GLOBAL ALLIANCE INSTITUTE

LEADERSHIP AND LIBERAL ARTS: A FOUNDATION FOR SOCIAL GOOD

JUNE 18–20, 2018

FLAME UNIVERSITY, PUNE, INDIA
ABOUT GLOBAL LIBERAL ARTS ALLIANCE

THE GLOBAL LIBERAL ARTS ALLIANCE is an organization of 30 liberal arts colleges and universities located in 18 nations. The Global Alliance seeks to serve as a beacon for educational leaders, faculty members and administrators and to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences. The Global Alliance was founded and is administered by the Great Lakes Colleges Association with the generous support of the Endeavor Foundation and the Andrew W. Mellon Foundation.

ABOUT GREAT LAKES COLLEGES ASSOCIATION

The mission of the GREAT LAKES COLLEGES ASSOCIATION is to take actions that will strengthen and preserve our colleges and by being a leading force on behalf of education in the tradition of the liberal arts and sciences. Rich in tradition, the Great Lakes Colleges Association will continue to enhance our colleges by leading as new areas of opportunity and challenge emerge.

ABOUT FLAME UNIVERSITY

FLAME UNIVERSITY has been created as an academic institution anchored in Liberal Education. With an emphasis on inter-disciplinary scholarship and self-reflection, FLAME University propels students onto a journey of discovery by urging them to push the boundaries of knowledge and constantly challenge themselves, their society and the world at large.

FLAME was founded with the concept of liberal education as its cornerstone. FLAME celebrates ideas, cherishes diversity, and strives to deliver an academic experience that fosters intellectual curiosity, a critical thought process, self-reflection, leadership and teamwork skills, a sense of commitment and professionalism and a heightened sensitivity to one's sociocultural environment. FLAME aims to provide an interdisciplinary platform of education by propagating different models and paradigms through, but not limited to, history, philosophy, political sciences, psychology, business, economics, mathematics and finance.
Welcome to FLAME University and the Global Liberal Arts Alliance Institute Leadership and Liberal Arts: A Foundation for Social Good.

We are very pleased to have participants from 23 Alliance institutions, including 25 Alliance students. In addition to attending sessions, the students will work in small groups to discuss leadership and leadership development. The outcome will be reflections and recommendations that will be shared with the full Institute in two student panels.

Each day’s news is a reminder that we face a wide range of problems locally, nationally, and globally. Some problems are small and simple, while others are large, interconnected, and complex; but, all affect people’s lives and all require leadership to take actions that produce positive change.

There are many kinds of leadership. We can talk about the “Big L” leadership of those who are in formal positions of authority, and the “little l” leadership of those who through compassion, intellect, and creativity, seek simply to act, alone and with others, to make a positive difference in the lives of those around them. The qualities of leadership can be taught for virtually any operation involving the mobilization of people for productive ends. But the diversity of challenges we face call for leadership that links the values and skills of the liberal arts with the standard lessons of managing change in effective ways.

Institute sessions will explore this premise and will describe the curricular, co-curricular, and extra-curricular programs that develop leadership skills and behaviors in our students. We will also hear inspiring examples of institutional leadership where Alliance schools have taken remarkable steps in response to local challenges.

The Call for Proposals identified three themes with accompanying questions to stimulate thinking. The Institute program suggests additional questions that we hope you will take up.

The focus of this Institute is leadership for social good. Where in a liberal arts education do we develop in students the set of values and associated empathy to be willing to take action for social good? To provide service beyond self?
Is it enough to expose students to the components of leadership and assume that those parts will come together seamlessly in every student during their time with us?
Should we be intentional about helping students to integrate in-class and out-of-class experiences?
If so, how best to do that?
Does a curricular focus on disciplines (majors) and pre-professional programs impact our ability to develop leaders?
Should we require students to take up opportunities (curricular or otherwise) to develop leadership skills and habits, or should we prepare students for the opportunities that are placed in their path to take up when they are ready?

We have built in time to consider these and other questions, and for synthesis and reflection on what we have heard. In the spirit of liberal education for social good, we encourage you to talk, share expertise, and build relationships.

Simon Gray  
Program Officer, Global Liberal Arts Alliance  
Great Lakes Colleges Association

Renu Dhadwal  
Associate Professor, Department of Physical and Natural Sciences  
FLAME University

Viraj Shah  
Associate Professor, Chair, International Relations Office  
FLAME University
# SCHEDULE AT A GLANCE

**SUNDAY, JUNE 17, 2018**

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<th>Time</th>
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<tr>
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<td>Welcome — Dr. Devi Singh, Vice Chancellor, FLAME University Simon Gray, Program Officer, Great Lakes Colleges Association How to Build a Student Leadership Program: The Case of the LDI The Baytna à Vous Project: A Case Study</td>
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<td>12:00 PM</td>
<td>Lunch</td>
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<td>02:25 PM</td>
<td>Break</td>
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FULL SCHEDULE

All sessions will be held in Chanakya 001, except the workshops, which will be held in the Kalidas Performing Arts Building. An asterisk (*) next to a name indicates a student presenter.

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<td>How to Build a Student Leadership Program: The Case of the LDI Chaima Ben Yahia, Program Coordinator, Fatima Ezzahra Riakhi*, Oumaima Maliki* — all of the Leadership Development Institute at Al Akhawayn University (Ifrane, Morocco)</td>
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<td>This case study will present the student leadership program of the Leadership Development Institute (LDI) at Al Akhawayn University (AUI) in Morocco. The case study will present how best practices in student leadership development (mostly from the US) were incorporated with Morocco-specific leadership research and adapted to the specific developmental needs of AUI students and the institutional realities of AUI. This case demonstrates how to build student leadership programs at GLAA institutions, especially those outside of the United States. Recent efforts to establish an assessment regime and launch a leadership minor (the first in the MENA region) will also be presented.</td>
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<td>Fostering Leadership Development Through Programming Kendra Morehead, Assistant Director of International Student Services — The College of Wooster (Wooster, USA)</td>
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<td>As educators, it is our duty to expand the worldview of our students and introduce them to innovative strategies for becoming better global citizens. The College of Wooster has risen to this challenge by offering a myriad of programs and initiatives that allow students to engage in leadership-building opportunities both within our campus community and in the general community of Wooster. This presentation will introduce some programs available to students at Wooster, focusing on the International Student Orientation Committee (ISOC) Leadership Development Program. The presenter will discuss how this program came to exist, specific leadership skills it addresses, and assessment of the program's success.</td>
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<td>Fostering Global Leaders: A Perspective from Japan</td>
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<td>Mark Williams, Vice President for International Academic Exchange, Yasutaka Matsui* — all of International Christian University (Tokyo, Japan)</td>
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<td>Following its successful bid for inclusion in the “Top Global University” initiative in Japan, International Christian University (ICU) has fostered the concept of the “intentional learner”, whereby each student is encouraged to</td>
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LEADERSHIP AND LIBERAL ARTS: A FOUNDATION FOR SOCIAL GOOD

take responsibility for their overall academic career trajectory. The emphasis here has been on leadership skills as representing an integral part of whole person development and thus ICU has sought to introduce such leadership development opportunities from both a top-down and a bottom-up perspective. In this session, Professor Williams and student Yasutaka Matsui will present details of some of the leadership development opportunities available to ICU students from both the above perspectives. This will include details of some of the pioneering work that ICU has been doing in service learning in recent years, both within Japan and overseas, the faculty-led study tours, etc.; the second half will include examples of various student initiatives that attest to the same commitment.

02:25 PM Break

02:55 PM Postindustrial Revival in Albion, Michigan: The Role of Liberal Arts Colleges
Matthew Schoene, Assistant Professor of Sociology, Robert Joerg* — both of Albion College (Albion, USA)

Albion College is located in the town of Albion, Michigan, a former factory city which recently experienced major job and population loss. Under the leadership of President Mauri Ditzler, the college has embarked on several projects explicitly aimed to revitalize the city's urban core, including a restored historical theater, a new Public Policy Center, a brand new hotel, a microbrewery, a bakery and restored housing for faculty in walking distance of campus. In this session, we will describe these projects in detail, discuss how involvement in the local community contributes to the liberal arts mission of the college, and offer insight into how students can be encouraged to become members of not just the college but the community as a whole.

WORKSHOP — Building a Character-Rich Foundation for Leadership (Kalidas Performing Arts Building)
Glenn A. Bryan, Associate Professor of Business Administration, Charlie Kottler* — both of Ohio Wesleyan University (Delaware, USA)

In 2016, Ohio Wesleyan University partnered with the Better Business Bureau (BBB) to design a program to teach and nurture leadership in our students that was grounded in character ethics. The Leadership Character Development program emerged as a multi-lesson approach to teach ethics across a 4-year business program. The goal of the Leadership Character Development program is to train up future business leaders that ground their personal and professional actions and decisions in a common understanding of character ethics. Through the workshop, participants will: 1. Learn about the OWU Leadership Character Development (LCD) program. 2. Explore how the LCD program was developed in partnership with the BBB. 3. Discuss in small groups how the Leadership Character Development program could be adapted to work in your discipline or even across your institution. 4. Select one course in your major and outline a lesson that connects the character ethics to your discipline.

06:00 PM Cultural Program: ‘Nrutya-Aruvi’ .... Journey from the Form to the Formless (Kalidas Performing Arts Building)
India is rich with many varieties of dance forms, co-existing in harmony with the essential ‘Indianness’ in all of them. We present Bharatnatyam, the classical dance from South India at the cultural evening. Bharatnatyam is well known for picturesque poses, geometry of body, Carnatic music, beautiful make up and costumes.

07:30 PM Dinner

TUESDAY, JUNE 19, 2018

9:30 AM Same Seeds in Different Soils: The Development of Student Leadership Programs in the United States and Hong Kong
Constance Chan, Service-Learning Teaching Fellow, Office of Service-Learning, Wong Oi Yam*, Service-Learning Teaching Assistant, both of Lingnan University (Hong Kong), Bikalpa Baniya*, Bonner Scholar, Trecia Pottinger, Director, Bonner Center for Service and Learning, both of Oberlin College (Oberlin, USA)

The session will examine two programs that use community engagement as a vehicle for student leadership development. The Bonner Scholars Program is a community-service scholarship program that supports students at 22 colleges who have high financial need and strong commitments to service, and Oberlin College's program is in its 25th year. The Service-Learning Teaching Assistant Program at Lingnan University was developed based on the Bonner Program model. Representatives from Oberlin and Lingnan will share insights on how they have drawn on the Bonner Foundation's framework to implement programs in their local contexts that cultivate increasing levels of student leadership, prepare students to engage in ways that advance community goals, and help students develop skills that will have application in their personal and professional lives.

A Leadership Capstone Course for Engineers with Love and Compassion
Prince Kennedy Kwarase, Faculty Intern, Rose Dodd, Assistant Lecturer, Haddijatou Touray* — all of Ashesi University (Accra, Ghana)

Leadership and service are often spoken together, but not as easily practiced together. For its first engineering class, Ashesi University redesigned its 10-year-running Leadership core capstone to better fit challenges in our society.
that call for engineers with love and compassion. The curriculum for delivery of this leadership development was tailored to fit this technical major in the liberal arts context. The Leadership IV for engineering course addresses how leadership for the social good differs from other kinds of leadership for engineers. The case will share how juniors in college studying a technical major were trained to be servant leaders. A combination of self and team evaluations, behavioral, and conflict styles analysis, and elements of POGIL were adopted to lead students to discover and carve out their own development as the leader who is servant first.

10:40 AM  Break

11:10 AM  Whole Life Student Mentoring  
**Bill Clark**, Assistant Professor of Environmental Science and **Lisa Clark**, Coordinator of the University Writing Center — both of American University in Bulgaria (Blagoevgrad, Bulgaria)

Leadership development is a multifaceted process extending beyond what happens in the classroom. Students grow as leaders as they are shaped by their instructors, interact with their peers, and engage in meaningful extra- and co-curricular activities and programs. We contribute to developing student leaders as “along-siders”, personally engaging with them in a holistic manner. In one-on-one and small group settings, we focus on three key areas: knowledge, skills, and character. There is intentionality on our part, but no set curriculum or program. We endeavor to help students clarify and evaluate their own goals and develop strategies to accomplish them.

11:45 AM  Lunch

1:00 PM  Special Session: Liberal Education in National and Global Contexts  
**Moderator** - **Maya Dodd**, Associate Professor of Literary and Cultural Studies, FLAME University  
**Panelists** - **Gina Annunziato Dow**, Associate Professor of Psychology and Alford Coordinator of Service Learning and **Erik Farley**, Dean of Student Leadership and Community Engagement, Division of Student Development — both of Denison University; **Mary Grace Neville**, Assistant Vice President for Academic Affairs and Associate Professor of Management, Al Akhawayn University; **Constance Chan**, Service-Learning Teaching Fellow, Office of Service-Learning, Lingnan University; **Aditya Nain**, Assistant Professor, Philosophy and Logic, School of Liberal Education, FLAME University; **Prince Kennedy Kwarase**, Faculty Intern, Business Administration Department, Ashesi University

This panel explores the goals and methods of liberal arts education across several Alliance schools in the context of institutional purpose, which is often tied directly to addressing national and regional needs.

The impetus for this session was a conversation at the 2017 Global Course Connections workshop about “de-colonializing” liberal arts education which began with the observation that liberal arts institutions from many parts of the world have adapted curricula, syllabi, and teaching methods from the West, especially from U.S. institutions. The argument was made that “blind adoption” assumes that Western curricula and pedagogy have equal educational validity across the globe, and may fail to acknowledge or make use of the unique contributions non-Western institutions make to the global community of learners.

Concerns about the content and pedagogical practices of a liberal arts education draws us to the importance of linking teaching and (co-)curricular offerings to an institution’s purpose. Indeed, we see this across the Global Liberal Arts Alliance, which includes several institutions recently founded, usually by nationals of the country, to accomplish some purpose the founders felt was important to the development of their country.

Entrepreneurship: Building Blocks for Leadership and Social Good  
**Ferdinand Che**, Assistant Professor, School of Information Technology and Computing, **Amina Muhammad Abbas** (via Skype) — both of American University of Nigeria (Yola, Nigeria)

As a development university, AUN focuses on its practical role as a catalyst for development. As such, AUN is committed to preparing social impact leaders through its multi-disciplinary and action-based learning approach which aims to equip students with the skills needed to solve development issues on the continent, and give them the knowledge needed to create solutions that will benefit their communities. AUN’s entrepreneurship program incorporates a series of courses that unfold in a deliberately progressive fashion, starting with an introduction to the principles of business and developmental challenges. It incorporates specific practical components to reinforce student’s problem solving skills and leadership development. Using still images, short videos, testimonies from student beneficiaries, internship supervisors, and recruiters, the case study illustrates how a deliberately orchestrated entrepreneurship program in a development university can help to produce proactive and engaged leaders, act as a catalyst for social impact, and enhance teaching and research.

2:35 PM  Break
Integration of Co-Curricular and Academic Aspects on Leadership

Roberto Cordon, Professor of Management and International Relations, Russell Martin, Director of Student Leadership and Engagement, Frederick Coleman — all of Franklin University Switzerland (Sorengo, Switzerland)

Liberal arts institutions are able to help students develop a more nuanced understanding of the world. Partnerships between faculty and student affairs practitioners present leadership as both an academic and a practical concept. This session will explore collaborative models in which the theoretical and experiential are linked and the opportunities and limitations such partnerships present are discussed. The presenters will discuss how courses/programs foster a leadership culture among interested students on campus. For small institutions this could help identify emerging leaders early in their study and then try to provide a mix of opportunities for their development.

Workshop — None of Us Is as Smart as All of Us

Mary Grace Neville, Assistant Vice President for Academic Affairs and Associate Professor of Management, Al Akhawayn University (Ifrane, Morocco)

Working together in small groups and in plenary, we will collaborate to build a 'rich picture' – a visual schematic – of what we each know, assume, and question about the power of 'leading' in today and tomorrow's world. Recognizing that 'leadership' is a complex and often ill-defined concept or state of being, this action-research approach seeks to classify what we collectively know and want to know. Whether your perspective is scholarly, pedagogical, or anecdotal, your insights matter. The outcome will be a shared resource that participants, and our home institutions, can draw upon as we seek to teach and become better leaders in our increasingly complex global world.

Workshop — The Role of Staff, Students, Faculty and Partner Organizations in the Creation of Sustainable Initiatives

Tanya Elder, Assistant Professor of Global Communications, Evelyn Odonkor, Assistant Professor of International Business Administration — both of American University of Paris (Paris, France)

This workshop will explore two essential aspects of what it means to engage with Leadership for Social good. Our focus will be on what staff, students and faculty can do to ensure that the initiatives they are working on correspond to the needs expressed by the community. Secondly we will explore how these initiatives are sustainable by students, faculty and staff over time and at the institutional level. How can we ensure that projects, programs, courses, and clubs endure and do not depend on specific individuals? The workshop will begin with a 5-minute student-produced movie by Faith Toran on our partners' perception of university/local partnerships and what they believe are essential elements to sustain these relationships. This will be followed by a workshop, during which staff, students and faculty will reflect on two topics: 1) Sustaining University/Community relationships and 2) Ensuring the viability and durability of University initiatives.

Liberal Arts Education through Service Learning and Leadership Development

Joseph Sun, Vice Rector, M. Vaqas Ali, Assistant Professor and Chair of Sociology (via Skype), Saqib Ali* (via Skype) — all of Forman Christian College (Lahore, Pakistan)

Forman Christian College will form its very first academically-based service learning (ABSL) course in Spring 2019 to explore Pakistan's brick kiln laborers working under debt bondage, and engage students in service and leadership development via a trial intervention in a nearby rural Christian brick worker community. The course will examine sociological, cultural, economic, and political elements that impact the current situation. The pilot intervention will work with a community leader, select and train participants in alternative skills (stitching) and managing a home-based business, organize an exhibition to sell items prepared by participants, help them to utilize profits to partially pay off debts or set up a home-based stitching business, and train another group. This ABSL course provides substantive learning in poverty reduction through service learning, integrating leadership training, embracing key aspects of a liberal arts based education, and connecting learning to service for the social good.

““The Other Side of the Coin”: A Case Study about Venezuelan Immigration

Cristina Castrillon, Professor of Advertising and Marketing — Universidad San Francisco de Quito (Quito, Ecuador)

USFQ is a liberal arts university located in Quito, Ecuador that provides students with various opportunities to strengthen their leadership and creative abilities, one of them is by making them participate actively in their
community to find positive answers for complex situations. When Venezuelan immigrants arrived to Ecuador due to their unstable political and economic situation, our class planned an effective campaign by applying previous knowledge to find adequate ways to help the recently growing community. The purpose of this project is to offer solutions that will help to live in harmony and counteract aggressive behaviors produced locally.

12:10 PM Lunch

1:25 PM **Enhancing Civic Action at the Interface of the Local and Global**  
*Laura Reeck, Professor of French, Noah Dawgiello*, Emily Smith* — all of Allegheny College (Meadville, USA)

The Global Citizen Scholars (GCS) Program at Allegheny College focuses on the ways in which civic engagement, global learning, and U.S. diversity interface and mutually influence one another. In our presentation, we respond to the following thematic prompt: What does it mean to develop “global leaders”? Do the approaches that meet this goal differ from educating leaders to achieve more local purposes? To this our short answer is that to develop global leaders can first and meaningfully mean developing local (and peri-local) leaders. Ideally, students can gain portable connections and knowledge through local (and peri-local) civic-mindedness that bridge organically toward the global, opening new doors and pathways. Student co-presenters will add perspectives on their growth and learning in the GCS Program, focusing particularly on our work in the refugee community in Erie, PA and how this commitment has influenced their understandings of the local and the global, and ways to move between them.

**Developing Leadership Skills Through Service-Learning: Case Study from Best Practices at USFQ (Ecuador)**  
*Karla Diaz, Service-Learning Coordinator and Professor in the School of Social Sciences and Humanities, Michelle Salazar* — both of Universidad San Francisco de Quito (Quito, Ecuador)

This session’s focus will be on how to use the service-learning model as a pedagogy to promote students’ leadership skills. The Civic Attitudes and Skills Questionnaire (CASQ) was used to measure various aspects of civic engagement in our students and significant results in leadership skills and other factors will be shared. Both quantitative and qualitative results will be discussed in relation to leadership skills and they will serve as the basis to present our service-learning model in terms of course design and the specific role of faculty, students, administrators, and community partners. In addition, transformational and experiential learning theories will be analyzed as they relate to service-learning as a means to engage students in critical reflection about their role in society.

2:35 PM Break

3:05 PM **Student Panel: Observations about Leadership and Leadership Development**  
*Representatives from the student working groups*

Observations arising from working group discussions about cultural differences in perceptions of leadership and “universal” characteristics of leadership. There will be a summary of how leadership is developed on Alliance campuses.

**Student Panel: Recommendations to Improve Leadership Development**  
*Representatives from the student working groups*

Actions that individual students can take to be better leaders on their campuses and in their communities, and recommendations for ways that Alliance campuses can improve/expand leadership development.

**Closing Thoughts and Next Steps**

7:30 PM Dinner
CO-CHAIRS

Renu Dhadwal
Associate Professor of Mathematics,
FLAME University

Simon Gray
Program Officer, Global Liberal Arts Alliance,
Great Lakes Colleges Association

COMMITTEE

Tania Boster
Director, Bonner Center Curricular Initiatives;
Assistant Professor, Department of History,
Oberlin College

Glenn Bryan
Homer E. White Associate Professor of Business Administration,
Ohio Wesleyan University

Ferdinand Che
Assistant Professor of Information Systems Management & Entrepreneurship,
American University of Nigeria

Roberto Cordon
Executive in Residence, Management and International Relations;
Co-Chair, Department of International Relations and Political Science,
Franklin University Switzerland

Viraj Shah
Associate Professor; Chair, Department of Social Sciences;
Chair, International Relations Office,
FLAME University

LOGISTICS AND CO-ORDINATION

This Institute would not be possible without the dedication, skill and patience of Dr. Virender Sharma,
Registrar; Professor KS Mochish, Assistant Professor; and Ms. Vaishali Potnis, International Relations Of-
ficer from FLAME University, and Ms. Colleen Monahan Smith, GLCA Assistant to the President. We are
grateful for their expertise and contributions to making the Institute a success.

FINANCIAL SUPPORT

Financial support for the Institute from the Great Lakes Colleges Association provided lodging and travel
for faculty and staff from Global Alliance institutions. A grant from the Endeavor Foundation to the Great
Lakes Colleges Association created Endeavor Fellowships, which are awarded to Alliance students to sup-
port their attendance at the Institute.
GET IN TOUCH

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