

## Briefing Report—2017 Conference Roundtable— April 7-8, 2017

*Rethinking Leadership in Higher Education—A Continuation of the Dialogue*

### ***The Future of Instruction, Learning and Leadership:***

*Education for Holistic Development, Ethical Leadership and Sustainability*

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

**Dalai Lama-July 2, 2016**

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## SUMMARY OF CONFERENCE FINDINGS

The concepts of Diversity, Awareness, Mindfulness and purposeful attention to facilitating meaningful instruction, learning, and discourse within higher education were pervasive themes throughout this 2-day conference.

There were three interconnected and overlapping categories:

- Instruction and Classroom Level
- Institutional Level
- Personal Level

### ***Instruction and Classroom***

Students learning will improve if we...

- Purposefully encourage students to tell their own stories as a strategy in the classroom. (Katrina Spigner)
- Purposefully seek to adopt a model that is effective for interacting with students and managing the college classroom. (Alan Kahn)
- Pay attention to the learning styles and individual strengths and challenges of each student as part of a mindful approach to teaching. Diversity goes beyond what we initially see when we encounter students. (Benjamin Cressey – Student Presenter)
- Train ourselves to be mindful of the messages we are sending to students when we provide feedback to them. Is there a way to stress the positive rather than the negative? (Michael Babcock)
- Make adaptations to our instructional styles and strategies when teaching adult populations (Eileen O'Brien and Carletta Perry)
- Understand the needs of adult students and take into consideration that there are many different types of adult students, including military students who face unique challenges when returning to the classroom. (Tisha Arther – Student Presenter)

- Diversify the curriculum within the classroom and academic programs to include:
  - An infusion of Globalization and Social Justice into undergraduate and graduate social work curriculum. (Ebony Perez and Khalilah Louis-Caines)
  - An infusion of the principles related to bystander intervention and the perpetuation of a campus culture that encourages the prevention of abuse and the identification and treatment of abuse victims. (Shepherd University faculty Howard-Bostic, Christopher Cobian, Joseph Robbins, and student presenter Kristin Leiter)
  - The recognition of sustainability as a global and social justice issue. (Babita Srivastava)
  - The recognition of human trafficking as a serious global issue – one of many issues that lends itself to being investigated across all social science disciplines both in and outside of the classroom. (Jia Yu)

## *Institutional Level*

As we diversify our approach to higher education we often find ourselves in direct opposition to the current climate and direction of higher education today.

- We considered the following questions: (Rosalyn King)
  - What is the state of higher education today?
  - Are higher administrations in our institutions backward as we endeavor to adopt innovative pedagogical strategies to move us toward a more meaningful exploration of diversity, globalization, and mindfulness?
- We were challenged to think about perceptions of the value of higher education. (Heather Parker)
  - What is the history of higher education?
  - What is needed to protect and preserve the liberal arts and sciences in our institutions?
  - We need purposeful development and implementation of strategies to repack these disciplines for public consumption.
- Administrative buy-in is key for promoting our disciplines and related programs.
  - We must train higher administrations to view the liberal arts and sciences differently by speaking their language when promoting our disciplines. (Parker)
  - This was a recurring theme many presentations including:
    - Red Flag Program (Shepherd University)
    - Creating an atmosphere of true inclusion at the institutional level. (Spigner)
    - Developing programs and curricula centered on globalization and social justice. (Louis-Caines, Perez, Srivastava, Yu)

## *Personal Level*

We need to...

- Encourage students to become #World Changers and to tell their stories. (Katrina Spigner)
- Practice mindfulness both in the classroom, on campus, and personally. (Laia Rovira-Tarres, Tisha Arther – student presenters)
- Think globally and do our part individually to promote awareness of global social justice issues and awareness of sustainability issues. (Khalilah Louis-Caines, Ebony Perez, Babita Srivastava, Jia Yu)
- Take personal responsibility to raise awareness of abuse. (Shepherd University)
- Ask ourselves what we can do personally to affect change – get involved. (Daniel Schultz)

Note: We were especially honored to welcome our student presenters whose contributions were integral to this conference. We were amazed by their insights, their research, and their confident engagement in the conversation: Tisha Arther, Saint Leo University; Benjamin Cressey, Northern Virginia Community College, Loudoun Campus; Kristin Leiter, Shepherd University; Laia Rovira Tarres, Northern Virginia Community College, Loudoun Campus.

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