INTERNATIONAL CONFERENCE ON
GLOBAL DIVERSITY
AND INCLUSION IN HIGHER EDUCATION
MAY 12-13, 2022

CLARION UNIVERSITY OF PENNSYLVANIA (USA)

CONFERENCE - PROGRAM & ABSTRACTS

In today's globalized economy, educational, and social interactions with international students from different parts of the world can provide U.S. students with 'real educational' and 'career' benefits. International students make campuses and classrooms more vibrant and diverse, plus, it makes economic sense to have international students because for every 7 international students, 3 U.S. jobs are created or supported. About 1.1 million foreign students studied in U.S. in 2018-19 and contributed $44.7 billion to U.S. economy, along with supporting 460,000 jobs. More than 60% students manage funding on their own or their government, which enables schools to offer student aid to other students. Despite the above facts, it is found that many colleges and universities are not able to reach and support the diverse and underrepresented populations of international students, due to lack of awareness and training.

Additionally, despite the economic and social benefits of international students to a university, it is found that international students encounter adjustment difficulties such as culture shock, loneliness, anxiety, discrimination, loss of social support, language barriers, depression, homesickness, and academic adjustments. These factors impact student satisfaction negatively and influence student persistence, retention rates, and graduation rates. International students' satisfaction is linked to their satisfaction with the educational experience, academic success, satisfaction with college including administration, faculty, and campus. According to many studies, the experiences and social integration of international students affects their academic success with the faculty, classroom, and campus community. It is important that faculty members understand the cultural factors that influence the improvement of international students in higher education. It is the responsibility of universities to provide opportunities, resources, and programs to promote academic success for international students. In order to encourage international student's academic success; it is important that faculty members and advisors understand international student needs and prepare to meet students not only academically but also socially and culturally. Thus, this conference can be extremely helpful to fulfill the purpose of global inclusiveness. With an increasingly diverse student population enrolled in education systems, it is imperative that educators and administrators continue to strengthen their skills, knowledge and competencies in diversity, equity, and inclusion to ensure that global education is not only accessible, but designed to support all students.

Therefore, the purpose of this conference is to share ideas on the importance of global diversity and inclusion in higher education sector and to promote learning and training on this critical issue among faculty and students. The goal is to share knowledge, research findings, build community, and collaborate to advance international diversity, equity, and inclusion in global education and cultural exchange.

For more details about this conference: https://clarion.edu/globaldiversityconference

International Conference on Global Diversity and Inclusion in Higher Education (May 12-13, 2022)
Organized and hosted by Clarion University of Pennsylvania, PA (USA)

DAY # 1: May 12, 2022 THURSDAY
DEI TRAINING, KEYNOTE SESSION, AND PANEL DISCUSSION
GEMMELL STUDENT COMPLEX

	Gemmell Multi-Purpose Hall	Room 250/252 Training Session (In-person only)
8:00AM-10:00AM	REGISTRATION START - Light Breakfast (Gemmell Rotunda on 2nd Floor)	
8:30AM-12:00PM		**DEI TRAINING** Inclusive by Design: DEI Training for Faculty Dr. Kathleen Gray *(St. Francis College, NY)* Dr. Ronald Gray *(Felician University, NY)*
12:00PM-12:30PM	LUNCH & **WELCOME ADDRESS** Dr. Dale-Elizabeth Pehrsson, Clarion University President (Gemmell Multi-Purpose Hall)	
12:30PM-2:00PM	**KEYNOTE SESSION** - Honorable Senator Art Haywood *(Senate District 4, Pennsylvania)* - Dr. Denise Pearson *(Vice Chancellor and Chief Diversity, Equity, and Inclusion Officer, PA State System of Higher Education)*	
Break		
2:10PM-3:30PM	**PANEL DISCUSSION** Global Diversity and Inclusion in Higher Education - Denise Pearson *(Vice Chancellor-PASSHE)* - JD Dunbar *(Penn State)* - Larry Picket *(Carnegie Mellon)* - Patrice D'eramo *(Ex Cisco Systems)* - tonya thames-taylor *(West Chester)*	
Break		
3:30PM-5:00PM		Inclusive by Design: DEI Training for Faculty *(Continue)*
END		

PAPER PRESENTATIONS
DAY # 2: May 13, 2022 FRIDAY
GEMMELL STUDENT COMPLEX

	Room 248 (Virtual Presentations)	Room 250 (In-person Presentations)	Room 252 (Panel Discussion)
8:00AM-10:00AM	REGISTRATION START - Light Breakfast (Gemmell Rotunda on 2nd Floor)		
8:30AM-9:30AM	X-Cultural Tele-Practice/Tele-Learning. *Dr. Mary Pat McCarthy (Clarion University, PA), Dr. Marta Walliser, and Dr. William Naugle (Al Hussein Technical University, Jordan)*	Who am I to embody your dances? Re-staging identity and representing the other Afro-Colombian dance applied to college students in Western Pennsylvania. *Dr. Melissa Teodoro (Slippery Rock University, PA)*	Panel Discussion on PennWest Faculty-led Programs Abroad. Clarion in Costa Rica. *Dr. Sandra Trejos (Clarion University, PA).,* A Study Abroad Program in China (2017)—the outcome and the benefits. *Dr. Qun Gu (Edinboro University, PA)* International collaborations: Creating global opportunities for graduate students. *Dr. Stephanie Diez-Morel (Edinboro University, PA)*
	Grand Challenges: Student readiness to engage in efforts to reduce racial and economic inequality. *Dr. Christine Rine (Edinboro University, PA)*	Efficient Methods to Becoming Multilingual: Increasing Cultural Awareness. *Dr. Alison Binger and Dr. Dorothy Hassan (University of the People, CA)*	
Break	Snacks and Coffee (Gemmell Rotunda on 2nd Floor)		
9:45AM-10:45AM	Bitcoin & Blockchain Primer for International & American Students. *Dr. Mark Lennon (California University, PA)*	It's Not Just You: Collective Strategies for Avoiding Burn Out in DEI Work. *Dr. Kathleen Gray (St. Francis College, NY) and Dr. Ronald Gray (Felician University, NY)*	
	Crowdsourcing in science: enabling open science and societal engagement in research. *Dr. Regina Lenart-Gansiniec (Uniwersytet Jagiellonski, Poland)*	Inverting Violence: How Toppling Confederate Memorials Transforms and Fosters Sustainable American Communities. *dr. tonya thames-taylor (West Chester University, PA)*	

Break	Snacks and Coffee (Gemmell Rotunda on 2nd Floor)		
11:00AM-12:00PM	The Role of Racial Discrimination in Disrupting Self-Regulated Learning Processes Among Undergraduates at a Large Predominantly White Institution. *Preston Osborn, Rachel Lopez, and Dr. Steven Stone-Sabali (Ohio State University, OH)*	Less Uniform Than You Might Think: A Brief Discussion of Diversity and Inclusion in Video Games. *Dr. Brandon Packard (Clarion University, PA)*	Panel Discussion on Cultural Shock. Experiential Learning from Different Cultures, *Dr. Vikas Tripathi (GLA University, India)* Academia in United States: Unique Cultural Differences as Compared to India *Dr. Nripendra Singh (Clarion University, PA)* Culture Shock and I. *Dr. Miguel Olivas-Lujan (Clarion University, PA)* Adaptations to Lifestyle when East meets West. *Dr. Natasha Dias (Clarion University, PA)* A Quick Look into Social, Institutional, and Pedagogical Roots of My Cultural Shock in the American Classroom. *Dr. Yun Shao (Clarion University, PA)* Travels of a Costa Rican in the United States. *Dr. Sandra Trejos (Clarion University, PA)*
	Teaching Teachers' Style and Professionalism. *Dr. B.C. Nair and Dr. R.V. Bindu (ITM College, India)*	Current Practices and Future Directions of Accommodating Students with Mental Health Needs in Higher Education Institutions. *Dr. Young-Gyoung Kim (Clarion University, PA)*	
12:00PM-1:30PM (GEMMELL HALL)	**LUNCH** **Dance Performance by The Palenque - A Slippery Rock University Dance Company** **(Afro-Colombian dances)** **GEMMELL MULTI-PURPOSE HALL**		
1:30PM-2:30PM	Implementing Collaborative Transnational Teaching and Learning pedagogies: A Case Study. *Dr. Indira Singh (CIMR, India) and Dr. N. Singh (Clarion University, PA)*	A Design Thinking Approach to Develop Inclusive Advising. *Dr. Tanuj Singh and Dr. Joseph Croskey (Clarion University, PA)*	

	Transformational learning: How Inclusion and Collaboration Impacts Global Mental Health. *Dr. Denita Hudson and Dr. LoriAnn Stretch (William & Mary College, VA)*	Walk the Talk. *Dr. Teresa Handy and Dr. Tamecca Fitzpatrick (University of Arizona Global, AZ)*	
Break	Snacks and Coffee (Gemmell Rotunda on 2nd Floor)		
2:45PM-3:45PM	Navigating inclusivity challenges at offshore university branch campuses. *Dr. Heather Swenddal (Nichols College, MA)*	Covid-19 –Impact of International students' revenue on Higher Educations -A Review. *Dr. Nisha Singh (Livingstone College, SC) and Dr. C.B. Singh (Voorhees College, SC)*	Walking the DEIB Talk in Higher Education. *Dr.Miguel Olivas-Lujan (Clarion University, PA) and Dr. Sergio Madero Gomez (Tecnológico de Monterrey, México)*
	Diverse Faculty Members' Satisfaction with Virtual Professional Development during the Covid-19 Pandemic. *Dr. Marzoq Bataeineh (Imam Abdulrahman Bin Faisal University, Saudi Arabia)*	Need for Collaborative and Evidence-based Culture for DEI Commitment at Higher Ed. *Dr. Tanuj Singh (Clarion University, PA) and Dr. Anupma Singh (Drexel University, PA)*	
Break			
END			

For any questions please contact **Dr. Nripendra Singh** (Conference Chair) at: nsingh@clarion.edu

International Conference on Global Diversity and Inclusion in Higher Education
(ICGDI 2022)
May 12-13, 2022
Organized and hosted by Clarion University of Pennsylvania, PA (USA)

ABSTRACTS OF CONFERENCE PRESENTATIONS

Title: *Efficient Methods to Becoming Multilingual: Increasing Cultural Awareness*

Author: Alison **Binger** & Dorothy **Hassan** *(University of the People, CA)*

Abstract

The need for cultural competency has increased with the expansion of globalization, the increased interaction through technology, and breakdowns in communication, inequities, and prejudice (Mareno & Hart, 2014). Cultural awareness in both multicultural (Lew & Siffrinn, 2019) and monocultural (De La Forest, 2018; Fuller & Ahler, 2012) classrooms is essential to ensure students learn the necessary attitudes, skills, and knowledge to form authentic relationships and become equitable leaders in a diverse world (Binger & Hassan, 2021; Mareno & Hart, 2014). Foreign language learning improves students' cultural awareness (Cakir, 2006; Jin-feng, 2007; Ortuno, 1991), second language learning promotes cultural awareness in preservice teachers (Larke, 1990; Ward & Ward, 2003), and multilingualism deepens cross-cultural empathy and global ethics (Krajewski, 2011; Rolbin & Chiesa, 2010) yet foreign language learning can be difficult for students (Dickinson & Carver, 1980; Ganschow, Sparks, & Javorsky, 1998; Nation, 2014). The complexity and the difficulty in learning foreign languages can shy students away from learning a new language. Research shows theories, classroom methods, and individual traits to why there are struggles to language learning but there is a gap in the literature of helpful techniques of language learning through multilinguals' perspectives. In this qualitative study, we sought to find efficient methods of learning foreign languages through interviewing and analyzing polyglots' perspectives of their techniques to learning multiple languages. We compared multilinguals' language learning methods to find commonalities that assisted in unraveling the complexities in foreign language learning and reduced the difficulties in learning new languages.

Title: *Less Uniform Than You Might Think: A Brief Discussion of Diversity and Inclusion in Video Games*

Author: Brandon **Packard** *(Clarion University, PA)*

Abstract

Over the years, video games have grown from being for just an exclusive few to being accessible to almost anyone. The video gaming community is often still thought of as primarily young white males, but this is no longer true. In this work, we will discuss some of the early history of diversity and inclusion in video games, including some pivotal moments

thereof. We will then cover a couple of techniques used for increasing inclusion in video games, and end with some eye-opening statistics about the composition of the gaming community.

Title: *Grand Challenges: Student readiness to engage in efforts to reduce racial and economic inequality*

Author: Christine **Rine** *(Edinboro University, PA)*

Abstract

The Grand Challenges for Social Work establish a comprehensive and action oriented agenda that positions practitioners as leaders of change in efforts to achieve large-scale differences in defining and strengthening the social safety net of society. This initiative brings opportunities to strengthen our commitment and contributions to addressing complex social problems across fields of practice (Barth, 2018). This sizable undertaking calls for innovative, research-based, and applied macro approaches that require a breadth and depth of professional competency with which social work students must be equipped. The overarching purpose of this study is to explore means to assess, support, and improve social work student preparedness to lead change efforts through the Grand Challenges (Flynn, 2017; Gehlert, Hall, & Palinkas, 2017). Since the Grand Challenges position practitioners as leaders of change, assessing if and how they acquire the knowledge and skills needed to address these goals is fundamental. Thus, this study explores social work student preparedness to address these challenges with particular attention to reducing racial and economic inequality. An instrument titled 'Student Grand Challenges Skills Assessment' was developed to capture acquisition of knowledge, values, skills, and meta-competencies needed to engage in social change efforts outlined in the Grand Challenges for Social Work. This self-rating survey was administered to students (n=354) at two points in time within a large MSW program. Items ask respondents to indicate their current level of ability and the extent to which the program's curriculum and field experience facilitates such. Data specific to ability to reduce racial and economic inequality are explored. Findings indicate significant differences in cumulative scores; items related to racial inequality alone suggest that students were best prepared for these tasks. In fact, they were notably higher than both individual and average scores among all challenges variables. However, those related to economic inequality, without racial dimensions, had the lowest discrete and average scores among all challenges. Although a limited number of scholars have examined the implementation of the Grand Challenges in professional degree programs, it remains unclear if social work education is adequately preparing students to meet them. Regardless of the intersectionality between racial and economic inequality, students reported better preparation to engage in efforts to reduce racial inequality without economic considerations. This suggest that students need increased support in appreciating intersectionality, particularly in field settings. Means to improve students' ability to appreciate and implement related practices are highlighted.

Title: *Transformational learning: How Inclusion and Collaboration Impacts Global Mental Health*

Author: Denita **Hudson** & LoriAnn **Stretch** *(William & Mary College, VA)*

Abstract

Scholars agree there are substantial benefits to a curriculum that focuses on diversity and inclusivity in higher education, particularly when training helping professionals. In addition, international societies such as the World Health Organization (WHO) have acknowledged the lack of mental health resources in international communities, therefore furthering the need to have professionals who offer culturally sensitive care. The demand for access to services in all communities prompted the WHO to enact a special initiative for Mental Health (2019 – 2023) focused on increasing community-based care (WHO, 2019). This study explores collaboration and inclusive leadership through a study abroad course and an interdisciplinary approach. Psychology students from the University of Piura and graduate students in helping professions at The Chicago School of Professional Psychology (TCSPP) embarked on a collaborative journey resulting in all students obtaining knowledge and skills to address basic mental health needs in diverse national and international communities. An action research approach was over a 10-day study abroad experience. The in-country experience educated students on the diverse Peruvian culture, increased inclusive leadership skills and fostered social and emotional development through a two-day community project. Inclusive leadership skills were advanced by receiving and

then administering training on how to respond to mental health crises within the community using the Mental Health Facilitator curriculum (NBCC International, n.d.). Daily debriefings and revisions were also essential to the student's development and the use of inclusive pedagogy.

The success of the engaged approach required the partnership and support of the Study Abroad office. The use of in-country support personnel and the director's attention to the needs of the faculty and students was instrumental to the positive student experience. Students reported more confidence, cultural understanding, and peer connections related to personal and professional growth. The cooperative approach is unique as it fosters cultural collaboration and inclusive leadership opportunities. The Study Abroad approach allowed students to connect their experience to educational and career goals while broadening their understanding of the globalization of counseling. Students were able to switch roles from learner, teacher, and leader while immersed in an unfamiliar culture. The approach applied interdisciplinary approaches and action research modalities.

Title: *Navigating inclusivity challenges at offshore university branch campuses*

Author: Heather **Swendal** *(Nichols College, MA)*

Abstract

Promoting the inclusion and belonging of international faculty members is a key concern in higher education. Research on this topic has largely focused on faculty experiences and best practices at Anglophone-country universities that employ faculty from around the world. This paper sheds light on inclusivity issues in a different higher education context: offshore international branch campuses of Anglophone-country institutions. The paper explores the views of faculty at Singapore- and Malaysia-based campuses of major Australian universities. These satellite campuses ostensibly promote an Australian ethos, yet they are primarily staffed by local professionals and are influenced by local cultural traditions--including local biases and hierarchies. This paper highlights the inclusivity challenges faced by international branch campus faculty as they navigate these culturally complex settings. The findings presented in this paper draw from the author's PhD research on the organization-based identity constructions of offshore faculty working at Australian university branch campuses. Employing a subjectivist ontology, constructivist epistemology and the methods of constructivist grounded theory, the author interviewed 37 branch-campus lecturers and leaders across four Southeast Asian campuses and used NVivo to conduct iterative analysis of interview transcripts. This paper presents select findings from this research. This paper overviews the inclusivity challenges of offshore university branch campus lecturers, demonstrating related issues through three participants' cases. One highlighted participant was a repatriating Malaysian lecturer who discovered that the cosmopolitan outlook she acquired through years living abroad made her a target for discrimination in her hometown. Another was a lecturer from Africa who described the ethnic hierarchies in his Malaysia-based university, placing himself--as an outsider--at the bottom. The paper also highlights the views of a white American lecturer at a Singapore-based campus who felt positioned as superficial "window dressing" for his campus, benefiting from a privilege hierarchy that he did not endorse. The paper shares extract from interview data with these participants and uses their cases to illustrate various aspects of inclusivity challenges in international branch campus settings. The inner workings of international branch campuses are significantly understudied, and there is a particular lack of knowledge about the views of non-parent-country branch-campus faculty about their roles and contexts. This paper contributes to this research gap, expanding knowledge on international university campuses and the challenges that offshore faculty can face. The paper also contributes to scholarship on higher education diversity, equity and inclusion (DEI), demonstrating the need for global universities to expand their inclusivity efforts to offshore campuses.

Title: *Implementing Collaborative Transnational Teaching and Learning pedagogies: A Case Study*

Author: Indira **Singh** (CIMR, India) & Nripendra **Singh** *(Clarion University, PA)*

Abstract

The pedagogical approaches adopted by faculty to teach concepts of management continues to be a challenge for faculty engaging such courses. The approaches adopted can be student centric or faculty centric. The current paper delves upon

one such course where faculty adopted a student centric Collaborative Online International Learning (COIL) cross border approach to teach International Business through a student centric pedagogy. Such an approach can be a true challenge for institutions in both home and host countries, especially with respect to program design and implementation. This is a case study embedded in realism. In this paper the experiences of online cross border academic collaboration for one semester for students of Marketing Management is delineated. This initiative was a precursor to a more immersive interaction. The pedagogical initiative operated in USA and India. From the feedback received from students and faculty some important factors promoting engagement among students were identified. The findings suggest that program design and delivery are important in management of such initiatives if students are expected to develop global competencies. Collaborative Online International Learning (COIL) has emerged as an innovative way to provide intercultural exposure, engage the students with diverse backgrounds and engage them meaningfully in the current context.

Title: *It's Not Just You: Collective Strategies for Avoiding Burn Out in DEI Work*

Author: Kathleen **Gray** *(St. Francis College, NY)* & Ronal **Gray** *(Felician University, NY)*

Abstract

DEI work requires an investment of time, emotion, skill, and effort. It is challenging work that can lead to burn out, especially for traditionally underrepresented populations in higher education who are often asked to take on extra mentoring, training, and promotional work for our institutional DEI efforts. This paper explores how we can move away from individual selfcare strategies for addressing burn out to create collective and institutional supports that protect those on the front lines of this important work.

Title: *Bitcoin & Blockchain Primer for International & American Students*

Author: Mark **Lennon** *(California University, PA)*

Abstract

This unpublished paper on cryptocurrencies is relevant to the theme of the "International Conference on Global Diversity and Inclusion in Higher Education" because it will be used by the author as part of his teaching materials during his Fulbright Specialist assignment at IILM Delhi in summer 2022, as well as his summer elective course at his American university. By using the same material in both courses, the author seeks to better understand how to culturally adapt his pedagogy. Introduced through a scholarly white paper (Nakamoto, 2008) and a subsequent release of open source software available for download by anyone for free (Nakamoto, 2009) blockchain is the software protocol that powers Bitcoin – a well-known digital currency. Despite Bitcoin's early association as a currency for acquiring illicit goods online on the so-called "darkweb" (Barratt, 2012), this digital currency and the blockchain technology behind it continues to gain legitimacy, as government policy makers (Brito & Castillo, 2013; European Central Bank, 2012) and governmental regulatory bodies (FinCEN, 2013; Frizell, 2015; IRS, 2014; Parvini, 2015) recognize the benefits of this innovative technology. Virtual currencies have become a truly global phenomenon, with a market capitalization of over a trillion dollars (Taskinsoy, 2020). Despite its global acceptance, there are unique country specific challenges, such as the Indian experience, which inhibit adoption (Yousuf Javed, Hasan, & Khan, 2020).

Title: *X-Cultural Tele-Practice/Tele-Learning*

Author: Mary Pat **McCarthy** *(Clarion University, PA)*, Marta **Walliser**, & William **Naugle** *(Al Hussein Technical University, Jordan)*

Abstract

This paper presents data from a study on the effectiveness of a transdisciplinary model of instruction focused on preservice speech-language pathology graduate students (SLPs) in the United States and undergraduate students in Spain with global developmental delay. The C3 Model (Naugle & Lecea-Yanguas, 2017) is a open-structured, peer-to-peer

(P2P) format that permits faculty from multiple disciplines to collaborate while supporting learners who are developing career-oriented skills. Faculty in Communication Disorders, Linguistics, Literature, and Special Education collaborate, employing the model, and facilitate the English language acquisition needs of the global developmentally delayed students in Spain and the clinical practice needs of the SLPs. The model has been especially effective post-COVID-19, as it offers an opportunity for both sets of students to expand beyond the confines of their respective countries and cultures and to engage in learning that is mutually beneficial, under the supervision faculty specialists. The research answers the question, "To what extent is this P2P model effective in cognitively disparate populations." The authors will present research on English language acquisition of undergraduate students in Spain with global developmental delay who participated in P2P learning with graduate students in Communication and Speech Disorders in the United States, using a virtual platform. This cross-cultural, virtual approach addressed an immediate need for the students in Spain, requiring language training, and the students in the US, requiring supervised clinical practice. The authors will also describe and discuss ongoing tele-practice and tele-learning between multiple countries and cultures.

Title: *Diverse Faculty Members' Satisfaction with Virtual Professional Development during the Covid-19 Pandemic*

Author: Marzoq **Bataeineh** *(Imam Abdulrahman Bin Faisal University, Saudi Arabia)*

Abstract

The study aimed to assess the level of satisfaction and perceptions of the diverse faculty members regarding virtual PDs during the COVID-19 pandemic. The focus of this study was to identify the level of satisfaction with three variables in mind: outcomes and content, trainers, and logistics. The participants are lecturers, assistant professors, associate professors, and full professors from 20 colleges at a significant Saudi university. Six hundred faculty members participated in this study. The study utilized a quantitative technique and an online questionnaire to gather essential data. The data was examined and tested for validity and reliability using SPSS software. Analyses such as the mean, standard deviation, and ANOVA tests explored the data. The study found no significant differences between males and females regarding content, trainers, and logistics. However, F-value was substantial for females in academic rankings related to the content, trainers, and logistics. Moreover, the virtual PDs events were generally well-received by all attendees, regardless of their academic rank or gender. This is the first study investigating faculty members' perception of virtual PDs events during the corona pandemic. This study is expected to assist university administrators, educators, and program developers in developing more practical educational plans in the event of a crisis. The study concluded with suggestions for program leaders and administrators and recommendations for further studies in this area.

Title: *Re-staging Identity and Representing the Other: Afro-Colombian Dance Applied to College Students in Western PA*

Author: Melissa **Teodoro** *(Slippery Rock University, PA)*

Abstract

This research paper examines the creative methods utilized in studying, reconstructing, re-staging and ultimately performing Afro-Colombian dances to audiences in Western Pennsylvania, a region distant and distinct from these dances' cultural setting. It will explore the inherent complexities of translating movement, choreographic intent, and aesthetics when applying Afro-Colombian dance to students in the United States.

Title: *Culture Shock and I*

Author: Miguel **Olivas-Lujan** *(Clarion University, PA)*

Abstract

I believe I was a teenager when I first experienced Culture Shock (CS). I went to Los Angeles (California) to study English as a second language, expecting a year as an American high-school or pre-college student but the school I attended had students from dozens of nationalities –except Americans! Later, at my alma mater in Mexico, I helped its

International Programs office receive and send thousands of participants in study abroad programs during the 6.5 years I worked there. My colleagues and I developed programs to help students become aware of CS (based on Kalervo Oberg's and Edward T. Hall's work), its potential consequences, and some of the ways to minimize its deleterious effects. Then, as a doctoral student at the U. of Pittsburgh, I saw how my family members (first my wife, a few years later my children) had various encounters with this phenomenon. Most recently, during my first research, teaching, and traveling Sabbatical year, my family and I again had several experiences in Germany, Mexico, Colombia, and Poland that can be associated with CS. I will elaborate on these experiences and invite the audience to be prepared and not allow the specter of CS to weaken the benefits of interacting with other cultures.

Title: *Walking the DEIB Talk in Higher Education*

Author: Miguel **Olivas-Lujan** *(Clarion University, PA)* & Sergio Madero **Gomez** *(Tecnológico de Monterrey, México)*

Abstract

One would be hard-pressed to find a Higher Education Institution (HEI) without Diversity, Equity, Inclusion, and Belonging (DEIB; AACSB International, 2021) among its educational objectives. But "talking the talk" is different from "walking the walk." In this research project, we offer a model to audit or document the ways in which both "the talk" (e.g., mission, vision, and strategy statements) and "the walk" (structure of the faculty, students, staff, courses, etc.) are enacted in a sample of schools from different backgrounds and contexts. A literature review is guiding the development of the model that will serve as a framework to document (or "audit") how different schools "walk the DEIB talk." Based upon the concept of a management audit (Brender, Yzeiraj & Fragniere, 2015) our framework can be used at different levels of organizational analysis (e.g., program, school, university, etc.) to assess the extent to which DEIB is vocally supported as well as factually maintained. This study offers one starting point to develop a DEIB audit that has the potential to improve the integrity and the impact with which HEIs, schools of business, or other focal units support diversity, equality, inclusion, and belonging goals. The research project provides an original, evidence-based framework that may be used to assess the thoroughness and the effectiveness with which diversity, equality, inclusion, and belonging goals are pursued by higher education institutions that include (but are not limited to) schools of business. In addition, this framework can be used in descriptive, normative, and even prescriptive ways.

Title: *Teaching Teachers' Style and Professionalism*

Author: Nair B. **Chandrachoodan** & R.V. **Bindu** *(ITM College, India)*

Abstract

It takes a lot of hard work and effort to be a professional teacher or educator. It requires effort to go that extra mile for the students who need it, and it takes patience to continually grow and truly understand one's craft as a teacher. That is why, to bring professionalism in teaching, a teacher is always learning and growing their craft for professional development. They are on an endless journey where they are always looking for new ideas or teaching strategies, ways to improve their skills, or new information that will help their students to succeed. Thus, they develop their professionalism and style in teachings through a set of values, behaviours and relationships that underpins the trust that the students have in their teachers. When it comes to instruction, it has been said that "hope" is not a strategy. A teacher cannot simply teach a lesson and "hope" students understand. Fortunately, there are proven and reliable instructional strategies that engage students in rigorous lessons at the same time it is important to note that there is not a "one-size-fits-all" instructional strategy. Whereas effective instructional strategies are proven ways that help students learn material and retain information. Beyond being an evaluative component, differentiation is necessary in order to maximize student success. Our students have diverse academic needs, and it is up to the teachers to ensure that each unique need is met through their teaching professionalism and style.

Title: *Adaptations to Lifestyle when East meets West*

Author: Natasha **Dias** *(Clarion University, PA)*

Abstract

In Being raised speaking English and living a westernized lifestyle, as an International graduate student, I expected culture shock to be a hoax. However, the adaptation struggles of language communication, new cultural and educational settings, financial concerns, loneliness, isolation, and gender-based differences were a force to reckon with. Although English is an international language, not all nations speak it the same way, which can create confusions regarding tasks and expectations. 'Should' do your homework as opposed to 'you would want' to do your homework is not perceived as dictatorship in my nation. Here, a simple choice of words can tag you as being an autocrat. On the other hand, smiling and saying hello to strangers on the road is considered a creepy and public harassment approach in many middle eastern countries. Classroom dynamics of eating and drinking during a lecture and not standing and greeting with respect when an instructor walks in or leaves the classroom are other practices that international students are expected to know without providing them much guidance during orientation. Why do coins need to be penny, nickel, dime, and quarter as opposed to generic cents? Why is the metric system used only conveniently for refrigerators and why are solid and fluid ounces not the same? Through the panel session discussions, I hope we can determine certain ways to increase cross-cultural understanding among individuals to make culture contact a learning and satisfying experience.

Title: *Covid-19 –Impact of International students' revenue on Higher Educations -A Review*

Author: Nisha **Singh** *(Livingstone College, SC)* & Chandra Bhushan **Singh** *(Voorhees College, SC)*

Abstract

The effects of the Coronavirus (Covid-19) pandemic on the Academic institutions were disastrous. Universities and colleges have witnessed the unprecedented catastrophic impact of the Coronavirus. International students in the higher education sector in the United States have carved a niche in the financial contribution of higher education. The international students' share is 56% of the total tuition revenue in U.S higher education. The United States of America, Britain, Australia, and the other European states have 30% revenue from international students. Most of the tuition fees have paid by the students or their families. Scholarships, aids, or donations contribute not much from the USA to international. The international students contributed $39.5 billion to the U.S. economy in 2018, and GDP was 20.5 trillion. The International students' economic contribution is close to 2% of US GDP. Due to Covid -19, the growth of international students in the United States declined from 6.3% to 5.5 % in the above period. The declines in fees for higher education were from $188 billion in 2019 to $189 billion in 2020 and $167 billion in 2021. This paper analyzes the Covid-19 - impact on global diversity and inclusion, its prospect, its impact beyond economics, its constraints and scope, and further positive steps to overcome the current situation.

Title: *Academia in United States: Unique Cultural Differences as Compared to India*

Author: Nripendra **Singh** *(Clarion University, PA)*

Abstract

Conferences are fun and learning events! Conferences are means to network and showcase your talent to experts in your field. Faculty wearing shorts in the class and students keeping legs on the table with a sandwich in one hand and drink in another, during the lecture…Wow! Welcome to United States! Calling out students name and pointing out a mistake can be considered as rude and reason of embarrassment. Privacy of records including medical and grade assessment is of utmost important and law. Having fun in class and using engaging activities to teach a concept is a preferred way of teaching. Innovations in teaching is highly encouraged. Quality matters in teaching and research. Sports can be an extremely important part of education. Professors have great respect and authority. Tags and labels are not everything. Happiness, choice, and satisfaction are important than money in life. Be ready to do everything by yourself. Empathy and

giving is at the heart of academia. You can hug and show love to your students…these and many more experiences were unique to me in many ways, which will be shared during my presentation.

Title: *The Role of Racial Discrimination in Disrupting Self-Regulated Learning Processes Among Undergraduates at a Large Predominantly White Institution.*

Author: Preston **Osborn**, Rachel **Lopez**, & Dr. Steven **Stone-Sabali** *(Ohio State University, OH)*

Abstract

Forms of discrimination at both the societal and institutional level influence how racialized students view themselves and interact within higher education settings. The self-regulated learning (SRL) frameworks are student development models that seek to incorporate personal goals and motivations with perceptions of learning context expectations and goal structures (Karbenick & Newman, 2014). Learners successfully engaging in the self-regulated learning process are more likely to seek feedback and guidance with the goal of becoming more autonomous (Clarebout et al., 2010; Ryan et al., 2001). Academic help-seeking (AHS) is a fundamental skill for the performance and success of students within higher education settings. AHS is a form of adaptive behavior that helps students overcome learning challenges (Mihlon, 2010; Roussel et al., 2011; Ryan & Shim, 2012), which often results in higher grades (Ryan et al., 2005). HSB is a valuable adaptive skill that college graduates need to transition into various job markets that require effective collaboration and teamwork (Järvelä, 2011). Experiencing various forms of discrimination is predicted to significantly disrupt SRL processes. Specifically, perceived discrimination can lead to increased perceived threat of negative evaluation from others and decreased motivations to persist and achieve in educational contexts. Black, indigenous, and people of color (BIPOC) students, or students of color, consistently report various forms of racial discrimination from both peers and faculty on predominantly white institution (PWI) campuses across the United States (Witkow et al., 2015). This study was aimed at uncovering predictive and mediating factors of AHS among a racially diverse group of undergraduate students at a PWI in South Central United States ($N = 460$). More specifically, we predicted that perceptions of discrimination (PD), impostor phenomenon (IP), and a sense of belonging (SB) to larger groups will be consistent predictors of AHS across racial groups to varying degrees. Quantitative analyses was conducted using SPSS and Mplus. Confirmatory factor analyses (CFA) and Cronbach's alpha values was used to assess the validity and reliability of each scale (Muthén & Muthén, 2004). Overall, discrimination scores differed significantly between racially minoritized students and their white peers ($p < .001$). To investigate indirect, or mediated, effects of PD on AHS, a structural equation model using PD, IP, and SB as independent variables was built and estimated in Mplus. Prespecified cutoff values for model fit indicators were used based on established guidance: greater than .95 for CFI and TLI values and less than .06 for the RMSEA estimate (West et al., 2012). The resulting model had good fit [CFI = .98, TLI = .97, RMSEA = .03] with both PD having both direct and indirect effects via IP on academic help-seeking ($p < .001$). Institutions have a responsibility to do what they can to mitigate any negative psychological, social, and academic effects of racial discrimination, but research is needed to identify detrimental mechanisms among different racial subgroups. An understanding of psychological factors related to academic help-seeking is essential for designing effective initiatives aimed at promoting these behaviors across student populations. Findings have the potential to identify specific mechanisms by which discrimination against BIPOC students within a higher education setting negatively influences academic performance and outcomes.

Title: *A Study Abroad Program in China (2017)—the outcome and the benefits*

Author: Qun **Gu** *(Edinboro University, PA)*

Abstract

In summer 2017 (May-June), I offered a 30-day study abroad program in China. The program included two parts, I. Environment-Chemistry—A Case Study in China, II. WRLD199—Chinese Language & Culture (a world-experience course). Students were able to gain 6 credits with half of the tuition cost, thanks to the sponsoring by our sister university SDUT in China. Part I was based on a General Education course that I taught at Edinboro. Part II was a language, culture and experience course offered for free by faculty members of SDUT (Shandong University of Technology at Zibo,

China). Besides classroom activities, students had field trips covering tours in nine cities and visitations to five major Universities in China. The diverse group consists of nine Edinboro students and one Edinboro citizen (the grandma of one of the students), among whom three were Asian students. The students' majors included chemistry, art, political science, geography, and business. Besides the extensive exposure to the wealth of cultural/environmental/societal experience oversea in 30 days, we achieved an unprecedented cost efficiency: with a budget of $2,500 to start with, a substantial amount was refunded to the students. The significance of this program was beyond its direct outcome. It manifested not only the advantage of having long term international sister Universities, but also the potential of building new oversea collaborations. Further, it was an excellent example of how a faculty-led study-abroad program could have its unique advantage: the connection of our students and faculty with their counterparts oversea does not end as the program concludes. International collaboration has great potential and benefits, especially to the New U.

Title: *Crowdsourcing in science: enabling open science and societal engagement in research*

Author: Regina **Lenart-Gansiniec** (*Uniwersytet Jagiellonski, Poland*)

Abstract

The term 'crowdsourcing' was coined by Howe (2006) as "act of taking a function once performed by employees and outsourcing it to an undefined (and generally large) network of people in the form of an open call". Since then, there has been an increase in interest in the issue of crowdsourcing. Crowdsourcing is examined in relation to industry (Christensen & Karlsson, 2019; Devece et al., 2019; Xu et al., 2015), nonprofit-organizations (Kohler et al., 2016), public sector (Wang et al., 2020; Clark et al., 2019), governments (Minkoff, 2016; Robinson & Johnson, 2016), and local governments (Sievers, 2015). In recent years, crowdsourcing is more and more frequently used by academic workers (Beck et al., 2020; Uhlmann et al., 2019; See, 2019) due to the potential, speed and low cost with which information can be collected (Aguinis, Lawal 2012; Carignani, Negri 2010; Chen et al., 2011; Crump et al., 2013; Ipeirotis 2010; Kittur et al., 2008; Mason, Suri 2011; Mason, Waty 2010; Paolacci et al., 2010; Steelman et al., 2014). For academics, crowdsourcing is a new and ambitious research goal (Keating, Furberg, 2013), a strategy for the organization of researchers' work (Lukyanenko, Parsons, et al., 2019), an alternative to research projects Aristeidou et al., 2017), an alternate model of doing science (Uhlmann et al., 2019), a tool for research (Law et al., 2017), and an integral part of academics' daily lives, thus becoming one of the fastest growing tools to support scientific research (Franzoni & Sauermann, 2014; Schlagwein & Daneshgar, 2014; Steelman et al., 2014; Uhlmann et al., 2019). Taking advantage of the "wisdom of the crowd" (Surowiecki, 2005), crowdsourcing is used by scholars from various disciplines to creating online content (Doan et al., 2011), communication between academic teachers and with those from outside of the scientific community (Scanlon et al., 2014), collecting of observational data or classification of pictures in response to researcher's questions (Beck et al., 2019), the practice of obtaining participants, services, ideas, or content by soliciting contributions from a large group of people, especially via the Internet (Brown & Allison, 2014). Crowdsourcing may also be helpful while collecting, processing and analyzing research data (Beck et al., 2019; Law et al., 2017), attracting participants to surveys, studies, experiments, panels, focus groups, statistical analyses, transcription (Schlagwein & Daneshgar, 2014), generating innovative research questions, hypotheses, research proposals, testing research at an early stage. In addition, it allows for reducing costs of conducting research, ensuring research financing, establishing cooperation and seeking collaborators for joint research (Crowston, 2012), obtaining evaluation and opinion on the concept of a research project or an article (Ipeirotis et al., 2010); (Uhlmann et al., 2019), solving problems arising from writing an article or conducting research (Hevner et al., 2004), determining the reliability and generalization of results (Pan et al., 2017) and disseminating the results (Beck et al., 2019). Therefore, crowdsourcing in science is of interest to practitioners and researchers across a range of business and management disciplines, and has been discussed variously in, for example, the literature on wildlife and environmental monitoring, ecology, geography and disease research, astronomy, biological sciences, technology development (Parrick, Chapman, 2020), health related research studies (Bassi et al., 2020), medicine, physics (Beck et al., 2019), economics (Hossain & Morgan, 2006; Reiley, 1999), sociology (Centola, 2010; Salganik, Dodds, & Watts, 2006), psychology (Birnbaum, 2000; Buhrmester, Kwang, and Gosling 2011; Eriksson and Simpson 2011; Fishbach, Henderson, and Koo 2011; Gómez et al. 2011; Nosek, 2007), behavioral science (Chandler and Kapelner 2013; Chandler, Mueller, and Paolacci, 2014; Horton, Rand, and Zeckhauser 2011; Mason, Suri, 2011), and political science (Arceneaux 2012; Berinsky, Huber, and Lenz 2012; Berinsky, Margolis, and Sances 2014; Dowling

and Wichowsky 2015; Healy and Lenz 2014; Thibodeau et al. 2015). This is the favored twenty-first century model for conducting large-scale scientific research and rich, promising, and socially important research context. Crowdsourcing in science is one of important practice of open innovation in science. Our article responds to the call that further micro-level research is still needed to develop a more complete understanding of capabilities, attitudes, values, characteristics, and motivations around different open innovation in science practices. Pointing the attention to the human elements, this paper sheds light on the micro-foundation of crowdsourcing in science by emphasizing the role that the personal traits of key academics. Crowdsourcing in science adoption could result in the enactment of several crowdsourcing in science modes – each representing an opportunity of potential openness and inviting non-academics and academics. Our analysis, using systematic literature review, shows that academics' positive attitude can play important roles in facilitating crowdsourcing in science. However, this paper also observed that the effects of academics characteristics on crowdsourcing in science adoption were differently configured according to the nature of each crowdsourcing in science modes. The research has practical implications for academics and policy makers who are interested in using crowdsourcing in science.

Title: *Clarion in Costa Rica*

Author: Sandra **Trejos** *(Clarion University, PA)*

Abstract

Clarion University students have had the opportunity to get immersed in the Costa Rican society three times in the last years (2014, 2016, and 2019). I have been able to lead such course (BSAD 237) after designing a program based on my own understanding of the country given I was born and raised in Costa Rica. Full days were intense with an agenda that exposed the students to different dimensions of the country; the course was designed to allow interaction with businesses both large and small and national and multinational, with government institutions and political figures, with non-profit institutions, with the country's ecology, and attend shows in the national theater, all while allowing assimilation of the culture and service learning. Students even chose to participate in a national pilgrimage and experienced walking along *ticos* (term used to describe Costa Ricans) during a national holiday. Furthermore, Clarion in Costa Rica has allowed many students to go abroad for the first time and gained an exposure that only such type of engaging high-impact practice would provide for them in the curriculum, an experience that employers want to learn more about in job interviews, a component that have literally transformed our students, one person at a time, one story at a time.

Title: Travels of a Costa Rican in the United States

Author: Sandra **Trejos** *(Clarion University, PA)*

Abstract

As every person who lives abroad for a significant amount of time, I have experienced stages of the culture shock curve starting with the honeymoon stage moving through the frustration stage, the adjustment stage, and the acceptance stage. After more than twenty-seven years of living in United States with my family, I realize, though, that some of these stages may happen simultaneously at times. I keep learning about new habits, new customs, new places, and new practices and at the same time I need to be open-minded. While this happens, I have learned to adjust or adapt which is a value we all gain while living in new places. It is part of what we need to do as we embrace new social norms and new ways of living, for instance, the DIY mindset and celebrating new holidays such as Thanksgiving, or new traditions such as Homecoming events to mention a couple, especially when your children are growing in this new place which is their home as well. Living in United States has been adventurous, exciting, enjoyable and not without challenges and hard work, and all of it has taught me a great deal. In my case, I have learned a lot through our four daughters, the youngest of whom will be nineteen in less than a month. I have been learning regularly through their school participation, daily conversations, community involvement and the different jobs they have had. I have learned to value the differences Costa Rica and United States have, as I believe I have become the product of two great countries with different cultures, a human being with both the desire and the commitment to bloom where I am planted.

Title: International collaborations: Creating global opportunities for graduate students

Author: Stephanie **Diez-Morel** *(Edinboro University, PA)*

In an ever-connected global world, with the assistance of innovative technologies and teaching modalities, we have the unique opportunity to collaborate with others more than ever. Therefore, in an effort to provide students with innovative opportunities for gaining international perspectives, collaborations, and shared expertise, I formed an international alliance of collaborations between three other University's located in Australia, England, and Germany. For further context, this international interuniversity alliance would provide the students of each of our University's with innovative opportunities for collaboration and shared expertise from the participating faculty in each of the four countries. This international alliance aims to change the way universities approach their international partnerships and the focus is on co-developing, co-publishing, and offering an experience for students to discuss and address global challenges of the 21st century. The faculty leading the International Inter-university collaborative will develop and host an advanced statistical analyses online meeting/ forum at no-cost to the students, where students of the four universities/countries would be able to learn and present innovative analyses techniques applied within the context of their graduate studies. In addition, this collaboration will provide students with the opportunity to establish and expand their international networks.

Title: *Need for Collaborative and Evidence-based Culture for DEI Commitment at Higher Ed*

Author: Tanuj **Singh** *(Clarion University, PA)* & Anupma **Singh** *(Drexel University, PA)*

Abstract

This conceptual paper will holistically discuss diversity, equity, and inclusion (DEI) in the context of higher education institutions in the USA. We will delineate the DEI-related planning and policies higher education institutions are undertaking, the existing challenges and provide recommendations on the best practices. The landscape of Higher education institutions is more diverse now than a decade ago. The shift is more evident among students than faculty and staff. According to the National Center for Education Statistics (NCES), college attendance increased among every racial minority group between 1976 and 2018. We can witness an upward movement in the socioeconomic diversity among students; Pell Grant recipients nearly doubled within the last two decades. The increase in student diversity over the past decades is indicative of the enduring success of the U.S. higher education system. This change also caters to the changing values, priorities, and needs of 21st-century College students. The evolution should be attributed to revising the missions and visions of the higher education institutions, systemic policy changes, diversity, equity, and inclusion (DEI) becoming the strategic priority of institutions and student activism. Higher education-related scholars have generated a robust body of evidence on the significance of DEI on college campuses. "Research has shown that diverse groups are more effective at problem-solving than homogeneous groups, and policies that promote diversity and inclusion will enhance our ability to draw from the broadest possible pool of talent, solve our toughest challenges, maximize employee engagement and innovation, and lead by example by setting a high standard for providing access to opportunity to all segments of our society." (President Obama, October 5, 2016) Even after the steady increase in diversity, U.S. colleges and universities face several challenges with DEI. The proposition that guides the flow of the paper is that institutions need to deepen their DEI capacity to optimally facilitate the interplay between internal and external constituents that disrupt inequitable policies and practices and seek to create conditions for minoritized student populations to thrive. Consequently, this study draws on the conceptual framework of LePeau's (2015) Cycle of Continuous Commitments to Diversity and Inclusion. LePeau (2015) contextualized barriers to a partnership that are both seen and unseen in Academic Affairs (A.A.) and Student Affairs (S.A.) organizational cultures. LePeau argued that the normative separation between the two is related to "the premise that A.A. and S.A. are rewarded differently, that is, more often faculty are rewarded for working in isolation through individual scholarly pursuits for the tenure and promotion process while S.A. is rewarded for working collaboratively" (p. 99). LePeau's (2015) model points to the need to intentionally explore how institutional subcultures (whether it be academic affairs student affairs) related to the prospect of realizing an organizationally pervasive commitment to DEI (Rall et al., 2020) facilitated by the development of collaborations across subcultures. Another model that guided the paper is Data-Driven Decision Making (DDDM). DDDM is a process for deciding on a course of action based on data. As data systems and technologies have become more accessible and interactive, it has become easier to use data to inform decision-making. DDDM can move an organization toward an evidence-based culture focused on the

future. It promotes decisions based on data, experimentation, and evidence rather than opinions or intuition. Based on the framework, this paper will point to the need for data governance in terms of DEI at higher education institutions and intentionally explore how institutional subcultures (whether it be academic affairs student affairs) related to the prospect of realizing an organizationally pervasive commitment to DEI (Rall et al., 2020) facilitated by the development of collaborations across subcultures.

Title: *A Design Thinking Approach to Develop Inclusive Advising*

Author: Tanuj **Singh** & Joseph **Croskey** *(Clarion University, PA)*

Abstract

The purpose of this paper is to understand advising utilizing design thinking approach to develop 'inclusive' advising. Steps of design thinking will help in understanding the challenges and developing solutions to overcome them. This study will provide a framework for enhancing students experiences via advising. The conceptual framework from this paper will help in understanding current advising scenario and how to identify critical issues and develop workable solutions for inclusive environment for the students.

Title: *Walk the Talk: Supporting the Equity Journey of Online Higher Education Institutions*

Author: Teresa **Handy** & Tamecca **Fitzpatrick** *(University of Arizona Global, AZ)*

Abstract

This ongoing qualitative research study is being conducted to examine the processes by which faculty and staff at an online university moved from discussions of equity to the implementation of equity practices in the learning environment. The participants were 55 faculty and staff. As these are preliminary results, faculty and staff will complete two additional surveys after they complete their voluntary 21-day equity challenge and book discussion sessions. Preliminary results suggest their understanding of structural inequality, the intersectionality between race and poverty, and the systemic issues that confront students increased after participation in the virtual interactive game. In addition, preliminary results suggest faculty and staff feel more equipped to support diverse students in their care. These preliminary results are discussed in terms of potential implications for institutions working with fluctuating faculty and staff while working towards institutional equity and inclusion goals.

Title: *Inverting Violence: How Toppling Confederate Memorials Transforms and Fosters Sustainable American Communities*

Author: tonya **thames-taylor** *(West Chester University, PA)*

Abstract

In the summer of 2020, in the wake of the public murder of 46-year-old African American security guard George Floyd by white police office 44-year-old Derek Chauvin, Black Lives Matter activists galvanized and sparked conversation regarding police brutality, state sanctioned violence, federal intervention, and the removal of iconography deemed oppressive and offensive. Floyd's murder produced the largest protest movement in America History and a byproduct of that movement was the push for the removal of Confederate Memorials. Floyd's death was not the first to led to the removal of Confederate iconography. White supremacist Dylann Roof's murdering of nine Black parishioners in Charleston, South Carolina led to the state removing the Confederate flag from its Statehouse grounds. Using the history of the United Daughters of the Confederacy (UDC), photos, manifestos, memoirs, statistics, and newspaper accounts, my paper examines how activists effectively campaigned against ethnic and class violence and structural oppression by asking for reparations, police reform, greater federal oversight, and an end to racial profiling. These demands can serve as a sustainable model for tools of liberation that can used internationally, nationally, and locally. The literal toppling of Confederate Memorials, in my paper, represents the dismantling of historic hierarchies and structures that foster an informal caste system that breeds distrust, injustice, and conflict.

Title: *Experiential Learning from Different Cultures*

Author: Vikas **Tripathi** *(GLA University, India)*

Abstract

I will be sharing my experiences from different cultures, which includes both national and international. As an academician I would like to highlight factors which are responsible for creating cultural shock in the higher education at national and international level. During my journey as an academician I visited many institutions of repute at national and international level. These visits have given me experience of diverse education system in developed country (A case of California State University, San Bernardino, USA) as well as in different institutions of the developing country (India). The experience gained during my small journey I came along with many factors which are clearly indicating the impact of "Cultural Shock" in different diversified education systems. I would be discussing different factors during my presentation at the panel discussion on May 13, 2022.

Title: *Current Practices and Future Directions of Accommodating Students with Mental Health Needs in Higher Education Institutions*

Author: Young-Gyoung **Kim** *(Clarion University, PA)*

Abstract

After having experienced Coronavirus pandemic, many people around the world started to face lots of new issues and to see outdated issues with different perspectives. One of them is mental health issues. This has been an issue for a long time, however, it started to impact our classroom in higher education institutions more severely. Therefore, the purpose the study is to present best practices of accommodating students with mental health needs in higher education institutions and to discuss how we can better accommodate these students via literature review. The author conducted literature review. The author mainly used database Eric, EBSCO, and Academic Search Ultimate using keywords accommodations, higher education institutions, mental health needs, and psychological issues. Any articles published before 2000 were excluded from the search. This review was more focused on accommodating students with mental health issues, rather than other disabilities. After generating about 15 articles related to this topic, the author conducted thematic analysis. Four themes were emerged via thematic analysis: 1) how faculty are responding and accommodating students with mental health issues in the classroom, 2) how universities are responding to this issue, 3) what students with mental health needs are experiencing in higher education institutions, & 4) how professionals discuss this issue. This study showed 1) many faculty feel limited resources and lack of understanding of accommodating students with mental health issues, 2) DSS (Disability Support Services) office has been offering same options of accommodations for students with mental health needs as other students with disabilities, 3) students with mental health issues often do not report to DSS or counseling services and 4) UDL (Universal Design for Learning) for students with mental health needs has been suggested in accommodating students with mental health needs. The meaning of UDL for students with mental health needs are discussed. This study will present implications to university faculty who want to accommodate students with mental health needs in the classroom more effectively. Additionally, higher education administrators will have better understanding of accommodating students with mental health issues in every aspects of their college lives via this study.

Title: *A Quick Look into Social, Institutional, and Pedagogical Roots of My Cultural Shock in the American Classroom*

Author: Yun **Shao** *(Clarion University, PA)*

Abstract

This paper will focus on my personal experience of cultural shock in the American classroom during my first years of graduate studies upon arrival in the U.S. from a Chinese university, where I had completed a bachelor's degree and the first year in a graduate program. Through a critical examination of this experience, I will try to analyze the roots of my

cultural shock both as a student and as a teacher in training in the setting of higher education and of foreign language studies. I will argue that notable differences in socio-economic functions, institutional resources, and pedagogical traditions of a discipline between two cultures are the main factors in producing culture shock. Yet as these factors are themselves effected by historical conditions and therefore prone to changes, the shocks they produce are also temporary and constantly evolving. In the end, the idea of inclusiveness and global awareness is a conscious process of de-constructing restrictive pre-conceptions, buildups of a particular set of human conditions at a particular moment of history.

- *Designed and Compiled by Dr. Nripendra Singh and Dr. Yun Shao*

NOTE: Online conference proceeding will be available in September 2022 via PennWest University (Clarion campus) Institutional Repository. You may contact at nsingh@pennwest.edu in September

- **THANK YOU FOR YOUR PARTICIPATION IN ICGDI 2022** -