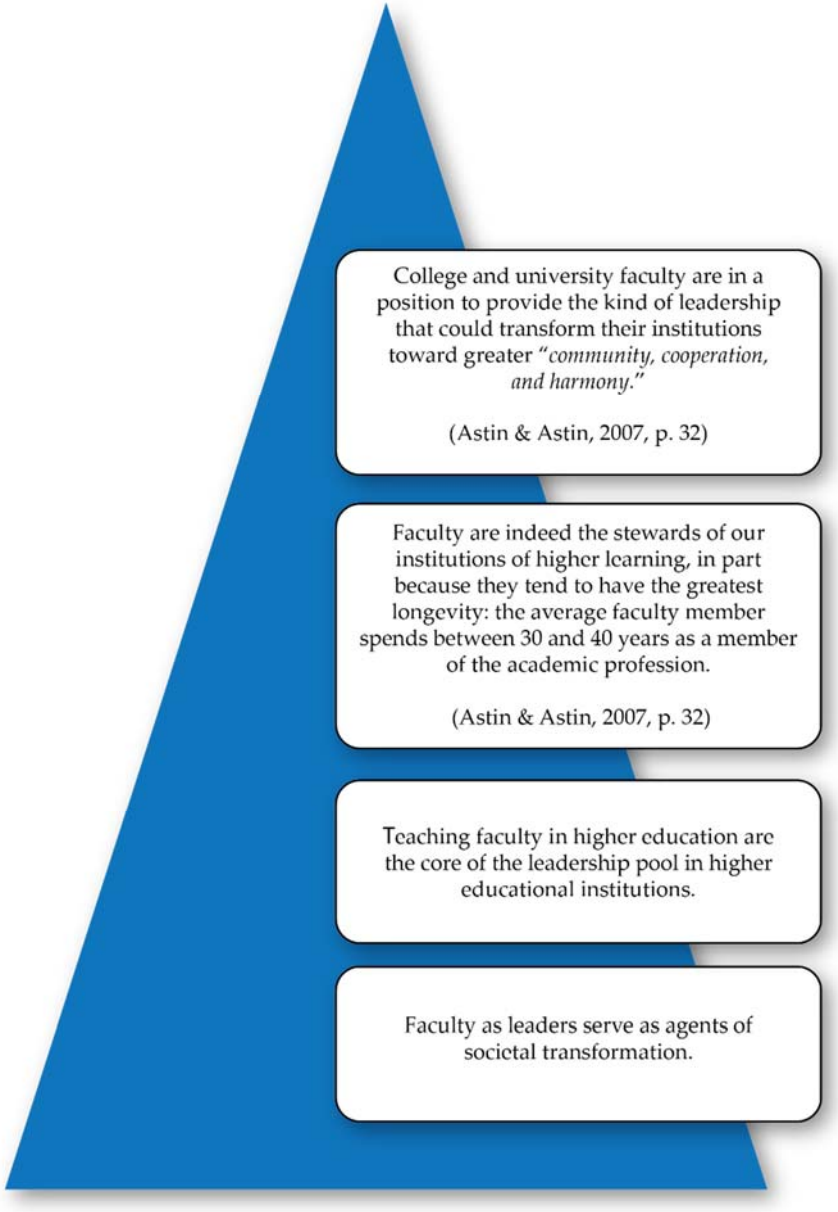


Figure 1B. A Summary of Empirical Research Findings



The Misunderstanding about Leadership—Leaders are Everywhere

> *At issue is our [lack of] 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?

How has leadership been defined and how does it relate specifically to the leadership of learning and faculty as leaders? Here are some of the best definitions as to how leadership contributes to the leadership roles of teaching faculty:

- *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).
- *A leader is one who is making a positive difference and serves as an effective change agent* (Center for Creative Leadership, 2016).
- *Leadership is an influencing process based on the interaction process between a leader and followers, and the importance of context* (Day & Antonakis, 2012).
- *Leadership creates a supportive and equitable environment* (Astin & Astin, 2000, 2007, Kellogg Foundation).
- *Leadership improves the quality of life* (Astin & Astin, 2000, 2007, Kellogg Foundation).
- *Leadership should expand access and opportunity, encourage respect for difference and diversity, and strengthen democracy, civic life and civic responsibility* (Astin & Astin, 2000, 2007, Kellogg Foundation).
- *Leadership should also promote cultural enrichment, creative expression, intellectual honesty, advancement of knowledge and personal freedom combined with social responsibility* (Astin & Astin, 2000, 2007, Kellogg Foundation).
- *Leadership creates a supportive environment, where people can grow and thrive* (Astin & Astin, 2000, 2007, Kellogg Foundation).

- *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, & Platow, 2011).

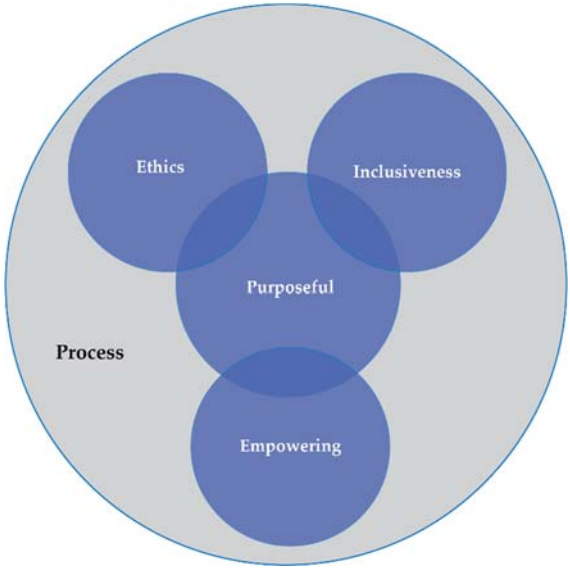
- *Leadership is a relationship between those who aspire to lead and those who choose to follow. Practicing followership requires that leaders think through how they will create, develop and grow relationships with followers* (Kouzes & Posner, 2012).

The Relational Leadership Model

Faculty as leaders practice the relational leadership model in that they must establish effective relationships with learners. These relationships are the key to leadership effectiveness (Hofmeyer et al., 2015).

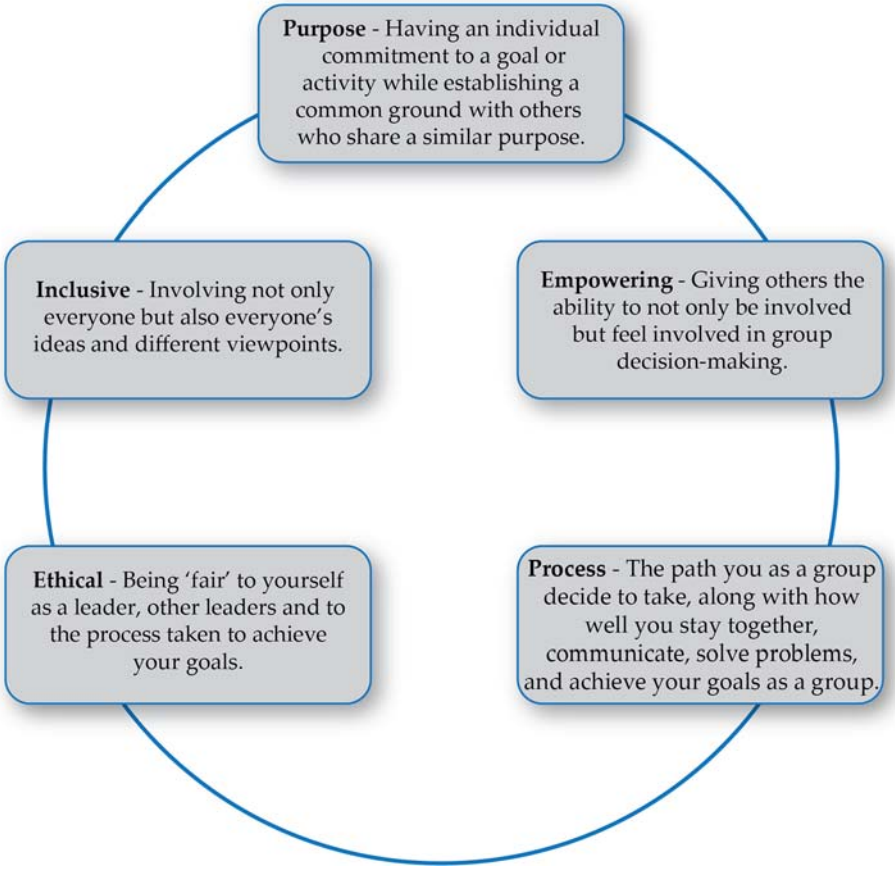
The relational leadership model is described as a relational process of people together attempting to accomplish change or make a difference to benefit the common good of all (Donaldson, 2006; Komives, Lucas, & McMahon, 1998). The model includes being ethical and inclusive in the process. It also acknowledges the diversity of talent of the group and promotes equitable participation and the learning of social responsibility. Building relationships inclusive of these qualities is crucial. Figure 2 diagrams the essential components of the relational leadership model, and Figure 3 provides a summary overview of each component as described by Komives, Lucas, and McMahon.

Figure 2. The Relational Leadership Model



(Komives, Lucas, & McMahon, 1998).

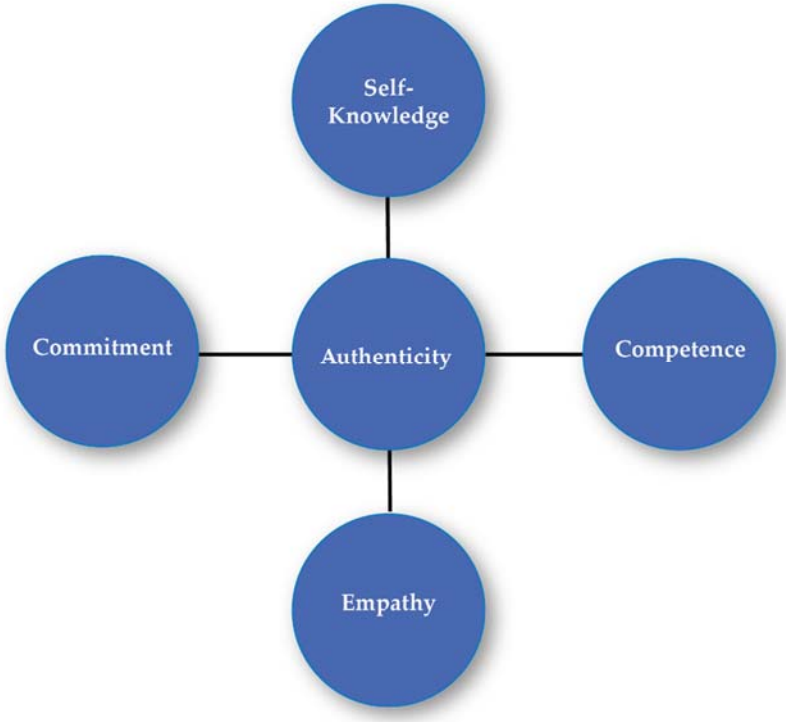
Figure 3. Essential Components of the Relational Leadership Model



Recognizing How Faculty Perform as Leaders

In short, it is believed that academic work can be enriched if faculty can model their individual personal qualities of leadership in their daily interactions with both students and colleagues (Astin & Astin, 2007). These include: *self-knowledge, authenticity, empathy, commitment, and competence.* (See Figure 4.) According to these researchers, how faculty view their power will largely determine the kind of leadership they exercise in the classroom.

Figure 4. Qualities of Faculty Leadership



(Astin & Astin, 2007, p. 204).

These qualities can be defined as follows:

- ***Self-knowledge.*** This quality means being aware of the beliefs, values, attitudes and emotions that motivate one to seek change and transformation. It also implies an awareness of the particular talents and strengths, together with the personal limitations, that one brings to the leadership effort.

- ***Authenticity/Integrity.*** This quality requires that one's actions be consistent with one's most deeply felt values and beliefs. It is perhaps the most critical factor in building trust within the leadership group.

- ***Commitment.*** This quality implies passion, intensity and persistence. It supplies the psychic and physical energy that motivates the individual to serve, that drives the collective effort, and that sustains that effort during difficult times.

- ***Empathy/Understanding of Others.*** The capacity to "put yourself in the other person's place" is critical to effective *collaboration,* building trust and resolving differences in viewpoint. It also requires the cultivation and use of what is probably our most neglected communication skill: ***listening***.

- ***Competence.*** In the context of any group leadership activity, *competence* refers to the knowledge, skill and technical expertise required for successful completion of the transformation effort. (Astin & Astin, 2007, p. 204)

Roles of Faculty as Leaders

Characteristics of the Multiple Roles of Teaching Faculty as Leaders

There are many characteristic roles of faculty as leaders of learning. Faculty are called upon to perform at professional levels in the overall areas of teaching, scholarly and creative activities (including research), service to the institution and community, as well as to the administration. Teaching faculty roles as leaders include some of the following:

- **Autonomy, Freedom and Flexibility**

  The academic profession is a profession of choice rather than a profession of chance. When asked about why academicians choose the teaching profession, about three-fourths indicate their reasons to be that they were attracted by the opportunity to work with ideas, the freedom to pursue their intellectual interests and the opportunity to teach and interact with others (Astin & Astin, 2007). Unfortunately, in some institutions of higher learning, these freedoms are waning.

- **Teacher as Scholar and Belonging to a Community of Scholars**

  The faculty calling is also predicated on the opportunity to be a member of a community of scholars, a community in which the intellectual talents and creativity of its different members are combined in the pursuit of knowledge. This search for knowledge through collegiality is a key aspect of the profession that continues to attract new generations of scholars to the academy. It is that desire to collaborate with other like-minded people, coupled with a great deal of autonomy to pursue one's specific scholarly or creative interests, which proves to be such an inviting aspect of a faculty career (Astin & Astin, 2007).

- **Teacher as Consultant**

  Another critical part of the faculty's work is to serve the larger community through their consultative expertise and the new knowledge they create (Astin & Astin, 2007).

- **Agents of Societal Transformation**

  Instructional leaders serve the larger community as agents of societal transformation. They are called to serve society. The environment in which we live is in a constant state of transition, and it is the scholarly work of faculty and their intellectual expertise that provide much of the information and the human resources to guide these transitions.

- **Teachers Lead and Manage**

  Teachers lead and manage. There is an overlap of these roles for instructional faculty in higher education. They have to perform both roles. Instructional leaders organize and categorize instructional activities and responsibilities (Hofmeyer et al., 2015). They also manage schedules, time and tasks between instructional and other institutional commitments and community work.

- **Decision-Makers**

  Faculty have the responsibility of making many decisions in their role as instructional leaders including defining admissions standards, student performance standards and criteria, decisions about what to teach and how to teach it, evaluating, advising and mentoring students, choosing topics and methods for student research and scholarship as well their own. In addition, they have to relate to their colleagues, participate in shared governance, set criteria for hiring new colleagues and review the performance of colleagues. Other roles and responsibilities include: role model, scholar, colleague, fundraiser, administrator, professional consultant and servant to the community.

- **Service to the Institution**

  Teachers participate in the governance of the institution and serve on various institutional committees. They actually do most of the work for the administration as a large proportion of the conceptual work is done through committees. Faculty deal with such issues as student admissions policies, the setting of curriculum requirements, reviews of faculty performance and shared governance. This level

of participation provides many opportunities to model and practice the principles of effective leadership.

Teaching in higher education has been called a meta-profession—requiring a broad range of skills and expertise beyond solely content expertise. The Meta-Profession Project (Theall, Mullinix, & Arreola, 2009) outlines empirically the multifaceted skills and roles of teaching faculty and explores the full complexity and variety of the work of faculty in higher education. These researchers began developing a model of what faculty in higher education actually do. Their model was not specifically examining faculty as leaders, but rather exploring ways to understand teaching in higher education toward more effective ways of evaluation and assessment. In the process, they developed a very detailed table based on survey data of the skill sets and multiple roles of faculty in higher education. As can be seen from the international survey data reported from more than 500 respondents in a quantitative and qualitative study, teaching faculty are responsible for many more roles than those in administration. Figure 5 below shows a summary overview of the multiple roles that support the hypothesis that faculty have important leadership roles, and particularly in transforming the learner. For a more detailed explanation of each skill set and by delineation of faculty roles, readers may visit the website listed.

Figure 5. Summary of the Multiple Roles of College Faculty

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

Michael Theall, The Multiple Roles of the College Professor.

In summary, faculty are the heartbeat of institutions of higher learning. *"They are a powerful force in the development of young people and can serve as agents of societal transformation"* (Astin & Astin, 2007, p. 2). Teaching faculty share a large leadership role.

Faculty as Distributive and Collective Leaders

There is an emergent view that leadership is everyone's responsibility (Bolden, Petrov, & Gosling, 2008). To that end, distributed and collective leadership styles have been proposed as a means for academics to develop shared responsibility in changing higher education cultures (Bolden et al., 2008; Jones et al., 2012; Middlehurst, 2008).

The focus of distributive leadership is on *"collective collaboration rather than individual power and control"* to build leadership capacity in learning and teaching (Jones et al., 2012, p. 67). There are contested notions of leadership in higher education that need to be understood and considered in these debates, namely: *"leadership as position; leadership as performance; leadership as practice; and leadership as professional role model"* (Juntrasook, 2014, pp. 22–27). Notably, successful cultural change in higher education does not just occur—it is led effectively and understood as a complex learning and unlearning process for all, rather than simply an event (Hofmeyer et al., 2015; Scott, Coates, & Anderson, 2008).

Faculty as Transformational Leaders

Faculty are in the position to effect change in their learners, classrooms and in their governance activities. They practice and model transformative leadership through their work with students, and it is characterized by mutual accountability and respect (Astin & Astin, 2007). Further, faculty as leaders also transform their communities at large.

Transformational leadership begins with the individual (students) and comes from a base of knowledge. As a result, the individual is transformed. The individual that is transformed will have a new perspective and meaning of life and will apply its principles to every aspect of life (King, 2017). This type of leadership demonstrates a model and base that impacts others with the resulting effects of transforming environments and people with whom they interface and a basis for their judgment or assessment of every situation they confront. Transformational leadership, therefore *"… occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality"* (Burns, 1978, p. 20). Teaching faculty as leaders are effecting change on multiple levels of student development, with a long-term impact on the larger community that they permeate.

Cultivating Faculty Leaders—Recommendations and Models

Rethinking Classroom Physical Space and Design

> *The biggest problem when people want a space for collaboration is that most meeting spaces are designed for a leader-led meeting. Conference and meeting spaces are often designed for sit-down-shut-up-and-listen meetings, or at least group sessions where one person presents information and the rest mostly take it in.* (Threesixty, 2010, p. 7)

Most instructional classrooms are designed for leader-led teaching spaces. Recommendations are made for more creative and flexible designs of classroom space. This includes more interactive classroom designs and the creation of learning studios.

From leader-led designs to creative, flexible and learning studio designs.

Higher education institutions are beginning to look at classroom physical space, but generally the physical space in college classrooms remains with the design of the leader-led model. There is discussion and suggestions regarding how rethinking the design of physical classroom spaces could make them more effective learning environments that nurture and support learning and collaboration where students can create and innovate together.

According to Miller (2008), appropriate classroom design can increase levels of student and faculty interaction through formal and informal means. It has been found that comfortable classrooms, physically and psychologically, promote a sense of well-being, keep minds focused and limit distractions. There should be spaces designed for active and engaged teaching and learning. The design of such spaces would also support the learning goals of higher education institutions.

> *Educators, researchers and students are discovering the benefits and advantages of cooperative, active and engaged learning. Classroom spaces that support such*

> *a shift in teaching and learning have lagged. A significant opportunity exists for maximizing learning opportunities and creating meaningful experiences by rethinking the classroom experience.* (Miller, 2008, p. 1)

It is recommended that there be research and planning for changes in classroom and instructional design. No longer can administrators determine the design of classrooms. Instruction and classroom design should be based on how faculty teach, the instructional strategies used and the need for successful student outcomes. No longer should teaching faculty have to face boring and mundane classroom spaces that are typically not conducive to effective teaching or learning. They should also be able to select classroom spaces that meet their instructional needs.

Learning Studios

A learning studio is a classroom or specialized learning space that features and facilitates the use of teaching and learning technologies (Perkins, 2005). *"It is a creative space that is intended to encourage and facilitate cooperative learning strategies in order to engage students and promote learning"* (Elliott & Colquhoun, 2013, p. 7). Through the layout and technologies, the learning studio encourages and enables alternative teaching and learning strategies, including active learning. It includes flexible furniture and an open layout.

According to Fisher (2010) the limitations of traditional classrooms represent a physically outdated teaching pedagogy that does not match the interconnected virtual world. He asserts that students are currently learning collaboratively through a vast array of informal learning spaces and are then forced into outdated traditional lectures where the shift from a *"knowledge age"* to a *"creative age"* has not yet occurred. It is believed that learning studios offer a potential remedy for this disconnect.

Learning Studios include such classroom designs as flexible furniture on wheels that can be arranged in many different configurations with or without computers and laptops (Miller, 2008). Such flexible classroom spaces influence self-directed learning by:

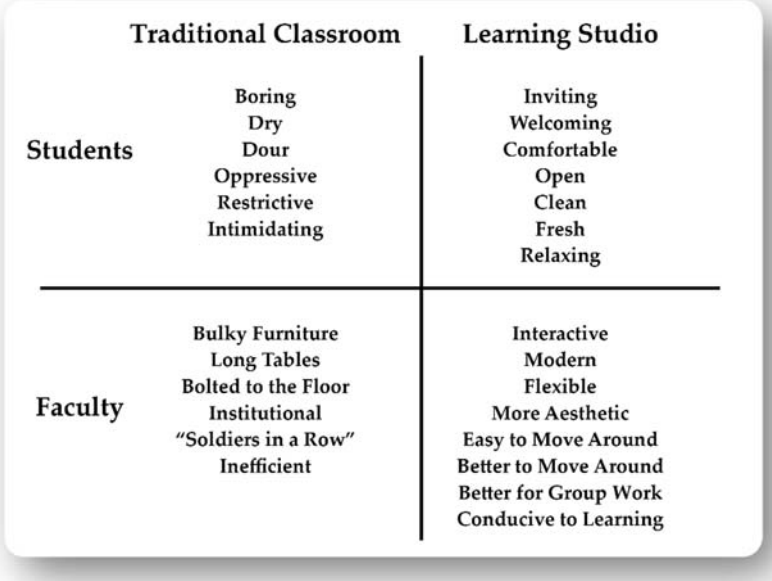
- Allowing greater involvement in group activities,
- Helping to create an environment that is more supportive of speaking up and participating in discussions, and
- Assisting in technology access to support research and dynamic learning activities.

Students in such environments indicate they were more comfortable talking because the learning studio layout is more informal. Conversations flowed more easily when the

classroom was more collaborative and when teachers moved around freely. Students also describe learning studios as "welcoming" and relaxing. According to Miller, learning studios became descriptive of not only the physical space attributes, but also the paradigm shift toward engaged teaching and learning (Miller, 2008).

The learning studio creates an environment that is both physically and psychologically comfortable. Wanless (2016) supports this conclusion from her development of a learning studio using Miller's model at Michigan Technological University. In her case study report of the impact, she found that students highlighted the features of the learning studio that contributed to the comfortable environment—factors such as a spacious physical layout, flexible furniture (both tables and chairs) and relaxed seating. Students and faculty consistently highlighted this learning studio characteristic as critical to engagement with course material. More importantly the outcome seems to have a more positive impact on student engagement, interest and on what is learned. Cost, room construction and technical aspects may be a challenge with implementing or modeling such designs. Some institutions are creating one or more of these types of learning studio classrooms, and faculty can request them for special sessions or for particular courses. Figure 6 illustrates the contrasts between traditional classroom design spaces and the learning studio.

Figure 6. The Traditional Classroom Design versus the Learning Studio Design



(Miller, 2008).

The above figure compiles the research responses from Estrella Mountain Community College faculty and staff, which leaves little doubt that learning studios offer more positive environments for learning and teaching than traditional classrooms (Miller, 2008). According to Miller, learning studios create a more comfortable ambience. Such environments increase student and faculty engagement by creating experiential and dynamic learning spaces.

Instructional Design

Other recommendations are made for improvement to instructional design. These include those delineated below.

- *Seek new ways to work in the classroom*—explore new ways of teaching and learning and differentiate instruction and interactions.
- *Model leadership qualities for student development*—students learn leadership characteristics and qualities from their teachers.
- *Change the way we teach and the purpose of what we teach*—moving away from memorization and cultivating higher-order cognitive skills (Whittaker, 2018).
- *Move away from traditional strategies*—such as traditional recall testing and cultivate constructivist and authentic learning strategies for meaning and understanding.
- *Cultivate higher-order cognitive skills and gravitate toward experiential education* that emphasizes the application, evaluation and creation of knowledge (Whittaker, 2018).
- *Include collaborative, interdisciplinary and co-teaching models,* which provide a richer experience for students with many perspectives.
- *Incorporate 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 and reconstruction of knowledge; and encourage learners to think critically, creatively and productively—to analyze, synthesize and critique other perspectives while developing their own ideas about a concept (King, 2008).
- *Develop more complex and authentic forms of learning and assessment* which no longer rely solely on recall and final exams to measure student learning. Whittaker (2018)

suggests generating opportunities and learning experiences for solutions to real-world problems.

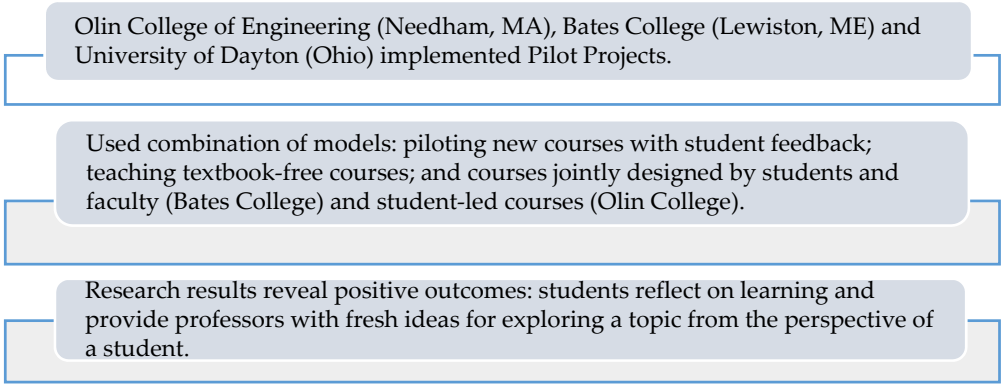
Student Collaboration in the Design and Format of Courses

Olin College of Engineering and the University of Dayton have piloted programs where students gave input into designing their courses. There is a combination of models, which include piloting new courses with student feedback, teaching textbook-free courses and courses jointly designed by students and faculty (Bates College) and student-led courses (Olin College).

According to research findings, this practice can help students reflect on their learning and provide professors with fresh ideas for exploring a topic from the perspective of a student.

In student-led courses, a small group of students choose a topic and act as teachers, creating and running the class with the support of two professors, one with pedagogical skills and the other with subject-matter expertise. Students earn credit from professors and not the students teaching them.

Figure 7. Pilot Models of Student Input in the Design and Format of Courses



(Supianao, 2018).

Future of Instruction and Learning

This final section looks at the research, theories and models pertaining to the futuristic thinking about the role of faculty as leaders. These are theoretical perspectives, empirically

based studies, case study reports and phenomenological strategies recommended by researchers, scholars and practitioners. It includes a brief overview of some of ideas, practices and models being advocated, discussed and implemented relative to how instruction and education must improve and change and what it should look like in the future. Topics under this category include: moving from knowledge to wisdom, constructivist perspectives, institutional support, the design of classroom space along with instructional design, effective use of faculty time and further cultivating the leaders of learning, and implications for policy. The Maxwell Model was found to be so interesting and important that it will be the focus and discussion of the 2019 ECCSSA conference.

From Knowledge to Wisdom— The Maxwell Model

> *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.* (Maxwell, 2013)

Nicholas Maxwell, philosopher of science and emeritus reader at University College, London, is a leading proponent for more than thirty years of revamping and advancing higher education and moving the focus of learning from knowledge to wisdom. Maxwell believes this is vitally important for seeking solutions to help people resolve problems they encounter in life and to develop life skills. Per Maxwell:

> *We need to bring about a wholesale, structural revolution in the aims and methods, the entire intellectual and institutional character of academic inquiry. At present, academic inquiry is devoted to acquiring knowledge. The idea is to acquire knowledge, and then apply it to help solve social problems. This needs to change, so that the basic aim becomes to seek and promote wisdom—wisdom being understood to be the capacity to realize what is of value in life for oneself and others (and thus, including knowledge, know-how and understanding). Instead of devoting one's self primarily to solving problems of knowledge, academic inquiry needs to give intellectual priority to the task of discovering possible solutions to problems of living.* (Maxwell, 2007, p. 98)

The Role of the Disciplines

Maxwell (2007, 2008, 2013 & 2014) believes that each discipline has a role to play in the transition of academia from a knowledge-based inquiry to a wisdom-based inquiry. A brief overview of the roles of the academic disciplines, per Maxwell, is presented below.

- ***The Social Sciences*** need to focus on social philosophy or social methodology devoted to promoting more of a cooperatively rational solving of conflicts and problems of living in the world. Maxwell believes that this could be more intellectually fundamental than natural science.

- ***The Natural Sciences*** need to recognize three domains of discussion: evidence, theories and aims. The problems of research need to be discussed by those in the field of science and those that are not, examining questions concerning social priorities and values.

- ***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.

- ***Literature*** needs to explore, imaginatively, some of the most profound problems of living and contribute to empathic and personal understanding of life dealing with such problems, by allowing the individual to enter imaginatively into the lives of others.

- ***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.

- ***National and Global Governance Curricula*** need to include a national shadow government, perhaps virtually, free of the constraints of power and 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 serve as a simulated model for students to practice and learn. This would include a plan for how the actual world government would be elected, democratically.

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

- ***The Behavioral and Psychological Sciences*** have 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 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 the successful achievement of collective goals demand the time, attention, understanding and action of all citizens. Institutions of higher education have both the opportunity and the 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 and how the past has helped to shape the present time.

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 cross-disciplinary approaches should be encouraged.

Maxwell believes that our institutions of higher learning have a structural irrationality. He claims that academia is regarded as somewhat irrelevant and that this is a symptom of its damaging irrationality (Maxwell, 2014). This has been a persistent conclusion advanced by Maxwell over the years in his theoretical model. In an earlier treatise, he states:

> *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 of its irrationality, is designed to intensify, not help solve our current global problems.* (Barnett & Maxwell, 2008, p. 103)

For Maxwell, we need to change the aims and methods of academic inquiry. He indicates that we have gained increased knowledge, including that of science, but with a lack of wisdom and understanding. This is the divide between the traditionalist views of education and learning and those of constructivist theorists.

Maxwell cites the resulting effects and the most recent catastrophes resulting from a lack of global wisdom on society and the world. To summarize a few of the events Maxwell discusses:

- A massive increase in scientific knowledge and technology minus a concomitant increase in global wisdom.
- Degradation of the environment due to industrialization, modern agriculture and global warming.
- The horrific number of people killed in wars, the arms trade and the stockpiling of modern armaments.
- The immense differences in wealth of populations across the globe, as well as rapid population growth.
- This also includes the rapid spread of AIDS due to contaminated needles used in inoculation programs, and global travel made possible by modern technology.

Maxwell believes that all these incidents and more have been made possible by the rapid growth of science and technology since the birth of modern science in the 17th century. Maxwell concludes that these catastrophes are caused by the crisis of science without wisdom.

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.

Incorporating Wisdom Content into the Current Knowledge-Based Instructional Model

Changing the direction and purpose of education, as espoused for the last thirty years by Nicholas Maxwell (1984, 2007, 2008, 2013 & 2014), from a knowledge-focused to a wisdom-focused instructional and educational model could have far-reaching consequences.

It has been noted that a shift back to such a focus on wisdom as the aim might lead to a more enlightened and wise society. It would certainly equip individuals with the skills and insights necessary to solve daily problems. 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.

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

Constructivist Theory and Maxwell's Model

Maxwell's model is akin to the constructivist theorists' approach to learning. For these theorists, constructing meaning and understanding of what is learned is central to the holistic approach to teaching. Instruction is meant to engage learners and help them learn how to reconstruct their own understanding through interpretation and inner reflection (King, 2008).

Learners should be able to:

- Construct meaning for themselves;
- Reflect on the significance of the meaning;
- Make self-assessments to determine their own strengths and weaknesses in learning.

➢ The teacher then becomes the:

- Mediator of learning and thinking through engagement;
- Facilitator of understanding;
- And the role shifts from *"sage on the stage"* to *"guide on the side."*

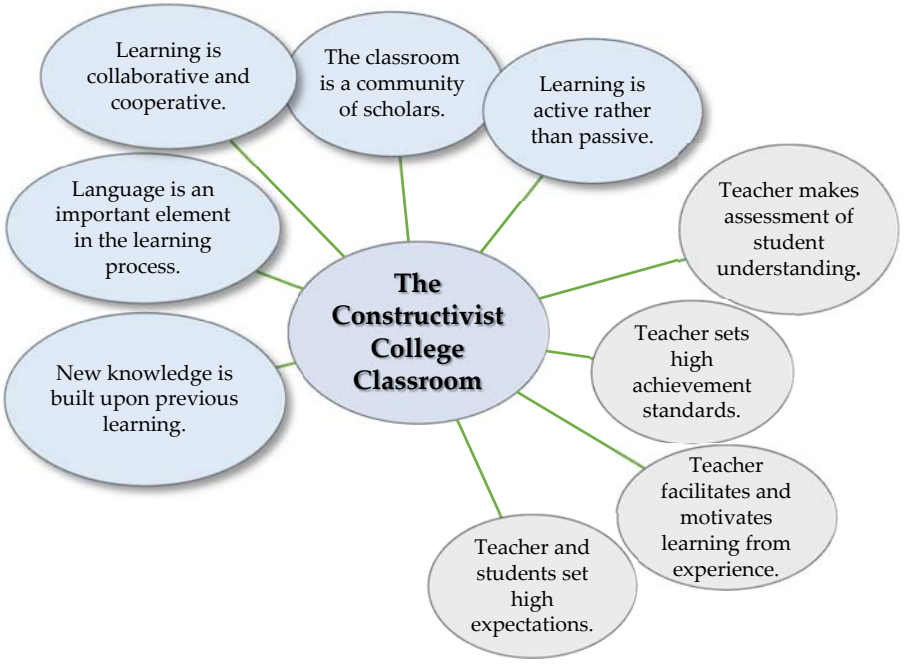
Using the constructivist teaching strategies by no means can be seen as the teacher stepping aside. Constructivist teaching is quite time-consuming in preparing and leading challenging activities for positive outcomes with students.

Learners require a variety of different experiences to advance to different kinds and levels of understanding. To achieve this, educators need to spend time understanding learners' current perspectives and, based on this information, incorporate learning activities that have real-world relevance for each learner.

An important aspect of this model is that of linking information and learning to contextual experiences that would engage learners and contribute to a deeper understanding. This approach to teaching and learning could be used in Maxwell's model to teach wisdom, application and solving the problems of living.

Therefore, in the constructivist model, teachers and students both have critical roles to play, and the learning and instruction is collaborative. Students have a leadership role, and they are active collaborators in the process. They are allowed to do a lot of interacting and planning of classroom activities. However, teachers model and shape behavior as facilitators of learning, and they create opportunities for guided and unguided discovery. Figure 8 below summarizes the major characteristics of constructivist classrooms.

Figure 8. Characteristics of Constructivist Classrooms



(King, 2010).

Institutional Support— Becoming Change Agents and Reimagining Critical Areas

Faculty Recognition

According to some researchers, institutions need to become change agents and treat faculty with parity (Ginsberg, 2011; Maxwell, 2014). There is so much that should change at the institutional level. It is suggested that institutions of higher learning empower instructional leaders and see them on par with administration. Institutions should recognize and acknowledge teaching faculty as leaders of learning in higher education. Further, according to the above research, teaching faculty are reported to be the truest of transformational leaders and agents of change, having the most impact on learners and the community. Ginsberg (2011) recommends that college faculty should be representatives on the institution's Board of Trustees. Teaching faculty better than anyone can provide valuable input on educational and instructional processes and the needs of learners.

Classroom Space, Instructional Design and the Learning Environment

Further, college administration should rely on the guidance and input from faculty in creating effective physical spaces and classroom design. Classroom physical spaces should be based on the needs of faculty and the content of their instruction, combined with teaching style, the subject matter and content of the course and how courses are taught.

In this author's opinion, course meeting times should also receive input from faculty rather than the mechanical scheduling that is often made by administrators or schedulers in a matrix without input from faculty. These decisions are being made often with a lack of knowledge of class content and how the course is taught by instructional faculty and the level of complexity of content versus time of day for effective learner absorption. Where classes are mass scheduled, there may be little or no faculty input.

Better Use of Faculty Time

With the availability of technology and technology-savvy students, meetings should be reimagined, along with office hours and other forms of meetings with 21st century technology-savvy students. Widely discussed alternatives include: virtual meetings, online office hours, the educational use of social media, live office hours, videoconferencing and more. There is no need to consume faculty time with busy and in-person chores and tasks when they are already spending more than the requisite hours to prepare for courses, grading papers, advising and mentoring students and more.

Many faculty indicate that committee meetings are a waste of valuable time and are designed to keep faculty busy and perform the duties of what should be tasks of the administration. It is perceived that administration seems to push trivial and meaningless tasks down to faculty, and in fact triple the amount of hours faculty are working. This additional work is added to the countless hours of course preparation and course delivery for those that are truly teaching well in addition to what is required, not leaving time for faculty to have personal or family time.

Cultivating the Leadership of Learning

It is important to cultivate faculty in the leadership of learning. Teaching faculty represent the most important aspect of the leadership team in higher education. Therefore, it is essential that institutions of higher learning place high priority on building leadership in teaching. Likewise, teachers as instructional leaders must model leadership behaviors to students so they can observe and learn how to become effective leaders as well. Moreover, faculty as the leaders of learning should be widely recognized, rewarded and promoted.

Faculty should be seen as equals, and higher education institutions should adopt a collaborative leadership effort to create new cultures to support quality leadership in the scholarship of teaching and learning. It is timely to adopt responsive instructional leadership models and to implement relevant ideas to enhance collaborative leadership development for all (Bryman, 2007, 2009; Jones et al., 2012; Parrish, 2015; Scott, Coates, & Anderson, 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 higher education culture. Hofmeyer et al. (2015) offer the following guiding recommendations to facilitate long overdue cultural change to cultivate leaders of learning:

- *Leadership development must be available for all academics in higher education;*
- *All academics have a moral responsibility to cultivate civility in the workplace, foster inclusive cultures and networks to mentor and affirm colleagues and students;*
- *Collaborative engagement between all academics to identify evidence and metrics of leadership success in teaching and learning and developmental pathways and incentives;*
- *Coordinating large courses, leading teaching teams and influencing quality learning experiences for students and colleagues is evidence of academic leadership in learning and teaching, and metrics of success.* (Hofmeyer et al., 2015, p. 189)

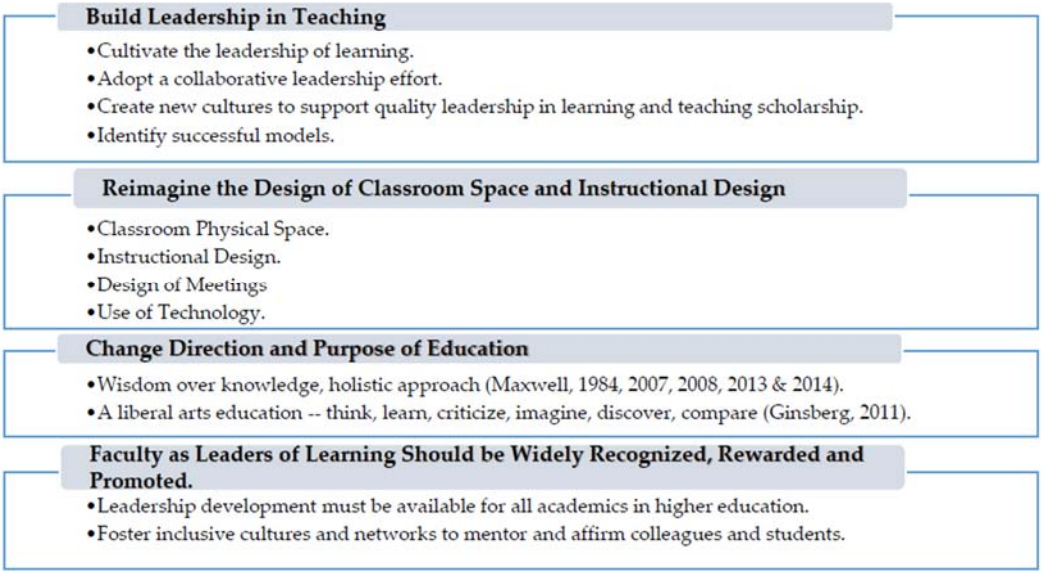
In addition to the above, Ginsberg (2011) calls for an emphasis on providing a liberal arts education because students with such backgrounds are more well-rounded and are taught to think, learn, criticize, imagine, compare and discover. A liberal arts education also encourages students to cultivate a sense of intellectual curiosity, to appreciate debate and diversity, and to make aesthetic choices and sound moral judgments.

Summary Implications for Policy

Visionary perspectives on leadership in higher education are deficient. Leadership should not have a single focus with the current hierarchical structure. Leadership is inclusive of all. Leadership must transform its general paradigm. There are many implications for policy formulation and change relative to the way we view teaching faculty. When we put leadership into context, teaching faculty are leaders in their own right. The exploration of the research points to the need for a change in perspective and a recognition of faculty as leaders on many levels and most importantly the leaders of learning. Figure 9 below

provides a summary of the major policy recommendations to support cultivating the leadership of learning.

Figure 9. Summary Implications for Policy



In conclusion, when faculty begin to accept, model and practice the principles of transformative leadership, their constraining beliefs are replaced by a set of empowering beliefs that can lead to actions that not only support and strengthen the institution, but also model leadership behaviors for students. Such a mindset also improves and enriches their individual working lives (Astin & Astin, 2000).

Faculty are the core foundation of higher education institutions and the most classical and long-sustaining leaders. Without them, there would be no instructional program and no foundational base in higher education institutions. Institutions of higher learning must also acknowledge faculty as leaders, build leadership capacity and provide support, development, recognition and reward.

References

Astin, A., & Astin, H. & Associates. (2000). The leadership role of faculty. In *Leadership reconsidered: Engaging higher education in social change.* Battle Creek, MI: W.H. Kellogg Foundation.

Astin, A., & Astin, H. (2007). The leadership role of faculty. *Volume IV: What works, what matters, what lasts-Project Kaleidoscope*.

Barden, D., & Curry, J. (2013). Faculty members can lead, but will they? *The Chronicle of Higher Education*.

Barnett, R., & Maxwell, N. (Eds.). (2008). *Wisdom in the university.* London: Routledge.

Blackmore, P., & Blackwell, R. (2006). Strategic leadership in academic development. *Studies in Higher Education, 31*(3), 373–387.

Bolden, R., Petrov, G., & Gosling, J. (2008). Developing collective leadership in higher education. *Research and Development Series*. London: Leadership Foundation for Higher Education.

Bolden, R., Petrov, G., Gosling, J., & Bryman, A. (2009). Leadership in higher education: Facts, fictions and futures: Introduction to the special issue. *Leadership, 5*(3), 291–298.

Bryman, A. (2007). Effective leadership in higher education: A literature review. *Studies in Higher Education 32*(6), 693–710.

_____. (2009). Effective leadership in higher education: Final report. London: Leadership Foundation for Higher Education.

Burns, J. M. (1978). *Leadership.* New York: Harper & Row.

Colby, A., Ehrlich, T., Beaumont, E., and Stephens, J. (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility*. San Francisco: Jossey-Bass.

Colby, A., and Ehrlich, T. (2016). Undergraduate education and the development of moral and civic responsibility. The Carnegie Foundation for the Advancement of Teaching.

Creative Leader. (2016). Qualities of the visionary leader.

Day, D. V., & Antonakis, J. (2012). *The nature of leadership.* Los Angeles: Sage Publications.

Donaldson, G. A. (2007). Teachers as leaders: What do teachers bring to leadership? *Educational Leadership, 65*(1), 26–29.

Drury, S. (2005). Teacher as servant leader: A faculty model for effectiveness with students. School of Leadership Studies. Regent University.

Elliott, J., & Colquhoun, R. (2013). Measuring student success and satisfaction in technology-enhanced learning studio environments. Toronto: Higher Education Quality Council of Ontario.

Ginsberg, B. (2011). *The fall of the faculty: The rise of the all-administrative university and why it matters*. New York: Oxford University Press.

Haslam, S., Reicher, S., & Platow, M. (2011). *The new psychology of leadership: Identity, influence and power*. New York: Psychology Press.

Hofmeyer, A., Sheingold, B., Klopper, H., & Warland, J. (2015). Leadership in learning and teaching in higher education: Perspectives of academics in non-formal leadership roles. *Contemporary Issues in Education Research, 8*(3), 181–192.

Jones, S., Lefoe, G., Harvey, M., & Ryland, K. (2012). Distributed leadership: A collaborative framework for academics, executives and professionals in higher education. *Journal of Higher Education Policy and Management, 34*(1), 67–78.

Juntrasook, A. (2014). You do not have to be the boss to be a leader: Contested meanings of leadership in higher education. *Higher Education, Research and Development, 33*(1), 19–31.

Juntrasook, A., Nairn, K., Bond, C., & Spronken-Smith, R. (2013). Unpacking the narrative on non-positional leadership in academia: Hero and/or victim? *Higher Education, Research and Development, 32*(2), 201–213.

King, R. (2008). *Enriching the lives of children: Creating meaningful and novel stimulus experiences to promote cognitive, moral and emotional development.* Newcastle upon Tyne: Cambridge Scholars Publishing.

_____. (2017). Rethinking leadership in higher education: Vision, models, expansion, inclusion, development and transformation. *The ECCSSA Journa*l, *16*(1), 1–33.

_____. (2010). Teach for understanding: Constructivist models and strategies that engage diverse learners for successful outcomes. Presentation at VCCS New Faculty Seminar, Richmond, VA.

_____. (2018). The future of instruction, learning and leadership: Education for holistic development, ethical leadership and sustainability. *The ECCSSA Journal, 17*, 1–38.

Komives, S., Lucas, N., & McMahon, T. (1998). *Exploring leadership for college students that want to make a difference.* San Francisco: Jossey-Bass, 68–72.

Komives, S., Lucas, N., & McMahon, T. (1998). The Relational Model.

Kouzes, J., & Posner, B. (2012). *The leadership challenge: How to make extraordinary things happen in organizations*. San Francisco: Jossey-Bass.

Maxwell, N. (1976). *What's wrong with science? Towards a people's rational science of delight and compassion*. London: Bran's Head Books, Ltd.

_____. (1984). *From knowledge to wisdom: A revolution in the aims and methods of science*. Oxford: Blackwell.

_____. (2007). *From knowledge to wisdom: A revolution for science and the humanities*. London: Pentire Press.

_____. (2013). From knowledge to wisdom: Assessment and prospects after three decades. *Integral Review, 9*(2), 76–112.

_____. (2014). *How universities can help create a wiser world--The urgent need for an academic revolution*. Exeter: Imprint Academic.

Middlehurst, R. (2008). Not enough science or not enough learning? Exploring the gaps between leadership theory and practice. *Higher Education Quarterly, 62,* 322–339.

Miller, H. (2008). Rethinking the classroom. Spaces designed for active and engaged learning and teaching. Solution Essay.

Parrish, D. (2015). The relevance of emotional intelligence for leadership in a higher education context. *Studies in Higher Education, 40*(5), 821–837. doi: 10.1080/03075079.2013.842225.

Perkins, D. (2005). The case for a cooperative studio classroom: Teaching petrology in a different way. *Journal of Geoscience Education, 53*(1), 101–109.

Quinlan, K. (2011). *Developing the whole student: Leading higher education initiatives that integrate mind and heart*. Oxford: University of Oxford, Oxford Learning Institute, Leadership Foundation for Higher Education.

Robinson, V., Lloyd, C. & Rowe, K. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly, 44*(5), 635–674.

Scott, G., Coates, H., & Anderson, M. (2008). Learning leaders in times of change: Academic leadership capabilities for Australian higher education.

Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization.* New York: Currency Doubleday.

Smith, B. & Hugey, A. (2006). Leadership in higher education—its evolution and potential: A unique role facing critical challenges. *Industry and Higher Education, 20*(3), 157–163.

Smith, C. (2018). Higher education is drowning in BS. *The Chronicle of Higher Education.* The Chronicle Review.

Supiano, B. (2018). How colleges can cultivate students' sense of belonging. *Chronicle of Higher Education.*

_____. (2018). How students can shape the design of their courses. *Chronicle of Higher Education.*

Theall, M. (2018). The multiple roles of the college professor.

Theall, M., Mullinix, B., & Arreola, R. (2009). Qualitatively excavating below the quantitative surface: An action-oriented, case-based application of the meta-professional model. Paper presented at AERA, San Diego, CA.

Threesixty. (2010). Work with me here…[2]: How designers are planning spaces to nurture collaboration—and how those spaces are actually working. Online: 360steelcase.com.

Wanless, L. (2016). A learning studio that inspires active pedagogy. *Journal of Learning Spaces, 5*(2), 1–5.

Whitaker, M. (2018). The 21st century academic. *The Chronicle of Higher Education.*

World Economic Forum. (2012). New models of leadership.

Leadership as a Vocation: Charisma as A Resource for Developing Faculty Leaders

Rifat A. Salam

Associate Professor Sociology and Deputy Chair,
Social Sciences, Human Services and Criminal Justice
Borough of Manhattan Community College
The City University of New York

Abstract

Leadership in higher education is typically seen in terms of administrative roles, such as department chairs, deans and other administrative leadership. Faculty who subscribe to that model of academic leadership may not be aware of the variety of different forms of leadership that are available to them. By focusing on their primary role as teachers and/or researchers, their understanding of their career path may preclude the pursuit of leadership roles. This article uses the concept of charisma and the idea of a vocation or calling, as theorized by the sociologist Max Weber, to reimagine faculty self-conceptions and their potential for leadership. A brief discussion of charisma and vocation in Max Weber's work leads into the ways in which an academic career can be conceptualized as a calling. The changing landscape of higher education poses challenges to institutions of higher education, and faculty leaders are a critical resource for managing change and transition. The personal characteristics that we define as "inspirational" or charismatic are a resource to be channeled into a variety of different, including non-traditional, models of faculty leadership. The goal of this article is to expand our understanding of faculty leadership and promote further development of faculty leaders.

Keywords: *faculty, leadership in higher education, faculty leadership, charisma, Max Weber, higher education professional development, faculty and administrative leadership.*

Introduction

When people think about higher education leadership, they typically think of administrators, from department chairs to deans, provosts and college presidents. When faculty are identified as potential leaders, they may be steered towards administrative roles in higher education. But many of these same faculty, if they are full-time and tenured, are likely to eschew that career trajectory and not necessarily seek out other opportunities

for leadership. In the changing landscape of higher education, tenured faculty may feel uncertain about their positions in changing institutions, and focus on their current roles, consigning leadership to professional administrators. Indeed, many of the traditional leadership roles previously held by faculty have been downgraded, if not eliminated, creating uncertainty about the future of faculty leadership in general. But given their direct experiences with students and daily interactions with other faculty and staff, faculty leadership is and will be increasingly important for navigating institutional and structural changes in higher education. While institutions themselves may recognize this need and develop faculty leadership programs to address it, faculty need to first see themselves as potential leaders. The very same qualities that make them effective and inspiring teachers are key to recognizing that potential.

In social and political theory, it is difficult to discuss leadership without raising the concept of charisma. The foundational theory of charisma can be found in Max Weber's *Politics as a Vocation*, which described the necessary qualities for an ideal politician. Weber opined that it is the very individuals who should and have the ideal qualities to be in politics who are the least likely to pursue a political career. In a parallel version of this, many faculty who would be ideal leaders may avoid leadership roles, precisely to stay out of the "politics" of their institutions. Additionally, they may not see themselves as qualified for or feel they lack the skills or temperament for leadership roles. Weber's description of politics and leadership may resonate with many in institutions of higher education:

> *Politics is a strong and slow boring of hard boards. It takes both passion and perspective … that man would not have attained the possible unless time and time again, he had reached out for the impossible. But to do that a man must be a leader, and not only a leader but a hero as well … And even those who are neither leaders nor heroes must arm themselves with that steadfastness of heart which can brave even the crumbling of all hopes.* (Gerth & Mills, 1946, p. 128)

Weber describes the three preeminent qualities of the ideal typical politician: passion, a feeling of responsibility and a sense of proportion (Gerth & Mills, 1946). Max Weber (1978, p. 241) described charisma as a concept "to be applied to a certain quality of individual personality by virtue of which he is considered extraordinary and treated as endowed with supernatural, superhuman, or at least specifically exceptional powers or qualities." While this original definition is specific to Weber's theory of power and authority in politics, it can be used and expanded to describe charisma in "everyday" organizational settings. Prosaic and perhaps less dramatic forms of charisma can be found in formal and informal leaders in a variety of organizational contexts, including higher education. In a higher education setting, examples range from exceptional teachers whose effectiveness lies in

their ability to motivate and inspire students to colleagues with the ability to inspire and bring together colleagues in governance or service contexts. When many people think about the professors, mentors and colleagues who have most inspired and influenced them, they are likely to think about their personal qualities as much as their knowledge base. These qualities cannot be measured in institutional metrics and thus go unrecognized and their potential untapped. Charisma, combined with a sense of "calling," can be harnessed in the identification and development of faculty leaders.

The idea of work as a calling, as distinct from the religious context, is fitting for many academics, who have chosen a career path for reasons other than material self-interest. In contrast to religious calling, vocational calling is an idea that Weber examined in his iconic work, *The Protestant Ethic and the Spirit of Capitalism.* For Weber (2002, p. 40) vocational calling attaches *"religious significance to daily work,"* in which an individual attaches spiritual significance to the effort and diligence applied to their professional or commercial pursuits. The devotion to work and the associated *"work ethic"* focus on spiritual rewards. Eventually, the work ethic moved away from its religious origins to assume a broader sense of devotion to work and vocational calling in the context of late capitalism. For this discussion, we can think about the ways in which certain professions tend to employ the language of the vocational calling, where people describe their work as having greater significance and meaning than the attendant material rewards. This framing of work as calling is common in helping professions like social work or teaching where remuneration may not correspond to the education, hours, and dedication they require. That dedication and sense of responsibility are evidenced in classrooms, in scholarly pursuits and in service to disciplines and institutions. While they may not use the explicit concept of the calling, a higher purpose and intrinsic rewards are commonly cited by faculty as motivations to pursue and persist in academic careers.

As institutions of higher education become increasingly technocratic, focusing on measurable skills and credentials to innovate and solve problems, personal characteristics and appeals to emotion may seem irrelevant. As teachers, our experiences with students tell us otherwise, and research has born this out (Cotton & Wilson, 2006; Sax, Bryant, & Harper, 2009). Organizations benefit from different forms of leadership and different types of leaders. Faculty need to draw on their personal qualities in addition to their professional skills to forge their own paths to leadership as important stakeholders in higher education. While they may not hold formal administrative positions, faculty leaders do have an impact. Writing about culture and change in community colleges, Randall VanWagoner (2018) describes the importance of these informal leaders, who "shape culture by interpreting organizational behavior in ways that influence others and, more subtly, through informal interaction with peers and subordinates," highlighting their role as

critical intermediaries. He goes on to say that they *"typically have a knack for sifting through the noise and finding workable space between the din of the naysayers and the sometimes detached rhetoric of senior administrators"* (p. 9).

By tapping into their personal charisma while identifying and forging alternative paths to leadership, faculty are able to position themselves as a valuable resource for navigating institutional challenges and change. In Weber's theoretical work on politics, leadership and charisma provide a useful framework for conceptualizing the need for and identifying multiple forms of faculty leadership. This is not meant to be a discussion of theories or perspectives on leadership in higher education (see King, 2018 for a broader discussion), but rather, a reimagining of faculty leadership as a vocation, and a call to faculty to pursue it. Rather than seeing it as a separate career path, leadership can be an extension of that original calling to an academic career.

Are there limits to the notion of charisma in this context? Yes. As Weber theorized in his original work (1946), charisma is inherently unstable in formal political contexts. Charismatic leaders emerge during periods of transition and social change and tend to challenge the status quo. As such, they are often seen as a threat to the existing social order. In the context of higher education, perhaps less dramatically, emerging leaders with charismatic qualities may be perceived as threatening. In these situations, they should develop and employ emotional intelligence as they negotiate institutional politics. Furthermore, charisma is helpful in identifying potential leaders, but it is one resource among many. Acquiring relevant expertise, building relationships and understanding institutional politics are critical aspects of faculty leadership development.

Faculty Leadership as a Vocation

Weber's description of politics as a vocation has numerous parallels in academic life. The years of delayed gratification and extensive education, not to mention the vagaries of the academic job market, make it a career path that is not strictly based on rational calculation. Academics pursue their careers out of a love for their discipline, for research and intellectual inquiry and for many, if not most, a desire to share their knowledge through teaching. The choice to pursue an academic career is rooted in recognizing the intrinsic value of the pursuit and sharing of knowledge rather than a desire for financial return in the time invested. Rather than a financial "return on investment," most faculty value just as highly the nonremunerative aspects of their work. In this way, the academic career is a kind of calling, as Weber described—a calling that is based on what he would call *value rational* action, where choices are made as a result of beliefs and values rather than simple models of exchange.

It stands to reason that academics choose their careers out of a desire to pursue knowledge while sharing and imparting that knowledge to others. In the changing academic landscape, where technocratic ideology and bureaucratic exigencies shape the discourse, the notion of academic life as a calling may seem anachronistic. However, the "heart" of the calling and its relational aspects are especially important in this changing landscape, where greater access to education results in student populations who especially benefit from guidance and support from faculty. It also calls for different types of faculty leaders who can support the instrumental and pragmatic but also more abstract goals of their institutions as they face structural and cultural shifts. A college education provides credentials, but undergraduate education has traditionally also emphasized personal and intellectual growth. Faculty, less bound by metrics than their administrative counterparts, are in a position to defend the more abstract aspects of higher education.

Identifying and recruiting a new generation of faculty leaders requires an identification of key qualities that potential leaders possess by thinking through the following questions. First, what are the qualities of an inspiring leader? Second, of those qualities, how many of them refer to the feelings engendered by these individuals that makes them so inspirational? And third, how can we think about the values that these leadership qualities can bring to our institutions? Faculty should be urged to consider their own qualities and leadership potential even when they choose not to pursue traditional pathways in higher education leadership. The different ways that faculty inspire their students, colleagues and others on their campuses represent different aspects of "faculty charisma," or the personal qualities that faculty possess and/or have developed in their roles as teachers and mentors to their students.

Why the focus on charisma in faculty leadership? Every college and university has inspiring faculty leaders, but they are not always recognized, nor is their potential fully realized within the bureaucratic structures of their institutions. But precisely as institutions face considerable internal and external pressures to change, those faculty leaders can serve as vital mediators and links between various stakeholders. As informal leaders, i.e. non-administrative leaders, faculty have spent years cultivating relationships within their institutions, and those ties can be a powerful tool in navigating change. Here we are using the concept of charisma, but it can also be analogous to or channeled into emotional intelligence, an important competency for leadership (Prati et al., 2003). Whatever emotional or social tools or skill sets faculty leaders bring to the table, it is also important to recognize that they need an opportunity to develop their own self-definitions of leaders in much the same ways their administrative counterparts do (Eddy & VanDerLinden, 2006).

What if charisma, even a modified one such as presented here, is not a useful concept for all faculty? If the language of charisma does not fit or seems out of place in contemporary organizational contexts, for practical purposes, the concept of emotional intelligence might be used as an alternative. Inspiring leaders who might be described as possessing charisma are likely to possess that important competency. Salovey and Mayer (1990) define emotional intelligence as the ability of an individual to monitor and understand their own and others' emotions and use that information to think and act accordingly. Mayer and Salovey (1997) further developed a four-branch model that expands emotional intelligence to demonstrate the ability to perceive, use, understand and manage emotions. In the higher education context, this competency can be seen in the following examples: the faculty leader who in the middle of a contentious governance meeting, reads the emotions in the room and their own feelings to make a heartfelt appeal to advance a given position; or an emotionally intelligent faculty leader who channels their anger to deliver an impassioned speech to inspire righteous indignation to advocate for an important issue. Whether we use the language of charisma or of emotional intelligence, faculty leaders can be very effective in their use of these intangible qualities.

Faculty charisma can manifest itself in different types of leadership roles. First and foremost is the inspirational teacher who can engage students and provide colleagues with pedagogical leadership. Then there is the informal mentor who informs, inspires and connects their colleagues and is primed for a more formal role in mentorship. The third major role is that of the service leader who brings people together, on committees, and research and assessment projects, to accomplish departmental and institutional goals. What do people often say about effective faculty leaders and teachers? They inspire, connect, attract and innovate. Whether formally or informally, these qualities mean that as leaders, faculty have a unique opportunity to contribute to their institutions, especially during periods of transition. An expanded conception of charisma, which includes relational skills, combined with the sense of vocational calling, are an important starting point for the leadership pathway.

Models of Faculty Leadership

Faculty leadership can take a number of different forms. It may be helpful to think of these leadership roles as pathways, since they do not necessarily represent specific positions but a range of leadership choices. Some of these pathways are well worn, but they are still relevant, while others may be a response to specific institutional needs, changing external contexts or exigencies that may arise in a given institutional setting. By identifying leadership models and pathways, potential faculty leaders have a range of choices, especially when they do not think of themselves in traditional leadership roles. This is

especially important given the observation by Schuster and Finkelstein (2006) that because of the aforementioned changes in higher education, traditional faculty leadership has been under threat for the last twenty years. More recently, Larry Gerber (2014) has documented the declining role and importance of faculty governance in higher education. Creating awareness for existing leadership models as well as pursuing other forms of leadership could help stem this tide and rejuvenate faculty interest in leadership, even where traditional models are under threat.

Newer faculty cohorts may also lack awareness of already established roles, while faculty approaching mid-career may want to consider forging new pathways. Four models of faculty leadership are present and/or emergent in higher education today:

1) traditional or expected pathways for faculty leaders;

2) the teacher as pedagogical leader;

3) leadership bridging administration and faculty; and

4) faculty mentorship as leadership.

All four represent ways in which faculty can engage with and support institutional goals in order to offer alternative perspectives while navigating change.

The expected or traditional pathways for faculty leadership include departmental or divisional leadership, roles in faculty governance, in higher education administration and leadership in disciplinary organizations. While this article does not focus on departmental or administrative leadership, any call for faculty leadership development must acknowledge the importance of potential leaders learning about or being provided guidance should they choose to pursue that pathway. Faculty governance is another potential area of leadership. Faculty governance leaders need to reach out to junior faculty and make them aware of the role of faculty in institutional decision-making through shared governance. Faculty in these traditional leadership positions should be encouraged to engage in outreach to connect with junior and mid-career faculty. Robust faculty participation and engagement is critical for shaping curriculum and policies for generations to come. Despite trends discussed earlier, faculty governance still has an important role to play and continues to be a stakeholder in higher education (Gallos, 2009).

Disciplinary leadership is another pathway for faculty leadership, and it may be especially important where faculty may not have opportunities within their home institutions. Disciplinary associations offer a wide variety of opportunities for leadership, including councils and committees, leadership in subdiscipline sections, journal editorships and

involvement in teaching and learning sections. This last one is an especially welcoming option for community college faculty who are primarily focused on teaching rather than research. While many academics only think of their disciplinary institutions in terms of conference participation or journal publication, disciplinary organizations are involved year-round in promoting the discipline, in disseminating research and in developing curriculum and disciplinary recommendations. Most subdiscipline and teaching and learning sections are constantly seeking participants and potential future leaders, and they provide an opportunity to learn more about leadership in the discipline. Moreover, service and leadership in the discipline can be part of tenure and/or promotion portfolios, so this is an added incentive for time-crunched faculty, especially those at teaching-focused institutions.

Teaching is an area that is also in need of faculty leadership. Other than perhaps Research I institutions, most colleges and universities are deeply concerned with the quality of teaching and learning for their students' experience. While many initiatives aimed at improving student outcomes may originate outside faculty purview, the role of faculty as pedagogical leaders is growing in importance. Whatever technological innovation or new "content delivery systems" may be introduced, faculty are the ones best positioned to incorporate new instructional methods while being mindful of disciplinary and content-based concerns and the needs of their students. Faculty pedagogical leaders are also best positioned to promote innovation and share effective teaching strategies and practices with their colleagues.

As previously noted, across higher education, institutions are facing change and transition with developments in administrative leadership and organizational structure. An important emerging role for faculty leadership is one serving as a bridge between faculty, administration and even students. Potential roles in this capacity include leadership in service committees, as coordinators or co-coordinators in partnership with administrators in leading new programs and participating in faculty–administrator models where those are available. During periods of transition and restructuring, it is not uncommon to experience retrenchment and hardening adversarial relationships between faculty and administration. This trend can be combatted by engaging faculty leaders who are respected across the institution to fill roles which bridge the two groups. That synergy is especially important in navigating the human resource, political, and symbolic aspects of organizational change, as laid out in Bolman and Deal's (2017) four-frame model in reframing organizations. The four frames are

> 1) the structural, which looks at the institutional and organizational structures and roles;

2) the human resources, which focuses on an organization as being analogous to an extended family of individuals with varying needs, preconceptions, feelings, etc.;

3) the political, which focuses on organizations as contested sites where competing interests vie for power and influence; and

4) the symbolic frame, which focuses on the importance of culture, which includes the symbols and rituals in institutional cultures.

In order to successfully navigate and manage institutional change, all four frames must be considered. How this comes about depends on the structural openness of the institution and/or entrepreneurial efforts on the part of the faculty. An implication of the Bolman and Deal model is that faculty leaders, including, and perhaps especially, informal faculty leaders, represent a crucial asset for addressing the challenges posed by these different contingencies in the organizational change process.

Visionary administrators recognize the importance of informal faculty leaders and will seek to find ways to create formal leadership roles for those individuals. Often simultaneously, a faculty leader will find ways to create these positions through external support or other means, including developing programs or founding institutes that fulfill an institutional need or vacuum. These roles can allow these leaders to create bridges between faculty and administration. By allowing for the development of these "bridging" roles, institutions would greatly benefit from a potential reduction in tension between faculty and administration and increase the likelihood of faculty buy-in. Where administrators lack such vision, faculty would do well to consider proposing and creating alternative opportunities for leadership either through existing governance structures or grassroots organizing.

Finally, another pathway or role for faculty leadership is mentorship. Formal and informal faculty mentorship often exists simultaneously across disciplines and departmental contexts. The literature on faculty mentorship (Darwin & Palmer, 2009; Savage et al., 2004) provides a range of different models and ways to conceptualize leadership, and it is not the traditional image of mentorship of a sage, senior faculty and their inexperienced mentee waiting to receive their wisdom. Faculty mentorship allows opportunities for mid-career and senior faculty to engage with and provide valuable support to junior and contingent colleagues. In institutions with informal mentorship, faculty can propose more formalized, yet still faculty-driven mentoring programs that are aligned with institutional goals like improving retention, developing teaching skills and providing academic

socialization. All these goals can be aligned to the larger goal of improving student success by providing faculty with the tools they need to contribute to that goal.

Pursuing and Negotiating the Leadership Pathway

One of the key goals of this article is to emphasize the agency of an individual faculty member to pursue his/her/their leadership pathway. While formal and informal mentors may offer guidance or suggest ways to development one's leadership potential, that opportunity may not be provided to all faculty. In fact, given that there is substantial research (Turner et al., 2008) that suggests that underrepresented faculty, i.e., women, faculty of color and LGBTQ faculty, are less likely to receive adequate mentorship and support, it is important for faculty to be able to self-identify and seek out ways to develop their leadership potential. Some institutions may have formal programs to identify and develop faculty leaders, but institutional preferences or administrative prerogative may exclude some faculty. While faculty leadership development is necessary and laudable, faculty who do not have access to such programs, or who were not identified or selected where such programs exist, should not leave their leadership potential unrealized.

Institutions considering the kind of faculty leadership development this article promotes will find a potentially useful model developed at a community college in New York City (Wilks, Shults, & Berg, 2018). The administrator-led model focuses on identifying junior and mid-career faculty for leadership development. The participants in the first cohort were recruited through a nomination and application process, with the selected cohort including a mix of department chairs, deputy chairs, program coordinators and untenured faculty. The Faculty Leadership Fellows program included a weeklong workshop during inter-session with readings, speakers and interactive activities designed to develop leadership skills. In addition, the Fellows engaged in a leadership project and continued to meet throughout the following semester. In titling their article "*Not Dean School*," Wilks et al. (2018) make clear that their program is not a tool for recruiting potential administrators from the faculty body. With the growing trend of hiring *"professional administrators"* rather than recruiting from within faculty ranks, the "dean school" model is likely increasingly less relevant. Instead, their model seeks to promote faculty leaders who will support the college administrations' efforts and initiatives to achieve student success. They note that faculty *"are fundamental to creating a culture based on student success, a culture that embraces the challenges and opportunities related to student success, such that when students don't succeed, faculty and staff respond with theories of change"* (p. 38). The program is laudable and a valuable starting point. While they provide a useful framework for other institutions seeking to develop similar programs, there are caveats. One is that in developing such a program, the specific criteria involved in recruiting and selecting

participants should avoid the perception of creating an *"elite"* class of faculty with the administration's imprimatur. The second caveat is the perception of faculty development programs created without visible faculty involvement or input. Administrators seeking to design similar programs should consider inviting existing faculty leaders to participate in, if not co-facilitate, such programs. To echo Bolman and Deal (2017), new initiatives should account for the structural, human resources, political and symbolic frames of organizational change. This is especially important if faculty leaders are meant to be an effective bridge between administration and the faculty body.

What if your institution does not have any structured institutional opportunities for faculty leadership development or you have not been selected for such a program where it does exist? The *"calling"* conception of faculty leadership means that individuals are intrinsically motivated to pursue it and develop their own strategies. Potential faculty leaders should consider the following in developing themselves as leaders and negotiating the leadership pathway. Faculty should:

- Identify their talents, skills and "passions" i.e. an individual's strengths may be well suited to pedagogical leadership, student development or assessment;
- Identify the needs of their institution, any new initiatives or programs in development and align them to their interests and skills;
- Employ the language of the administrative culture to effectively communicate with administrators and find areas of common interest;
- Connect to leaders, formal and informal, at their institution but also externally and in their disciplines and/or areas of pedagogical interest;
- Innovate, borrow, adapt and propose new leadership models or roles;
- Avoid the pitfalls of charismatic leadership by adopting aspects of bureaucratic language and culture to demonstrate and highlight the ability to build relationships across the institution;
- Be prepared to negotiate in order to create space and opportunities for non-traditional faculty leadership.

These guidelines are not just useful for individual faculty but can also be used by communities of faculty, within and across institutions, to develop opportunities for grassroots and alternative faculty leadership. Faculty themselves, with senior, tenured faculty, supporting junior and contingent colleagues, can create grassroots leadership

opportunities, whether on the department or college level. As Kezar and Lester (2009, p. 736) found, *"faculty grassroots leadership is a great source of innovation, creating high quality teaching, experimental curriculum, cutting-edge research, intellectual enrichment, student engagement, improved student outcomes, a more responsive campus to community needs, among other important outcomes."*

Conclusion

This article is intended to serve as a guide and a call to action for current and potential faculty leaders who want to recruit and develop the next generation of faculty leaders. The radical changes in higher education over the last two decades have challenged the traditional professoriate. The decline of the tenure track and the rise of contingency have resulted in a perpetual state of insecurity. Yet despite, if not because of, these changes, the need for faculty leaders is as urgent as ever. Rather than retreat to our silos, faculty should consider expanding their calling to an academic career that includes leadership. Regardless of rank or status, most faculty are deeply committed to educating students and creating the best possible conditions for teaching and learning, and producing and sharing knowledge. That commitment is why many will hopefully heed that call. To ensure the future of vibrant institutions, it is up to established faculty leaders and administrators to recognize and develop these future leaders.

References

Bolman, L., & Deal, T. (2017). *Reframing organizations: Artistry, choice and leadership*. San Francisco: Jossey-Bass.

Bryman, A. (2007). Effective leadership in higher education: A literature review. *Studies in Higher Education, 32*(6), 693–710.

Cotton S., & Wilson, B. (2006). Student-faculty interactions: Dynamics and determinants. *Higher Education, 51*(4), 487–519.

Darwin, A., & Palmer, E. (2009). Mentoring circles in higher education. *Higher Education Research and Development, 28*(2), 125–136.

Eddy, P., & VanderLinden, K. (2006). Emerging definitions of leadership in higher education. *Community College Review, 31*(1), 5–26.

Gallos, J. (2009). Reframing shared governance: Rediscovering the soul of campus collaboration. *Journal of Management Inquiry, 18*(2), 136–138.

Gerber, L. (2014). *The rise and decline of faculty governance*. Baltimore: Johns Hopkins University Press.

Gerth, H., & Mills, C. (1946). *From Max Weber: Essays in sociology*. New York: Oxford University Press.

Hansen, G. (2001). *The trickster and the paranormal*. Philadelphia: Xlibris.

Kezar, A., & Lester, J. (2009). Supporting faculty grassroots leadership. *Research in Higher Education, 50*(7), 715–740.

King, R. (2018). The future of instruction, learning and leadership—education for holistic development, ethical leadership and sustainability. *The ECCSSA Journal, 17*, 1–38.

Mayer, J., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–31). New York: Basic Books.

Prati, L., Douglas, C., Ferris, G., Ammeter, A., & Buckley, M. (2003). Emotional intelligence, leadership effectiveness, and team outcomes. *The International Journal of Organizational Analysis, 11*(1), 21–40.

Salovey, P., & Mayer, J. (1991). Emotional intelligence. *Imagination, Cognition, and Personality, 9*, 185–211.

Savage, H., Karp, R., & Logue, R. (2004). Faculty mentoring at colleges and universities. *Journal of College Teaching, 52*(1), 21–24.

Sax, L., Bryant, A., & Harper, C. (2005). The differential effects of student–faculty interaction on college outcomes for women and men. *Journal of College Student Development, 46*(6), 642–657.

Schuster, J., & Finkelstein, M. (2006). *The American faculty: The restructuring of academic work and careers*. Baltimore: Johns Hopkins University Press.

Turner, C., Gonzalez, J., & Wood, J. (2008). Faculty of color in academe: What 20 years of literature tells us. *Journal of Diversity in Higher Education, 1*(3), 139–168.

VanWagoner, R. (2018). *Competing on culture: Driving change in community colleges*. Lanham, MD: Rowman & Littlefield.

Weber, M. (1978). *Economy and society: An outline of interpretive sociology*. G. Roth & C. Wittich (Eds.). Berkeley: University of California Press.

Weber, M. (2002). *The protestant ethic and the spirit of capitalism*. S. Kalberg (Trans.). Los Angeles: Roxbury.

Wilks, K., Shults, C., & Berg, J. (2018). Not dean school: Leadership development for faculty where they are. *Journal of Faculty Development, 32*(1), 37–44.

Promoting Cultural Diversity in the Classroom: How Teachers Can Create Inclusivity for Multicultural Students

Babita Srivastava

Adjunct Professor in Economics and Business
William Paterson University, Wayne, New Jersey

Abstract

Classrooms in the United States have seen a sharp increase in diversity because of the inflow and outflow of students from different countries, especially through study abroad programs. With such a stark contrast to the situation years ago, this change must be responded to with equitable classroom practices and proactive learning, especially in how we work to diversify teaching and learning styles for environments with students from widely varying racial-ethnic backgrounds. In particular, in American classrooms, predominantly foreign students are at a marked disadvantage. I will discuss methods for creating educational spaces suitable for multicultural students. Efforts should be made to design inclusive activities that do not suffer due to any language barrier and an overall curriculum that is not contingent upon a prior knowledge of concepts unfamiliar and limiting in nature. Implementing such practices in culturally diverse classrooms will improve student development and reinforce a positive attitude toward societal diversity among not only educators, but students as well.

Keywords: *Cultural Diversity, Cultural Inclusion, Inclusive Classrooms, Educational Leadership, Education.*

Introduction

Many countries, including the United States, are extremely diverse, in that there are people who come from all walks of life who differ in socioeconomic status and in cultural background. *"Culture"* includes the knowledge, attitudes, values, customs, and behavioral patterns that characterize a social group. Many people think of culture as a group of individuals with the same mind-set and the same way of life, which shapes the way people think. With the advancement of technology over the past several decades, cultures have blended together more than in prior generations, and people have become more accepting. Culture and education have bought people of different backgrounds and ideas together to learn.

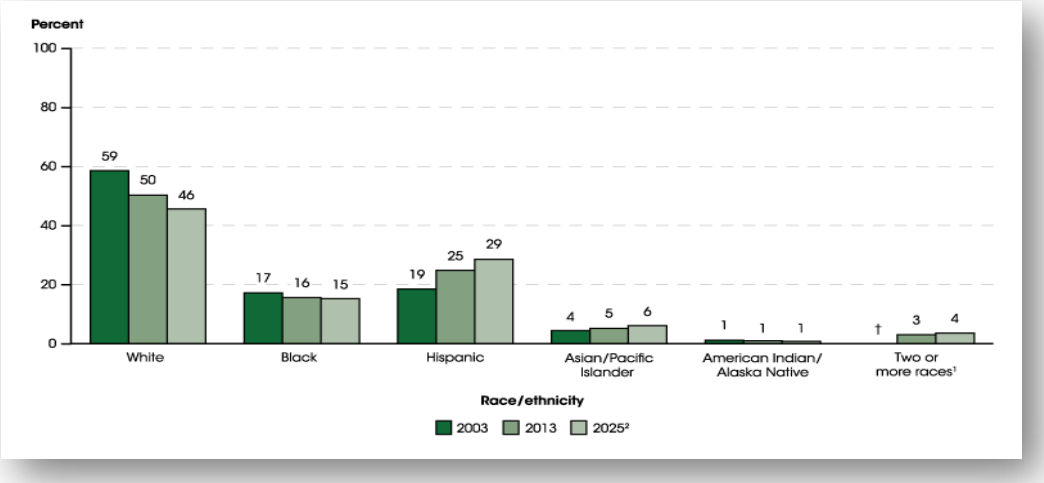
Schools are becoming more diverse with each passing year. As has always been the case, the United States is a place where people of different cultures and countries come to live and work. Even those who are born and grow up in the United States are very often reared with strong cultural connections to their families' racial-ethnic origins. There are communities all around the country that are very well established in their roots, Asian-American communities, Hispanic communities, etc.

Diversity in the United States

The standard definition for diversity is "the inclusion of individuals representing more than one national origin, color, religion, socioeconomic stratum, sexual orientation, etc." (dictionary.com). Another way to view diversity is to value the differences between people and the ways in which those differences can contribute to a richer, more creative, and more productive working environment. In classrooms across the United States, one could easily pick out six people who came from six different continents of the world sitting under one roof to learn from a teacher who might have never been outside of his or her home state or a teacher from a completely different country. Most states in the United States are very culturally diverse, and that is very apparent when one looks at enrollment trends in public schools.

According to the National Center for Education Statistics (2017, p. 1), between 2003 and 2013, the percentage of students enrolled in public elementary and secondary schools decreased for students who were White (from 59 to 50 percent) and Black (from 17 to 16 percent). In contrast, the percentage of students enrolled in public schools increased for students who were Hispanic (from 19 to 25 percent) and Asian/Pacific Islander (four to five percent) during this time period. Enrollment of American Indian/Alaska Native students was around one percent from 2003 to 2013. The percentage of students enrolled in public schools who were of two or more races increased between 2008 (the first year for which data are available) and 2013 from one to three percent. Below is a graph created by the NCES that shows the numbers as they were between 2003 and 2013, as well as what they are projected to be by 2025 (Figure 1).

Figure 1: Percentage Distribution of Public School Students enrolled in Pre-Kindergarten through 12th grade, by Race/Ethnicity: Fall 2003, Fall 2013, and Fall 2025



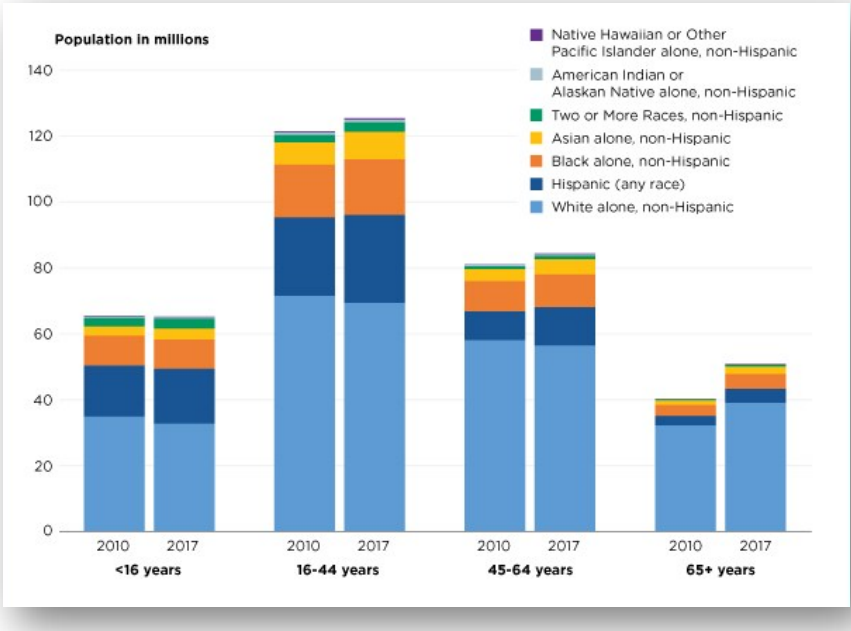
(National Center for Education Statistics, 2017, p. 2.)

With this example, one can see that creating a culturally inclusive classroom will benefit all students. The U.S. Department of Education has responded to these changing demographics by creating a policy to reflect the growing diversity in American schools. The Department of Education has invested in innovations to foster socioeconomic diversity in schools. They have supported a new supplemental priority for discretionary grant programs that support socioeconomic diversity strategies. These efforts build on former President Obama's Stronger Together proposal—"*a voluntary program to support the development, implementation, and expansion of community-driven strategies to increase socioeconomic diversity in America's public schools*" (U.S. Department of Education, 2018, p. 2).

Another way in which to showcase the growing diversity in U.S. schools is by examining the growing diversity in the country as a whole, as well as seeing how, as the current population grows older, younger and newer generations are more diverse and have different cultural backgrounds, as is demonstrated by the U.S. Census Bureau (2017)

statistics provided in Figure 2. In these data, one can see the obvious trend towards a more diverse nation.

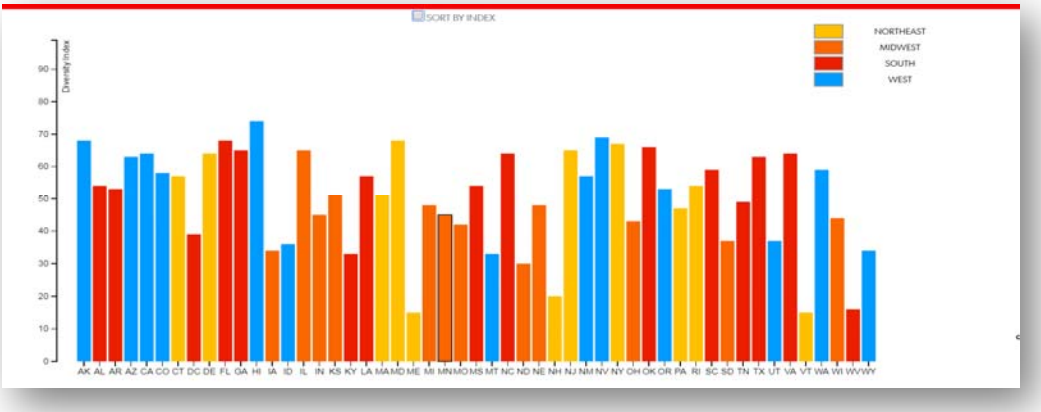
Figure 2: A More Diverse Nation – Hispanic Origin and Race Distributions by Age Groups



Source: US Census Bureau, Vintage (2017) Population Estimates

Diversity Index measures, on a scale of 0 to 100, the chance that two randomly chosen students come from a different racial group have significant variant from state-to-state. In the 2011 school year, it was highest for 74 public students in Hawaii (very diverse) to 15 in Maine and Vermont (least diverse) (Toppo & Overberg, 2014). In another report, Lau (2016) has reported a direct correlation between classroom diversity and academic outcomes.

Figure 3: Diversity Index by States



Diversity in Achievements by Grade Level

Reading Achievement

According to U.S. Department of Education (2014), at grade 4, the White–Black gap in reading narrowed from 32 points in 1992 to 26 points in 2013; the White–Hispanic gap in 2013 (25 points) was not measurably different from the gap in 1992. At grade 8, the White–Hispanic gap narrowed from 26 points in 1992 to 21 points in 2013; the White–Black gap in 2013 (26 points) was not measurably different from the gap in 1992. At grade 12, the White–Black gap was larger in 2013 (30 points) than in 1992 (24 points), while the White–Hispanic gap in 2013 (22 points) was not measurably different from the gap in 1992.

Mathematics Achievement

A similar trend was observed for mathematics achievement (U.S. Department of Education, 2014). At grade 4, the White–Black achievement gap in mathematics narrowed from 32 points in 1990 to 26 points in 2013; there were no measurable differences in the White–Hispanic gap between 1990 and 2013. At grade 8, there were no measurable differences in the White–Black achievement gap and the White–Hispanic achievement gap between 1990 and 2013.

Diversity in Home Language by Grade Level

Recently published data from the U.S. Department of Education, 2015 shed light on the linguistic diversity of English learner (EL) students across the grades among K–12 school students in the United States. Spanish was the home language of nearly 3.8 million EL students in 2013–2014, which accounts for 76.5 percent of all EL students and nearly eight percent of all public K–12 students. Arabic and Chinese were the next most commonly spoken home languages, reported for approximately 109,000 and 108,000 students, respectively.

It may surprise some to learn that English (91,700 students) was the fourth most commonly reported home language. This may reflect students who live in multilingual households, and those who were adopted from other countries and raised to speak another language but who currently live in English-speaking households. Overall, there were 38 different home languages reported for 5,000 or more students.

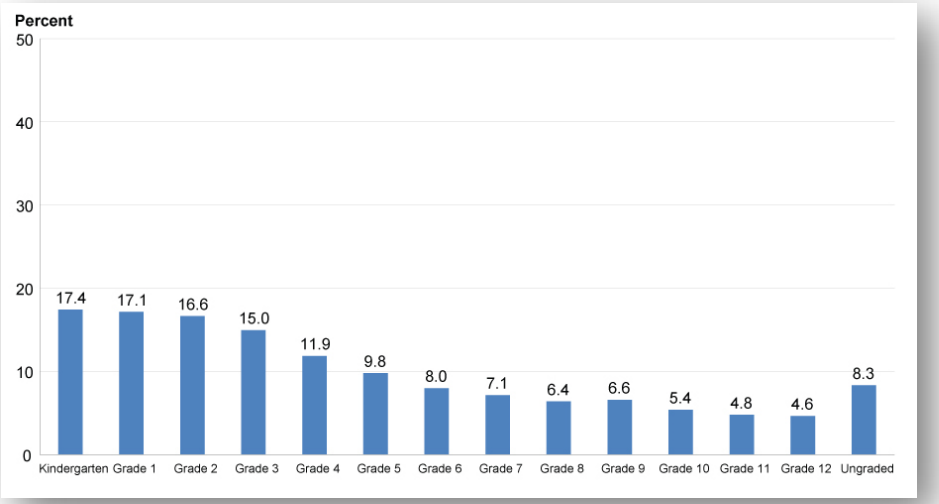
Table 1: Ten Most Commonly Reported Home Languages of English Learner (EL) Students

Home language	Number of EL students
Spanish, Castilian	3,770,816
Arabic	109,170
Chinese	107,825
English	91,669
Vietnamese	89,705
Hmong	39,860
Haitian, Haitian Creole	37,371
Somali	34,472
Russian	33,821
Korean	32,445

(U.S. Department of Education, National Center for Education Statistics, EDFacts file 141, Data Group 678; Common Core of Data, "State Nonfiscal Survey of Public Elementary and Secondary Education.")

Data also allowed for examining the distribution of EL students across grade levels. Data from the 2013–2014 school year show that a greater percentage of students in lower than in upper grades were identified as EL students. For example, 17.4 percent of kindergarteners were identified as EL students, compared to 8.0 percent of 6th graders and 6.4 percent of 8th graders. Among 12th graders, only 4.6 percent of students were identified as ELs.

Figure 3: Percentage of Public K–12 Students Identified as English Learners (ELs), by Grade



(U.S. Department of Education, National Center for Education Statistics, ED Facts file 141, Data Group 678; Common Core of Data, "State Nonfiscal Survey of Public Elementary and Secondary Education.")

Culturally Responsive Education

Teachers need to be prepared for the ever-changing nature of society and to be able to create a space in which all students feel appreciated, welcome, and comfortable. For the teacher to communicate effectively with a group of culturally diverse students, he or she should consider the pedagogy of *"Culturally Responsive Education"* (Adams and Hamm, 1998; Jessica, 2008; Gay, 2002).

According to an article from Brown University, Culturally Responsive Education is defined as *"a pedagogy that recognizes the importance of including students' cultural references*

in all aspects of learning" (Billings, 2018, p. 1). In another vein, Culturally Responsive Education is not just about learning from people who are not from your community, but also about learning from people of your own type. Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures (Ladson-Billings, 1994).

Teachers are seen as the leaders of a community that helps to shape the minds of the students they encounter. To not fully understand and incorporate the diversity of students in a school into the classroom is a detriment to every single one of the students, not just those in the minority. By taking some inspiration from Pless and Maak's (2010) article, "Building an Inclusive Diversity Culture," teachers can play a pivotal role in recognizing the importance and value of a culture of inclusion; they can facilitate the process in order to build awareness by educating and developing students, changing existent processes, and integrating already established pedagogical methods to create an appropriate learning environment.

A culturally inclusive classroom is one where students and staff alike recognize, appreciate, and capitalize on diversity so as to enrich the overall learning experience. Fostering a culturally inclusive learning environment encourages all individuals—regardless of age, gender, ethnicity, religious affiliation, socioeconomic status, sexual orientation, or political beliefs—to develop personal contacts and effective intercultural skills (Barker, Frederiks, & Farrelly, 2016).

Basics in Creating a "Culturally Inclusive" Classroom

In order to create a culturally inclusive classroom, there are certain actions, habits, and behaviors that need to be cultivated and reinforced. One is to engage in positive interactions with all of the students in the classroom. Establish a *"meet-and-greet"* process that enables students and staff to gain information about the cultural backgrounds of others. This can help to encourage interaction between students, as well as to open up discussion about diversity. Celebrate similarities, but also discover differences between students. Communicate to your students that you are committed to understanding cultural differences and understanding your own assumptions, values, and beliefs regarding diversity. This sends a message to students that culture is valued and respected in the classroom. Make an effort to learn something unique about each student. Display positive nonverbal behaviors (e.g., inviting facial expressions, eye contact, posture, hand gestures, physical distance) to ensure you appear approachable to students.

One should also use appropriate modes of address when dealing with students. During one-on-one interactions, ask what name or form of address students prefer. During class discussions, refer to students by name as much as possible. The correct pronunciation of names is very important, as it demonstrates cultural awareness and respect. Remember—if you are in doubt, check with students. Use inclusive language that avoids ethnocentric tones (e.g., "family name" rather than "last name" and "given name" rather than "Christian name").

From a diverse, culturally inclusive classroom emerge diverse ideas and insights into the course content. A heterogeneous team breeds heterogeneous thoughts. When students sit together and collaborate, this is what teachers want to see and to promote, as that is an excellent way for students to learn not only the content of the class, but also from each other in an interesting and engaging way. Students' thoughts, whether expressed verbally or graphically, reveal a wealth of information about students' thinking (Mwangi, 2017). With diverse students come diverse skills. Through teamwork, students' diverse skills are harnessed to contribute and add value to the team's collective efforts. There is also more motivation to participate: when students work as a team, team members have an influence on each other, which contributes to the team dynamic. Otherwise uninterested students will participate in an activity if their peers are engaged (Mwangi, 2017).

According to Mwangi:

> *Diverse personalities face challenges differently; therefore, different reactions and different interpretation of situations provide other students different perspectives. In a diverse team, there is sufficient mind power and problem-solving skills. Discouraged team members are motivated when other members handle a situation positively.* (2017, p. 2)

Diverse qualities in students interlock to produce a strong but flexible body of knowledge essential for building a healthy learning atmosphere.

With the tense world that students have no choice but to live in and deal with, make sure to eliminate any classroom incivilities. The teacher needs to establish clear ground rules for appropriate classroom conduct to protect against cultural exclusion and insensitivity. Communicate your high expectations for displaying mutual respect toward each other. Encourage students to negotiate an accepted *"code of conduct"* and a set of disciplinary measures for inappropriate classroom behavior. Respond promptly to any behavior that could be considered intolerant, biased, or discriminatory in nature. Do not tolerate any racist, sexist, or culturally insensitive comments made by students. Do not show a tendency to favor one group over another when asking or answering questions. When

presenting information about cultural and linguistic diverse individuals or minority groups, clearly cite published literature and research findings, rather than expressing your own personal opinion.

The teacher should encourage open and inclusive classroom discussion. Encouraging students to ask questions by using open-ended statements (such as, "Would anyone like to share a different opinion or perspective?") helps to encourage discussion and dialogue among all students in the class. Avoid singling out individual students or putting anyone on the spot, particularly when discussing culturally or personally sensitive issues. Student may not feel comfortable to speak on behalf of all people from their country or culture of origin. Promote turn-taking when discussing controversial issues. For example, ensure students take turns expressing their own opinions while also listening to (and, at the same time, genuinely considering) the views of others. Ask students how they prefer to learn, and, where possible, examine how you might adapt your teaching and learning activities accordingly.

Conclusion

The growing diversity of the United States cannot be ignored or halted. By working with these changes, rather than against them, we can enable students to grow as individuals and as members of learning communities, and we can enable teachers to have not only a sense of fulfillment but also the opportunity to improve the country as a whole. Teachers are the thought leaders of education and, in that role, have a special responsibility to help, encourage, and learn from the students in their classrooms.

These points about creating an inclusive classroom are only just the beginning: every teacher, every student, and every classroom will approach cultural diversity in a different way, but that is very much the overall point which this author is making. The discussion in this article will assist the teacher and all other staff in creating a culturally inclusive environment.

Effecting change requires a long-term commitment as well as an open mind. Individuals should be valued for the skills they possess and not for where they may come from or the status they appear to possess or not to possess. By fostering inclusivity in the classroom, we can make it much easier to integrate diverse students into our learning communities, as well as to provide all students with the means for success, in school as well as outside of it.

References

Adams, D., & Hamm, M. (1998). *Collaborative inquiry in Science, Math, and Technology*. Portsmouth, NH: Heinemann.

Barker, M., Frederiks, E., & Farrelly, B. (2016). Creating a culturally inclusive classroom environment. In Baker, M., *GIHE Good practice resource booklet on designing culturally inclusive learning and teaching environments* (pp. 1-10). Queensland, Australia: Griffith University.

Billings, L. G. (2018). *Culturally responsive teaching*, Brown University, 2018. Online: www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0.

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education, 53*(2), 106–116.

Jessica, J. (2008). Culturally responsive teaching. In Good, T.L., *21st Century Education: A Reference Handbook* (vol. 2, pp. 113-120). Los Angeles: Sage Publications.

Ladson-Billings, G. (1994). *The dreamkeepers*. San Francisco: Jossey-Bass Publishing Co.

Lau, Y. (2016). Does classroom diversity improve academic outcomes?, 2016 AEA Annual Meeting (Chicago).

Mwangi, M. (2017). 5 Benefits of diversity in a 21st century classroom. *TIDEs Inc*.

National Center for Education Statistics. (2017). Elementary and secondary enrollment. *National Center for Education Statistics.*

Pless, N. M., & Maak, T. (2010). Building an inclusive diversity culture: Principles, processes and practice. *Journal of Business Ethics, 54*(2), 129–147.

Toppo, G., & Overberg, P. (2014, November 25). Diversity in the classroom. *US News Today*.

U.S. Census Bureau. (2017). A more diverse nation. *US Census Bureau*.

U.S. Department of Education. (2014). National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 2011, and 2013 Reading assessments, NAEP Data Explorer. See Digest of Education Statistics 2014, table 221.10.

U.S. Department of Education. (2015). National Center for Education Statistics, EDFacts file 141, Data Group 678; Common Core of Data, "State nonfiscal survey of public elementary and secondary education."

U.S. Department of Education. (2018). Diversity and opportunity. *U.S. Department of Education*.

About the Contributors

Rosalyn M. King, EdD, is professor of psychology at Northern Virginia Community College, Loudoun campus, and Chair, Board of Directors, ECCSSA. She received her doctoral training at Harvard University in Learning Environments and Administration, Planning and Social Policy, with special study at the Harvard Law School (in Constitutional Law, Intellectual Property Law, Commerce and Development) and the School of Design (Youth in the Urban Environment). King has an interdisciplinary background in psychology, psycho-educational studies, counseling, anthropology, sociology, administration, planning and social policy, science and the allied sciences. She specializes in cognitive developmental psychology, learning environments, educational psychology and research. Her areas of specialization are in psychology, learning environments, counseling, research design and methodology, and process and impact evaluation. King is an educational (cognitive developmental) and research psychologist by training. Her research methodological training includes: experimental, survey, ethnography, phenomenology and mixed methods. She is the author of two books, *Enriching the Lives of Children* (2008) and *Psychology and the Three Cultures: History, Perspectives and Portraits* (2018). She was the recipient of the Fulbright U.S. Scholars award and visiting scholar at the University of the Bahamas, Nassau campus in 2018-2019.

Rifat Anjum Salam, PhD, is an Associate Professor of Sociology at the Borough of Manhattan Community College (BMCC) of the City University of New York. She earned her doctorate in Sociology from New York University. She is the senior Co-Coordinator of the Writing Across the Curriculum (WAC) Program at BMCC as well as a Deputy Chair in the Social Sciences, Human Services, and Criminal Justice Department. Her research interests include gender, family, ethnic identity, and South Asian/Asian American communities in the United States, which were explored in her book, *Negotiating Tradition, Becoming American: Family, Gender and Autonomy for Second Generation South Asians*. She is an active member of the American Sociological Association (ASA) and most recently served on the third ASA Taskforce on Liberal Learning and the Sociology Major and was one of the primary authors of its report, *The Sociology Major in the Changing Landscape of Higher Education: Curriculum, Careers, and Online Learning.* As part of her role in coordinating the WAC Program at BMCC, she is a member of the CUNY WAC Council and has developed pedagogical workshops and training materials for CUNY Graduate Center PhD students. In addition to facilitating workshops on WAC pedagogy at BMCC, she has developed and facilitated a variety of teaching-related workshops for full and part-time faculty across disciplines. She is currently working on assessment of a program which

she helped develop, the BMCC Teaching Academy, a peer-based mentoring and training initiative aimed at junior faculty.

Babita Srivastava, PhD, is a graduate of the University of Allahabad, India, with a background in economics. Her doctoral thesis focused on the problem and prospects of solar energy in India. Currently, she is an Adjunct Professor at the William Paterson University. She is currently participating in research on the potentially detrimental effects of leapfrogging on India's energy sector. Her research has been published in reputed international journals. Srivastava has been frequently invited to give talks at conferences and meetings.

Statement of Editorial Policy

The ECCSSA Journal is the authorized publication of the East Coast Colleges Social Science Association. Published annually, *The Journal* is primarily a service to the membership, constituency, and related professionals of ECCSSA. Manuscripts will be accepted from all scholars who submit articles of professional or pedagogical interest in the various fields of the social and behavioral sciences. Acceptance of a manuscript for publication may give priority to those scholars participating or presenting in the annual conference roundtable or related research symposia. However, every professional or group is considered highly.

Manuscripts for consideration should (1) adhere to the policies and guidelines of *The ECCSSA Journal*; (2) be submitted in a Microsoft Word document electronically; and (3) conform to the American Psychological Association (APA) Style and format as outlined by APA and its Publication Manual.

The Journal Editor's office is located on the campus of Northern Virginia Community College, Loudoun Campus, 21200 Campus Drive, Sterling, Virginia 20164. Please address all inquiries to the attention of Dr. Rosalyn M. King, Editor-in-Chief, *The ECCSSA Journal*, or send to *roking@nvcc.edu*, *roking@verizon.net*, or *conference@eccssa.org*. All communication, including submitted manuscripts and change of address, should be sent to this office.

Disclaimer

The Publisher, East Coast Colleges Social Science Association (ECCSSA), cannot be held responsible for author errors, broken links, or any consequences arising from the use of information contained in this Journal; the views and opinions expressed by authors do not necessarily reflect those of the publisher, editors or Association. However, all articles do contribute to academic scholarship in the social and behavioral sciences. The Association's opening commentary reflects the research findings on themes adopted and explored by ECCSSA in search of solutions per its mission.

ECCSSA Board of Directors

ECCSSA

East Coast Colleges
Social Science Association

ECCSSA is an association of professional social and behavioral scientists, scientists, and related professionals devoted to advancing research, practice, knowledge, and understanding in the social and behavioral sciences for the progression of humankind.

The Association covers most of the Eastern United States and the Gulf Coast States, including Alabama, Connecticut, Delaware, the District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Mississippi, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Texas, Vermont, Virginia, and West Virginia, as well as the Atlantic Provinces of Canada.

East Coast Colleges Social Science Association

Attention: Dr. Rosalyn M. King, Chair, ECCSSA Board of Directors
Northern Virginia Community College, Loudoun Campus
21200 Campus Drive
Sterling, Virginia 20164-8699
Visit our Web site at www.eccssa.org