

9-18-2024

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Recommended Citation

Safa, L. (2024). Transformative Leadership: Unveiling the Resilience and Innovation of Lebanese Women Leaders in Higher Education. Pepperdine University Graduate School of Education and Psychology Research Symposium [Proceedings] (pp. 148 - 152). Vevey: Pepperdine University, GSEP. Retrieved from: https://digitalcommons.pepperdine.edu/gsep_symp/1/

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**8th Annual
GSEP Research Symposium Proceedings**

**"Dismantling Barriers between Research and Practice: Shining a Light on Global
Interdisciplinary Solutions."**

July 18-19, 2024|Château d'Hauteville, 1806 Saint-Légier-La Chiésaz, Switzerland



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Message from the Dean Farzin Madjidi



Mark Twain wrote, “Travel is fatal to prejudice, bigotry, and narrow-mindedness.” In fact, in the not-too-distant past, common wisdom suggested that the only way one could become wise was to become worldly. In today’s world, global competency is a minimum requirement for success for any leader at any level.

As a community of scholars, we are dedicated to the pursuit of truth in our various fields. In fact, Pepperdine University’s affirmation

statement declares that “That truth, having nothing to fear from investigation, should be pursued relentlessly in every discipline.” This conference is an opportunity for scholars from every field of study and academic endeavor to present and share new insights in their individual pursuit of truth with the rest of the global community of researchers equally interested in improving the human condition.

To stay true to the notion of a global community, I want to acknowledge the team that put this conference together. Gabriella Miramontes, Ebony C Cain, Eric Hamilton, Ian Ermatinger-Salas, Jane K Tucker, Jennifer Miyake-Trapp, Jennifer Vaughn, Maria Brahme, Martine Jago, Suelen Schneider Demaria, and Lina Safa. In closing, I like to thank the Danhaki Family Foundation, whose generosity and continued support made this conference possible.

Welcome to Pepperdine University | Graduate School of Education and Psychology (GSEP). We are committed to equipping our faculty, staff, and students for exceptional

service. Through our research, we strive to discover innovative visions, distinctions, technological expansions, and methodical precisions. Increasing our understanding of various topics supports our mission of academic excellence. At GSEP, our faculty, staff, and students possess a wealth of knowledge across many spectrums. We look forward to this day of learning with our community and guests.

*“For the Lord gives wisdom; from His mouth come knowledge and understanding.”
Proverbs 2:6*

GSEP Mission Statement

The Pepperdine University Graduate School of Education and Psychology (GSEP) is an innovative learning community where faculty, staff, and students of diverse cultures and perspectives work collaboratively to foster academic excellence, social purpose, meaningful service, and personal fulfillment.

As a graduate school within a Christian university, GSEP endeavors to educate and motivate students to assume leadership roles in professions that improve and enrich the lives of individuals, families, and communities. At GSEP, we embrace human diversity - which we believe to be the natural expression of God's creation - in our work to advance learning and service. GSEP advances, sustains, and advocates for multicultural proficiency.

The strategies for accomplishing this mission are:

- Promoting discourse that values each member's background, experiences, and perspective;
- Recruiting, retaining, and advancing diverse students, staff, and faculty;
- Developing curricular models for practice in educational and psychological environments and reaching out to broader communities to promote understanding and facilitate solutions to diversity challenges.

Our spirit, energy, and actions will be an inspiration to education and psychology communities.

Disclaimer

The present document displays the abstracts submitted by the presenters of the 8th Annual Pepperdine GSEP Symposium. It excludes abstracts of authors who opted out of the Proceedings and did not comply with the requirement of reference list and word count.

The content of the abstracts, as well as the references and citations, are entirely responsibility of the authors who submitted and presented their research at the 8th Annual Pepperdine GSEP Symposium. As such, Pepperdine | GSEP, cannot be hold accountable for discrepancies in the content in any situation.

Trauma Track

Unveiling the Nexus: School Safety Funding, On-Site Police Presence, and the Juvenile Justice Pathways

Allie Chang Ray

Today's educational landscape is more dynamic than ever. Concerns about student safety have increased with the growing rate of school shootings, leading to a trend of heightened security measures and on-site police officers in schools across the United States. While these initiatives can give the appearance of safety, they may also disrupt school culture and perpetuate the school-to-prison pipeline¹ (Advancement Project et al., 2018), spurring questions about inadvertently contributing to the number of students becoming justice-involved. In a letter to then Vice President Joe Biden (2013), the President of the National Council of Juvenile and Family Court Judges wrote that when police were placed in schools in Clay County, Georgia, the number of referrals from the school system increased by 1,248%. This research project examines the relationship between school funding for increased security, on-site police presence, and referrals to the juvenile justice system from schools, thereby shedding light on whether investments in security are unknowingly pushing youth toward the school-to-prison pipeline. By understanding the complexities involved between safety and justice, this study provides insights to guide more equitable educational outcomes for all K-12 students through a trauma-informed lens and provide an opportunity for policies and practices in school security to be reviewed to foster safe, supportive, and inclusive learning environments. One of the largest funding sources for increased security and on-site police presence at schools is the School Violence Prevention Project (SVPP) through the U.S. Department of Justice (DOJ). The STOP (Students, Teachers, and Officers Preventing) School Violence Act of 2018 gave the Community Oriented Policing Services (COPS) Office authority to award funding directly to

states, local government, or Indian tribes to improve school security and on school grounds in the jurisdiction of the grantee and through evidence-based school safety programs and technology (Community Oriented Policing Services, n.d.). Since the Act was passed in 2018, \$300 million has been made available through SVPP, with another \$73 million announced on March 24, 2023, continuing the influx of security and police in schools and possibly contributing to the growing number of youth referred to the juvenile justice system. This research project can be crucial to policymakers, educators, and administrators to assess if the presence of police in schools and the impact of funding decisions have unintended consequences on students' lives. The findings can inform policy changes that address school security and provide a safe learning environment. This study will analyze qualitative information related to SVPP and apply Quantitative Ethnography (QE) with Epistemic Network Analysis (ENA) as the main methodology. The findings will add to the nascent knowledge about increased school referrals to the juvenile justice system associated with increased security and on-site police.

Keywords. school safety funding, on-site police presence, juvenile justice pathways, school-to-prison pipeline, trauma-informed lens.

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Does Gender Bias Correlate with Trauma and Is it Contributing to Women Attorneys Leaving Their Practice?

Stacy Alexander

Gimel Rogers

Despite a commitment to gender integration over the years, the legal profession is still male-dominated, which can lead to gender bias. Gender bias is systemic and structural and is experienced by women attorneys at various levels, from subtle to severe. Previous research demonstrates that gender bias contributes to adverse occupational outcomes such as job dissatisfaction and turnover. Many women are leaving the profession at a time when diversity is in high demand. The objectives were to understand better whether gender bias induces trauma and whether it is a factor in women attorneys leaving the legal profession. Expanding on a recently created Gender Bias Scale (Diehl et al., 2021), this survey focused on the correlation between gender bias incidents experienced by women and assessed for related trauma symptoms. The literature outlining the relationship between gender bias incidents and trauma is limited (Kira et al., 2015), as is the known data exploring the effect of gender bias-induced trauma on job turnover in the legal profession. Therefore, this study would be a vital contribution to the literature. The hypotheses were that gender bias experiences would positively correlate to trauma and that gender bias-induced trauma would positively correlate to attrition from legal practice. The methodology consisted of utilizing a Qualtrics platform to administer an exploratory quantitative study using a series of scales and survey questions. The sample consisted of female-identifying attorneys in the US who had left or contemplated leaving the profession. The online survey contained approximately 60 questions regarding experiences of gender bias in their workplace, whether the participant related those experiences to trauma, and whether the bias-induced trauma was a reason for leaving or desiring to leave a position in their law practice or the field of law. "Trauma" was defined as a "psychological, emotional response

to an event or an experience that is deeply distressing or disturbing” and included symptoms as listed in the Diagnostic Statistical Manual. Recruitment took place over three months. After data clean-up, 300 respondents met all inclusion criteria, and the data is currently under analysis. Preliminary findings show that the first hypothesis was correct; there is a correlation between gender bias in the legal profession and trauma. The second hypothesis is less clear. However, some respondents provided their contact information to participate in a follow-up qualitative research study that may lead to a better understanding of the second hypothesis. The presentation will focus on how the data demonstrates a unique relationship between gender bias and trauma and will discuss the far-reaching implications of the data as guidance for professional gender bias training in various workplace settings beyond the legal profession. The training may include trauma intervention and, as the National Institute of Health recommends, provide institutional change strategies.

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Bolstering Latinx Faith Leaders' Capacity for Trauma Response: Psychoeducational Gains Through a Faith-Based, Trauma-Informed Prevention Program

Jennifer Medina Vaughn

Lisbeth Rojas-Flores

Latinx faith-based organizations have a long history of providing critical social services and support for marginalized populations. As frontline responders to the complex, intersecting stressors faced by Latinx immigrants and their families, there is a critical need to bolster faith leaders' capacity for responding to these challenges. Working collaboratively with a bible institute, we delivered a manualized, faith-based, and trauma-informed prevention program to Latinx faith leaders as change agents to benefit immigrant families and create a culture of holistic health within their congregations. Integrating faith and psychosocial support, this curriculum provided psychoeducation and applied strategies for addressing grief and loss, family separation due to immigration enforcement, compassion fatigue, and burnout – potentially traumatic events that are common in the lives of immigrant families. The Spanish language curriculum was delivered virtually to three groups of leaders (n = 33; 72% Female; Mage = 54.27) over the course of 10 weeks. Results of thematic content analyses of interview transcripts indicated that the prevention program yielded positive improvements in knowledge of trauma symptoms, sequelae, and tangible strategies that can be implemented in faith-based settings. Applied strategies for leveraging faith leaders' long-standing, moral commitments to their communities for the trauma-informed mental health promotion for mixed-status immigrant families will be provided.

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Exploring the Trauma Continuum: Childhood Trauma, Assault, and Military Leadership in Relation to Psychosis Risk

Dayna Johnson

This literature review investigates the continuum of trauma across different stages of life—specifically childhood trauma, adult assault, and exposure to military leadership—and their respective associations with psychosis risk. While childhood trauma has been extensively studied in relation to psychosis, relatively less attention has been given to the impact of adult trauma, including assault and military experiences. This review aims to bridge this gap by synthesizing existing evidence and theoretical frameworks to elucidate the potential pathways through which various forms of trauma may contribute to psychosis vulnerability. The review begins by examining the pervasive effects of childhood trauma on neurodevelopment and stress response systems, highlighting its role as a significant risk factor for psychotic disorders. It then extends the discussion to adult trauma, particularly focusing on the psychological and neurobiological sequence of assault and military leadership experiences. Evidence suggests that both acute traumatic events, such as assault, and chronic stressors, such as military leadership roles, can precipitate psychosis through similar mechanisms involving dysregulation of stress response systems, alterations in brain structure and function, and disruptions in cognitive and emotional processing. Furthermore, this review explores the complex interplay between childhood trauma and adult trauma, emphasizing the cumulative impact of multiple traumatic experiences on psychosis risk. It discusses how individuals with a history of childhood trauma may be more vulnerable to the psychological and physiological effects of subsequent traumas, leading to an elevated risk of psychosis onset in adulthood. Moreover, it examines the potential moderating factors, such as resilience and social support, that may mitigate or exacerbate the relationship between trauma exposure and psychosis risk across the lifespan. In addition to explaining the etiological pathways, this review discusses the implications for clinical

practice and intervention strategies. It underscores the importance of trauma-informed care in psychiatric assessment and treatment, emphasizing the need for integrated approaches that address both trauma-related symptoms and psychotic manifestations. Moreover, it highlights the importance of early detection and intervention for individuals at heightened risk of psychosis due to a history of trauma exposure. Finally, the review identifies key areas for future research, including longitudinal studies examining the long-term trajectories of trauma-related psychosis, and interventions targeting trauma-specific pathways to mitigate psychosis risk. By illuminating the complex interplay between childhood trauma, adult trauma, and psychosis, this review contributes to a deeper understanding of the multifaceted nature of trauma and its implications for mental health outcomes across the lifespan.

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Utilizing the Career Construction Interview to Provide Trauma-Informed Career Counseling

Yas Hardaway

Usman Khan

According to the Substance Abuse and Mental Health Services Administration (SAMHSA) (2015, as cited in Linnekaste, 2021), trauma is defined broadly as abuse, neglect, loss, disaster, and other emotionally harmful experiences. Traumatic experiences can have a significant impact on learning, behavior, cognition, mental health, and physical health, across the lifespan. From a career development perspective, Adverse Childhood Experiences (ACEs) can increase the risk of poverty, unemployment, and attachment-related issues, impacting future relationships, including work relationships (Liu et al., 2013; Prescod & Zeligman, 2018; Zielinski, 2009, as cited in Linnekaste, 2021). Normative stressful life events, such as job loss, are also capable of causing post-traumatic stress (Robinson & Larson, 2010). Powers and Duys (2020) indicate that trained career counselors can provide trauma-informed counseling by learning the science behind ACEs, toxic stress, and resilience, including how childhood trauma and toxic stress affect the biology of the brain. Trauma-informed career counseling requires an understanding of how trauma-related symptoms impact career decision-making and career adaptability and that trauma happens within a larger sociocultural and sociopolitical context influencing post-trauma experiences (Quiros and Berger, 2015, as cited in Stoltz, Hunt, & Greenhill, 2023). This presentation will focus on a specific postmodern career development framework, Career Construction Theory (Savickas, 2020), to support clients in deconstructing problem-saturated self-narratives and co-constructing a strengths-based narrative that fosters personal agency and adaptability for the client's current career transition, as well as future career possibilities. Career adaptability is particularly critical to successfully navigating today's rapidly evolving world of work. The Career Construction Theory, grounded in narrative

psychology, offers a career counseling technique called the Career Construction Interview (CCI), whereby the counselor and client collaborate to identify micro narratives that connect to larger life themes, offering resiliency through meaning-making of traumatic events, and resulting in post-traumatic growth, a clearer vocational identity, and a subsequent script for making a career transition. The CCI consists of five questions, which assess the following: a.) early roles models (blueprints for the self-concept); favorite magazines, TV shows, and Internet sites (interests and preferred work environments); a favorite current story from a book or film (the script for their next chapter); a favorite motto or saying (advice to self); and early recollections (the current perspective on the career situation). It is these early recollections which may reveal childhood traumatic experiences, while offering a potential solution. Based on these micro narratives, a macro narrative, referred to as a life portrait, is reconstructed to support the client's movement from tension to intention. The client ultimately has the opportunity to edit their life portrait, as the author of their own story (Savickas, 2020). Finally, it is critical that career counselors build connections with other educational and healthcare service providers for referral purposes, in order to ethically operate within their scope of practice and support their clients holistically.

Keywords. Trauma-informed career counseling, Career Construction Theory, Career Construction Interview

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Adverse Childhood Experiences Among Young Children of Immigrants: Challenges and Opportunities for Early Childhood Education and Communities of Faith

Jennifer Medina Vaughn

Child of immigrants face multiple complex adversities including systemic oppression, forced parental separation, and anti-immigrant rhetoric. However, traditional adverse childhood experiences (ACEs) screeners and treatment approaches often fail to capture the full extent of adverse childhood experiences prevalent in the lives of young children of immigrants. Even without including potentially traumatic events common in the lives of children of immigrants, these and other racially marginalized groups experience a higher prevalence of ACEs. There is an urgent need for evidence-based strategies for identifying and responding to ACEs in this growing segment of our society. Informed by three interrelated core protective systems that are important for early detection, intervention, and prevention of ACEs, this review of the literature provides recommendations for assessment as well as basic principles and strategies that can improve caregiver capabilities to better support young children of immigrants. Special attention will be given to programs provided in children's natural settings – early childhood education and care programs (ECECs) and faith communities.

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Hold Me in Your Mind: Mentalization-Based Treatment in Working with Trauma in Youth

Seline Oney

Mentalization is the ability to think about states of mind in oneself and others. Heightened levels of environmental threat reduce the ability for clients to mentalize. Traumatic experiences are highly vulnerable states in the context of both isolated and repeated exposure. The consequential impacts of trauma may leave the client unable to freely experience their states of mind. Early childhood lack of mentalizing leaves the child feeling unseen or not understood, often making it difficult to understand their inner world. Mentalization-Based Treatment (MBT) brings client attention to internal mental states within oneself and in others. Primary elements of mentalizing and MBT include curiosity about what clients are feeling, thinking, needing, longing for and believing (Fonagy & Bateman, 2007). Mentalization by the therapist generates further mentalization in the mind of the client (Allen, 2013), as feelings and meanings are examined nonjudgmentally. MBT is widely applicable to treatment of trauma across the lifespan due to its potential in supporting awareness of feelings and cognition when emotional intensity is high. Mentalizing in the treatment of trauma can aid emotional regulation by co-regulating with the therapist and in revising internal working models clients develop throughout life (Allen, 2013). Exploration of implicit and explicit mental states provides clients with a feeling their subjective experience is actively being understood possibly for the first time. A newfound sense of safety and genuine interest reduces a sense of isolation that many trauma survivors experience. Therapist detachment increases isolation and alienation in clients. Utilization of here-and-now self-disclosure by the therapist provides the opportunity for clients to use their own mentalizing abilities, which they can generalize to outside relationships. Verbalizing mental states has the potential to make significant strides in areas of dysregulation. Clients with a history of developmental trauma who were deprived during critical stages of development are a population

in particular need of active mentalization. Clients will experience a clearer understanding of their inner world and develop ways to express its significance. MBT is a valuable approach to navigating the complexities of trauma treatment in psychotherapy. MBT can support a cognitive approach to trauma processing and enhance treatment outcomes.

Keywords: complex trauma, mentalization-based treatment, post-traumatic stress disorder, trauma therapy, youth.

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**Developing a Collaborative, Data-driven, and Student-centered Support System in
Schools to
Identify and Support Student Wellness**

Brenda Garcia Castro

Due to the current mental health crisis (Declaration of a National Emergency in Child and Adolescent Mental Health, 2021; Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students, 2021), student needs have grown beyond behavioral and social difficulties, where the pre-pandemic data points require updating to reflect the current needs of students. Therefore, there is a need for schools to explore different data that provide in-depth and precise information about students' mental health and behavioral needs to inform a proactive plan with adequate interventions and support to address students' needs (Hoover & Bostic, 2021; Schaffer et al., 2021; Weist et al., 2014). Having the appropriate protocols, policies, and systems in place can facilitate addressing existing barriers, thus increasing the possibility of accurately identifying student needs and providing them with the necessary support and interventions to succeed (Nantis et al., 2022). Multiple data points should be used to determine student behavioral, social-emotional, and academic needs and provide the essential interventions to increase efficiency and effectiveness in identifying and supporting students. However, schools often have different teams focusing on various aspects of student success, such as wellness, academic achievement, behavior, and growth. If done intentionally, collaboration among these teams can leverage data collection, sharing, analysis, and discussion timeliness (Weist et al., 2014). Furthermore, the data gathered tends to remain within these teams with little input from other stakeholders such as teachers, instructional aides, office staff, and parents. This participatory action research examined the use of multiple stakeholder input and feedback to the existing multi-tiered system of support (MTSS) at a Los Angeles County middle school to assist in identifying students in need of Tier II interventions. It also

explored collecting and analyzing student progress data regularly to inform the appropriate next steps for students receiving Tier II interventions (Marsh & Mathur, 2020; Mellin et al., 2013; Moore et al., 2019). Due to the rise in mental health concerns among youth, this study informed the necessary steps to identify student needs successfully, the process to plan for and provide appropriate interventions, and the use of data to inform the next steps. The focus on collaboration and multiple stakeholder input yielded positive results and played a vital role in successfully identifying student needs, intentionally implementing adequate support, and identifying the following steps, which were informed by progress monitoring data. The findings from this study may benefit administrators, MTSS teams, and families by informing them of their practices, strategies, and systems to assist students in need of mental health, behavioral, and social-emotional support. Furthermore, by successfully identifying and understanding student needs, schools can strategically build community partnerships to strengthen their MTSS programs (Hertz & Barrios, 2020; Splett et al., 2017; Walter et al., 2019). The implications of this study can be used to develop collaborative, data-driven, and student-centered support systems in schools.

Keywords: Students mental health, Multi-tiered System of Support, Identification of student needs

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Liberation Psychology: Disrupting Intergenerational Trauma and Oppression

Brenda Garcia Castro

Cristina D. Gonzalez

This article explores intentional healing tools developed using liberation psychology as a framework to disrupt intergenerational trauma and oppression in underrepresented communities. Untreated intergenerational trauma in underrepresented communities affects adults and children (Currie et al., 2019; Shapiro & Applegate, 2000). Trauma manifests in diverse ways, including dysregulation, and informs individual and collective behaviors. A multi-generational and timely approach to healing utilizing relevant tools is needed to support these groups; thus, it is a priority for practitioners across multiple fields to work alongside underrepresented people (Dominguez & Noriega, 2022). Collaborating with parents and caregivers would help practitioners understand the historical context and current community dynamics and, most importantly, take an active role in dismantling systems, structures, and institutions that do not acknowledge community narratives and are not conducive to collective healing. This paper uses the literature review as the study method to examine the healing approach and practice, emerging tools, and repercussions of unhealed trauma for adults (Curie et al., 2019; Jemal, 2022). The findings suggest that the voices of people who have experienced systemic oppression should lead and inform the practice of service providers (Burton & Guzzo, 2020; Martín-Baró, 2005). For a healing process to take root, healing spaces and practices must include the identification of institutions, systems, and structures as sources of oppression, the amplification of lived experiences, and the use of appropriate tools in fields providing services and academic research; it needs to be action-oriented and must focus on the recovery of historical memory for communities to strengthen themselves (Torres et al., 2022). The researchers designed a tool geared toward practitioners and underrepresented people using the

literature review to understand the healing approaches and practices, the tools used for healing, and the impact trauma has on adults. This model not only focuses on the individual but also displays the importance of collaboration and replication of healing. Researchers introduce a new model to facilitate and support dialogue and collective action towards healing. The Cycle of Healing Rooted in Resistance Model identifies the institutional and structural pressures that communities endure while at the same time engaging in iterative cycles of resistance and healing taking place to disrupt intergenerational trauma and oppression.

Key terms: Liberation Psychology, Intergenerational Trauma, Black, Indigenous, and People of Color, marginalized communities, Western Psychology, The Cycle of Healing Rooted in Resistance Model

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**Craving Emptiness Versus Filling Emptiness: With Food or Creative Arts Therapy?
Comorbidity and Contrast with Vicarious Trauma in Eating Disorder Cases in
Congruence with Creative Arts, Cognitive Behavioral, Dialectical Behavioral, and
Narrative Therapy Treatments**

Riddhi Kishor Dhanik

Problem: Individuals with eating disorders often experience vicarious trauma, especially in comorbidity, in major depressive and eating disorders, for example. Compounded by subconscious movements and forms of expression, further complicating their emotional struggles, the healing potential of self-narration and artful expressions alongside our traditional therapeutic approaches can create masterpieces of effective interventions for various populations experiencing vicarious trauma as well as comorbidities.

Methods: The analysis dissects the intersection and interdisciplinary nature of creative arts therapies, including in teletherapy settings, to acknowledge and break down vicarious trauma in individuals with eating disorders. Diving deep into self-expressive forms of therapy principles such as Cognitive Behavioral, Dialectical Behavioral, and Narrative Therapy Treatment Methods, the study explores how dance/movement, music, art, writing, dramatization, and other artful mediums can aid in reframing thoughts and behaviors associated with eating disorders, along with depression, alongside other conditions and symptoms.

Results: Creative arts therapy presents through its various modalities, online and offline, as a promising approach for addressing vicarious trauma in individuals with eating disorders, exhibiting its own strength in cultivating further self-advocacy and facilitating emotional regulation. Teletherapy platforms provide accessible avenues for delivering creative arts

interventions through various media forms, allowing individuals to participate in therapeutic activities remotely, with a provider, within a group setting, and on their own in mindfulness, all around the world from anywhere in the world.

Practical Application: The study endorses the intertwining of creative arts therapy into mainstream mental health care, highlighting its ability to enrich well-being holistically and dissolve vicarious trauma within individuals with diagnoses, symptoms, and comorbidities of eating disorders, depression, and beyond. For most people, many movements and our subconscious forms of expression are involuntary. In other words, humans barely have to think about moving for the sake of movement itself, as humans may feel we may or may need to be more consistently mindful of how we are behaving and expressing ourselves with our thoughts and emotions. Expression and creativity are fundamental aspects of life, especially now in teletherapy and face-to-face, which also guide us all to develop further emotional resilience and consistent recovery throughout every stage of life's ups and downs. Nonetheless, creative arts therapy is a growing (medical) field showing society and prospective clients that our various forms of the creative arts in this world. From freestyling dance or song, improvising artwork or acting, writing poetry, to even brainstorming with cosmetics, to telling their own stories as they see it all before themselves, can genuinely heal the mind, body, and soul, especially in practice with cognitive-behavioral or dialectical behavioral therapy in reframing and transitioning from thought to thought, move to move, note to note, art stroke to art stroke, and time to time in life. Once anyone realizes this, they will appreciate self-expression daily, along with themselves.

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Therapy & Telehealth Track

Innovations in Suicide Assessment: Applying the Deliberate Practice Model to Clinician Training

Susan R. Hall

Robert E. Scholz

Problem: Suicide occurs worldwide, with an estimated 703,000 deaths per year (IASP, 2020-2022). While approximately three quarters (77%) of 2019 global suicides occurred in low-and middle-income countries, the highest rates were in high income countries (IASP, 2020-2022). For example, suicide is one of the top causes of death for people aged 10-64 in the United States; twice the rates of homicide deaths (CDC, 2023). Suicidal behaviors result in significant physical, mental health and economic effects in our communities too, and often are met with stigma and shame (CDC, 2023). As a global and a public health issue, international interventions aim to educate communities and clinicians in suicide assessment and prevention. Although structured assessment guides containing known risk and protective factors is recommended to guide clinicians' information-gathering during suicide assessment, such tools are not enough. Meta-analyses covering 40 years of risk assessment tools cast doubt on their accuracy (Chan et al., 2026; Large et al., 2017), carrying cautions that they divert clinicians from real engagement with patients (Murray & Devitt, 2017). Thus, currently empirically supported approaches balance suicide risk assessment with fostering supports, resilience and caring contacts in diverse settings to improve quality of life (Office of the Surgeon General, 2021; Paige & Sritzke, 2020). Still, many treatment providers receive minimal training on providing safe and effective care.

Methods, Results and Practical Applications: To help meet the need for such clinician training, the presenters are producing a text designed to teach and build skills to conduct suicide assessments (Scholz, et al, 2024). Our training approach adopts recommendations by experts in the field of suicide assessment and intervention using the Collaborative Assessment and Management of Suicidality (CAMS) model who emphasize ongoing skill-building and feedback (Jobes, 2016; Swift et al., 2021). Deliberate practice is a structured and focused approach to learning through systematic training, practice, feedback and reflection (Ericsson et al., 1993). Given the growing interest in deliberate practice across different theoretical models of therapy (Boritz et al, 2023) and specific client populations (Harris, et al., 2023), our text applies this the model to suicide assessment. Results from our text will be shared in this proposed presentation, which has direct implications for therapy/telehealth training and practice as it covers best practices in ongoing training activities for the interviewing portion of the suicide assessment process.

More specifically, our presentation* is designed to provide practical skills for provider training and healthcare delivery. First, we will provide a brief overview of the deliberate practice model and how it meets the need for effective suicide assessment training. Second, we will briefly introduce several core suicide assessment topics and the deliberate practice framework for improving skills in these areas, including: assessing for precipitating factors, using scaling questions, building safety and safety planning, and how to introduce and use evidence-based assessment tools. In addition, depending on the presentation format accepted by the conference committee, opportunities for presenter (and participant) role plays of sample client statements and responses will practically illustrate the deliberate practice model.

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Understanding Resistance to Change Through Adult Behavioral Intervention

Jenny Manipon

Resistance to change is a multifaceted phenomenon that presents significant challenges in the practical implementation of research (Courpasson et al., 2012). Established practices, institutional norms, and distribution to schedules within both research and practice settings can create resistance to change (Warrick, 2023). This study aims to explore the underlying factors contributing to resistance to change among researchers to develop an effective intervention strategy or behavioral framework to facilitate continual behavioral transformation among American researchers who are constantly balancing between the research phase and the practice phase of their studies. The objective of the study is to gain a deeper understanding of individuals' perceptions, attitudes, and experiences related to change. Qualitative surveys are then administered to assess the prevalence and correlates of resistance to change among researchers in the United States. Based on the findings from these empirical investigations, the study develops and evaluates an intervention strategy or behavioral framework aimed at mitigating resistance to change during the transitional time of research and practice. This framework is designed to target key psychological processes, such as cognitive dissonance, fear of the unknown, and loss aversion, which contribute to resistance to change (Warrick, 2023). The effectiveness of this behavioral framework is evaluated through controlled behavioral experiments. Outcome measures include changes in attitudes and behaviors following the implementation of the interventions (Pink, 2009; Skinner 1953; Thorndike, 1898). Furthermore, the research explores the future role of technology in facilitating behavioral change interventions, leveraging digital platforms and mobile applications to deliver personalized interventions, provide ongoing support, and monitor progress overtime (Schank, 2005; Skinner, 1953; Thorndike, 1898). Overall, this study contributes to our understanding of resistance to change and offers practical insights for developing effective interventions to promote behavioral

transformation among researchers. By addressing this pervasive challenge affecting the research industry, this study has potential to illuminate the effectiveness of adapting concepts and strategies of behavioral change intervention (Operant Conditioning) on implementing research findings into practical use. The implications of the study extend to various stakeholders to support the development of effective policies and programs to bridge the gap between resistance to change and practical research implementation.

Keywords: behavior change, cognitive dissonance, social cognitive theory, artificial intelligence, social media, digital media

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Integrating Evidence-Based Therapies for the Treatment of Gastrointestinal Issues: A Systematic Review Approach

Veronica Viesca

Parker Leukart

Chantal Daley

Summary: This presentation explores the development of an integrated care program for the treatment of gastrointestinal(GI) issues, utilizing a systematic review approach to build upon the findings of existing research of the relationship between Hypervigilance and Gastrointestinal Issues (Krause, A. J., et. al., 2023). Grounded in evidence-based therapeutic modalities such as Emotion-Focused Couple Therapy (EFT), Dialectical Behavior Therapy (DBT), and Acceptance and Commitment Therapy (ACT), this program aims to address the emotional and psychological factors influencing GI health outcomes.

Methodology: Our study adopts a systematic review approach, synthesizing existing literature on EFT, DBT, and ACT in the context of GI health modifications. Building upon the development of the Hypervigilance and Anxiety Scale (Krause, A. J., et. al., 2023) , we will identify and analyze potential modifications and adaptations of these therapeutic modalities for integration into a comprehensive care program. This systematic approach allows for a rigorous exploration of evidence-based strategies to inform the development of effective interventions for GI issues.

Findings: Through the systematic review, findings will indicate whether there are promising modifications of EFT, DBT, and ACT for the treatment of GI issues in the current literature.

These findings will inform the development of an integrated care program that addresses both physical and emotional aspects of GI health, with the goal of improving patient outcomes and quality of life.

Implications: This research has significant implications for the development and implementation of integrated care programs for GI issues. By synthesizing existing evidence and building upon the findings of previous research, healthcare providers can offer tailored interventions that address the unique needs of individuals with GI disorders. Insights gleaned from this study can inform clinical practice, policy development, and future research aimed at optimizing overall health outcomes for patients with GI issues.

Learning Objectives

1. Understand the methodology and significance of conducting a systematic review to synthesize existing evidence and inform the development of integrated care programs for gastrointestinal issues.
2. Explore potential modifications and adaptations of evidence-based therapeutic modalities such as Emotion-Focused Couple Therapy (EFT), Dialectical Behavior Therapy (DBT), and Acceptance and Commitment Therapy (ACT) for the treatment of GI issues, based on the findings of the systematic review.
3. Gain insights into the implications of integrating evidence-based therapies into a comprehensive care program for addressing both physical and emotional aspects of GI health, with the aim of improving patient outcomes and quality of life.

Keywords: Integrated Care, Gastrointestinal Issues, Emotion-Focused Couple Therapy, Dialectical Behavior Therapy, Acceptance and Commitment Therapy, Systematic Review

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Therapeutic Interventions for South Asians living in the United States: A Systematic Review

Natasha Thapar-Olmos

Xuejia Cao

South Asians in the United States are a growing population but despite their increasing visibility in politics, media, and other industries, our knowledge of how to best develop and disseminate culturally sensitive interventions lags behind the body of research for other minority groups. The aim of this systematic review (SR) is to identify and evaluate the interventions that have been used to treat the full range of psychiatric and other medical conditions among South Asians in the United States. SR's employ the principles of the scientific method to assess the strength of the evidence for interventions, and are widely considered to be the highest quality of evidence when conducted rigorously (Wallace et al., 2022; Petticrew & Roberts, 2006). At the time of this writing, we identified 8 existing reviews examining the health of South Asians in the United States, only two of which used the SR methodology, both of which focused on intimate partner violence and abuse among South Asian women (Tripathi & Azhar, 2022; Fingeld-Connett & Johnson, 2013). While discrete problem areas certainly merit consideration, unique insights can be gained from sampling a broader range of studies. Previous research has identified a range of culturally relevant variables that impact both help-seeking behaviors and treatment outcome among South Asian immigrants in westernized countries. In their systematic review examining interventions for IPV among South Asian women, Tripathi & Azhar (2022) noted that culturally specific interventions were more effective in addressing dynamics of shame and family honor, and that services delivered at the individual level in the client's native language appeared to be more effective. In their narrative review on alcohol use disorder (AUD) among South Asians in Canada and the United States, Puri et al. (2020) note that culturally adapted treatments may be

more effective for not just South Asians, but other racialized groups in the United States, and that effective adaptations included using the client's native language, and adapting the treatment to the individual's cultural experiences, norms and values. Individual studies have identified additional variables that impact beliefs about and engagement with medical treatment among South Asians globally, such as stigma (Goel et al., 2023; Haroun et al., 2011; Lai & Surood, 2010), religious beliefs (Alam et al., 2012; Kazi et al., 2021), and acculturation (Gee et al., 2020; Mahapatra & Rai, 2019). The aims of this review are to: (1) Identify the interventions that have been used to treat psychiatric and other medical conditions among South Asians in the United States, and (2) Evaluate their effectiveness in this population. We are currently screening primary sources for inclusion in our review, and once the sample has been selected, data extraction and critical appraisal will be conducted using published tools by both study team members. Once all data have been extracted and appraised, a deductive narrative synthesis of the data will be conducted to answer the research questions and offer recommendations for practice. The expected completion date of the review is June 15, 2024.

Keywords: systematic review, cultural competence, effectiveness, interventions

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The Challenges And Benefits Of Conducting Individual Telehealth Psychotherapy With Adults: A Systematic Review

Michael Scarlata

Dennis Lowe

Using telehealth to conduct psychotherapy has been a possible modality for the past two decades. However, the COVID-19 pandemic created a sudden and rapid transition to telehealth from in-person services, forcing practitioners to rapidly adapt to psychotherapy via telehealth to comply with governmental mandates and guidelines (Connolly et al., 2021). Current telehealth use is high and appears likely to extend into the post-pandemic future, necessitating a deep dive into the pros and cons of its use. Practitioners must understand telehealth's challenges and benefits. Relevant topics include ethical issues (e.g., confidentiality), client and clinician attitudes, access to care, therapeutic alliance, presenting concerns (e.g., PTSD, depression, anxiety), treatment outcomes, and theoretical orientations. This research project utilized a standardized systematic review protocol to explore: 1) the benefits and challenges of conducting psychotherapy with adults via video-based telehealth, and 2) the implications of the study's findings for clients, clinicians, clinical practice, training programs, and licensing boards. The systematic review was limited to quantitative studies published from 2018 to 2023 that met inclusionary and exclusionary requirements (N=35). The reviewed articles investigated various domains, including pandemic effects, ethical concerns, clinical concerns, home-based delivery, technology, and clinician and client factors. A narrative synthesis was used to integrate data from these various quantitative studies. Implications from these studies (for the interest groups stated above) and recommendations for best practices for delivering psychotherapy via telehealth are provided, based on composite findings in the systematic review. This project will be complete by or before July. Detailed results and their implications will be offered at the symposium. Preliminary findings indicate that telehealth benefits include

enhanced access to care, increased attendance, stigma-reduction, and fewer logistical barriers to therapy (e.g., travel time and costs). Studies reported equal levels of patient satisfaction for telehealth and in-person psychotherapy (e.g., Sugarman et al., 2021) and significant clinical improvement (e.g., Swartz et al., 2023). Telehealth challenges include factors such as lack of training for this mode of therapy, negative views by therapists and patients, technology difficulties, and in-home distractions. Psychotherapy via telehealth is a timely topic. Although the pandemic was the primary catalyst for the widespread adoption of telehealth, therapists will likely continue to utilize this modality in their practices after the pandemic remits (Aafjes-van Doorn et al., 2022). Some relevant implications for the symposium audience include that graduate programs need to include best practices for telehealth in their training, and supervisors need to be competent with this online format (Rowen et al., 2023). Again, more details on the benefits and challenges of psychotherapy via telehealth, along with implications for clients, clinicians, and training programs, will be presented at the symposium.

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Global Track

An Exploratory Study Of The Socio-Economic And Cultural Impact Of The Matanza Of 1932 On The Nahuat-Pipil People Of El Salvador And Their Collective Effort To Preserve Their Culture

Sophia Cortez

My paper is based on the discovery phase of my current, ongoing research of the socio-economic and political impact that the Nahuat-Pipil people's ethnocide that occurred in 1932 in El Salvador. This ethnocide is known as the "La Matanza," saw the killing of over 30,000 Nahuat Pipil indigenous people, mostly men. After the killing, the government went on to ban any vestige of indigenous culture, the remaining Nahuat-Pipil began to hide all outward signs of their cultural identity. The United Nations Educational, Scientific and Cultural Organization (UNESCO) raised the alarm in their 2008 *Atlas of World Languages in Danger* on the critical state of the language of the Nahuat Pipil people, with less than 100 speakers of the language still alive (Lemus, 2023). The survivors' descendants live in isolation in specific geographic areas in the Western region of the country. One of these indigenous cleavages is Santo Domingo de Guzman where efforts for the preservation of their culture are being led by a collective and organized entrepreneurship effort of intergenerational dynamics between artisans (mostly women), the elder council and the local government. This emergent leadership effort can produce positive outcomes such as the development of their local economy and the preservation of their culture through the continuity of ancestral artisanal processes. This allows a reconceptualization and a reignition of leadership through a model for self-authored and sustainable economic development and the preservation of their cultural capital. The theoretical frame for this

research is based on an explorative, interpretivist, political ethnographic case study with a conceptual framework of social justice, Indigenous Method and Theory (IMT), Critical Indigenous Theory, Decoloniality and the 4Rs. My approach to my initial phase of my research which is still in progress was that of a discovery phase through initial observations of the Nahuat-Pipil community of Santo Domingo de Guzman utilizing the 4Rs approach and a decolonizing self-awareness process. These 4Rs core values of “Responsibility, Respect, Relationality and Reciprocity” (Wilson, 2003) are core values to create kinship with the indigenous community. Building on Gualberto Melara’s (2017) seminal work at the University of Ottawa, which avoided ethnic markers and was challenged with the lack of accurate demographic data on Nahuat-Pipil people, my research will use a mixed-methodological approach, taking the first ethnocentric census of the Nahuat-Pipil community of Santo Domingo de Guzman in the summer of 2024. My research will focus on interpreting the socio-economic and cultural reality of the Nahuat-Pipil people of Santo Domingo de Guzman. Utilizing both Flyvbjerg (2001) and Yanow (2003) contributions to the implications of making the impact of evaluating interpretations emanating from a decolonized analysis of observations, seeking to make an impact on the epistemology of indigenous identity. Yanow (2006) posits that the role of an interpretivist researcher is to provide a contextual analysis from the understanding and interpretation of the researcher. This is especially salient in the case of decolonized indigeneity research. The interpretivist research field is not new and it has evolved, challenging the stringent and conventional qualitative research expectations.

Keywords: indigenous research, decoloniality, interpretive ethnography, politics, social justice, colonization, ethnic mobilization.

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US Accreditation: National and Global Implications and Impact

Seta Khajarian

Terrance Cao

In the United States, education is not an authority explicitly delegated to the federal government. As such, quality assurance in education via accreditation is overseen on the state and regional levels according to accrediting bodies overseen by the Council for Higher Education Accreditation (CHEA). Despite this, there is interplay with federal regulations that bring direct and indirect ties with accreditation. For example, the government can control distribution of financial aid based on a school's accreditation status; and in fact accrediting agencies are the gatekeepers of federal financial aid. In response, CHEA has established its International Quality Group to promote global awareness of quality in institutions of higher education (IHEs). The last five years have brought notable shifts to accreditation that impact international IHEs. First, federal mandates have extended the scope of the six major US accrediting bodies from the regional level to a national and international level. Meanwhile, very recently, some state regulators have also introduced the notion of switching between accrediting bodies after a full review cycle. Thus, international IHEs interested in acquiring US-based accreditation have an opportunity to take advantage of the redefined scope of accreditation and the ongoing culture of transition.

Although large accrediting bodies may have comparable standards, there are still differences in specific practices that may warrant major organizational changes in IHEs. In addition, accrediting bodies require IHEs to submit various documents and payments which may vary based on institutional context, especially for international institutions. Given this, the researchers proposed two objectives for the study: a) Compiling regulations and accreditation standards for international IHEs to navigate initial accreditation in the US; and b) Raising awareness of

organizational implications such as loss of knowledge and progress towards set recommendations or expressed initiatives provided in self-study reports.

The researchers employed qualitative research to scan handbooks and databases of the six major US accrediting bodies. Key policies included requirements, procedures for obtaining accreditation, and switching accreditors. Emphasis was placed on special requirements for international schools. Findings showed that initial accreditation involves at least \$10,000 in application fees and up to \$5,000 for detailed consultations. Petitions to change accreditors varied, with some accrediting bodies requesting an \$11,000 fee and others seeking a percentage of legal and consultancy expenses.

In all cases, international IHEs are required to pay the aforementioned fees and ongoing calculated dues with an additional premium rate, starting at 50%; there was no stated reason for this premium. While accrediting body handbooks indicate that required site visits include additional expenses for visiting members, there was no clarity for international IHEs on considerations for international travel, such as visas and currency conversions.

As such, it is recommended that accrediting bodies update policies and consolidate resources to more clearly communicate the financial, logistical, and organizational impacts of changing accreditors, especially in international schools. Emphasis could be placed on explanations behind price premiums for international IHEs. Further opportunities for research include guidance for international IHEs on which accrediting body is most aligned with their goals.

Keywords: accreditation, higher education, international school, accrediting body

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The Racial Paradigm: Global Leadership and International Governance related to Public Health, Human Rights & Human Security

Erika Barnes Ford

Recent failed attempts by some larger nation world leaders to lean into being defacto anti-democratic authoritarian regimes appear to be the result of a reinvented nativist leadership style. Although there is variation in autocratic rule, this new model, neo-nativism, is clearly evident during two uncharacteristic objections to the peaceful transfer of executive power (e.g., Trump, USA, 2020 and Bolsanaro, Brazil, 2022) and attempts to disavow their citizens' full political rights and civil liberties (American Civil Liberties Union, 2022; Austin-Hillery, 2022; Human Rights Watch, 2019; World Report, 2017; World Report, 2019).

Contemporary nativist behaviors are becoming more prevalent throughout the globe, with blatant disregard for life, relationships, decency, or order. This is evidenced by the exploits of world leaders who appear to have forgotten the characteristics of civility (Newth, 2022). In the last five years, authoritarian regimes and single-party democracy leaders have continuously revealed their hands most disgustingly.

What was once considered an 'unimaginable offense' has now become the norm, leading to predictable outcomes if one understands historical cycles and the consequences of unacknowledged issues. Civility has plunged so deeply into chaos that researchers, as recently as 2018, predicted that future genocides are not only likely but unfortunately predictable (Beaubien, 2018). Why is this all a problem?

The pattern of de-legitimizing global institutions, coupled with the power exerted by certain world leaders and the rise in acts of exclusion and othering, leads to widespread distrust in

government at all levels and results in civil chaos. Today, in America, the level of hostility, anti-immigration resentment, and the increase in domestic terrorism exceeds the levels documented in the early 1900s post-emancipation Reconstruction Era (Equal Justice Initiative, 2023; Giles, n.d.; Jack, 2016).

There is a need for international organization regarding global governance of the global public good to include a reconceptualized interpretation of racism that is collectively integrated by global community stakeholders and encourages greater acknowledgment of the impacts of chronic marginalization (i.e., othering) through racism, bigotry, nativism, populism, and supremacy - arguably the greatest threat to global public health, human security, and human rights ever visited upon humanity (Krieger, n.d.; Marmot, n.d.).

Although there is no single study that explicitly states that "racism, bigotry, nativism, populism, and supremacy are the greatest threat to global public health ever visited upon humanity," there is a wealth of research that collectively supports the argument that these issues significantly threaten global public health. Racism is arguably the root cause of nearly every problem. It is an infestation, more insidious than any pandemic, affecting every aspect of decision-making—consciously or subconsciously—through the relentless perpetuation of difference, value, and association. We should approach anti-racist policy as a public good - not only as a moral imperative but also as a pragmatic project that benefits everyone (Minoff, 2020; Public Health Newswire, n.d.; Kathryn, 2023).

The global community has an opportunity to be the change to all of the characteristics of this world paradigm but, most importantly, related to racism. This comprehensive literature review research centers on theoretical frameworks that highlight the interconnectedness of racial

dynamics with public health, human rights, and human security globally, then offers mitigation techniques and solutions for change.

Keywords: racism, nativism, public health, public good, human rights, human security

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Leading Through Learning Networks

Steven Ryan Park

Thomas Briskey

Technological advancements, as eloquently expounded by Tapscott and Williams in their seminal work 'Wikinomics' (2006), have not only empowered leaders but also kindled an inspiring force that enables them to transcend geographical boundaries. This has created a globally networked environment conducive to collaborative learning and knowledge exchange. This qualitative study delves into how this interconnected landscape, rooted in the principles of Connectivism (Siemens, 2005), shapes leadership strategies within the ever-evolving field of artificial intelligence (AI).

By integrating Connectivism with Bryant's (2011) concept of 'new leadership literacies,' this research spotlights the pivotal role of AI leaders. Through their adept utilization of collaborative networks, open communication, and knowledge sharing, these leaders not only navigate the complexities of the digital age but also drive the essential innovation that shapes our future. Through case studies of two prominent AI leaders, the research dissects their leadership styles and initiatives that foster learning, networks, and innovation.

By comparing these case studies against established Connectivism principles and broader leadership literature, this research identifies key strategies that promote collaboration between AI users, researchers, and practitioners. These strategies include facilitating knowledge sharing across diverse networks, encouraging open dialogue, and fostering feedback loops reminiscent of wikinomics while emphasizing the need for a culture of continuous learning, adaptability, and growth in the AI field.

Furthermore, the study scrutinizes leadership trends within the broader innovative technology sector to inform predictions about the future direction of AI leadership. The findings highlight the crucial role of leadership in breaking down barriers between research and practice, driving positive change, and fostering sustained innovation within the field of AI technology. As this study demonstrates, leaders can shape the future through direct policymaking, dissemination of ideas and culture within their sphere of influence, and establishing partnerships across borders (Arizona State University, 2024).

Keywords: AI Leadership, Leadership, Innovation, Connectivism Learning Theory, Technology, Collaboration.

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Leveraging AI Technologies to Enhance Students' Research Proficiency in Doctoral Education

Weina Li Chen

Samaa Haniya

Students' perceptions of AI in higher education learning experience have been studied in recent years, and findings suggest an overall positive attitude from university students toward AI technologies, including individualized feedback, immediate learning support, writing and brainstorming support, research and analysis support, improved performance, and better engagement (Chan & Hu, 2023; Elkhodr et al., 2023; Irfan et al., 2023). However, there is still a gap in particular research about AI applications in doctoral-level education. Through a case study, this paper introduces how AI technologies, including Consensus, Elicit, and ChatPDF, are being leveraged in doctoral education. These tools have been utilized for different research purposes, particularly in literature reviews. Through classroom observations and instructors' reflection notes, doctoral students have indicated an overall positive experience toward the inclusion of AI-supported research tools. This positive experience led to increased student engagement and critical analyses of their research findings.

In this presentation, we will first discuss why research proficiency is significant for doctoral students in their learning journey. Then, we will demonstrate how three AI tools, including Consensus, Elicit, and ChatPDF could be leveraged to enhance the research process for early researchers. We will also address the challenges encountered, including ethical considerations and faculty concerns. Despite that AI research tools are new and debatable, it is important to explore their potential in doctoral education.

Keywords: Artificial Intelligence, Higher Education, Doctoral Education, Research Proficiency

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How the Popularity of MBTI Impacts on Mental Health Among Chinese Young Adults?

Chuyue Shan

Research for this preliminary study aims to discover the psychological impacts of the increased popularity of Myers-Briggs Type Indicator (MBTI) on Chinese young adults aged 18 to 28, with a specific focus on the interaction between widely spreading MBTI content on major social media platforms and its ultimate impact on mental health among this population. MBTI, based on Carl Jung's theory of psychological types, has evolved for multiple versions since its first publication in 1943 (Quenk, 2009). After its first publication, MBTI has been most commonly applied in developing career plan and helping career selection. However, in recent years, the application of MBTI results has broken down barriers as a specialized career assessment tool on Chinese social media, gradually becoming a significant aspect for forming self-identification and being accessed and understood by an increased number of internet users. Along with this notable popularity, there are concerns that the information widely spread on social media is a simplified and stereotypical interpretation of different personality types. Thus, this research aims to discover the psychological impact of simplified and stereotypical MBTI-related content on social media on mental health among Chinese young adults.

Current literature review indicates that there is a trend that an increasing number of young adults are engaged in MBTI, particularly in educational settings (Randall et al., 2017). A positive relationship has been found between the personality assessment use and teenager's mental health in China by decreasing their anxiety and depression level (Hua & Zhou, 2023). This study seeks to refine and expand upon Hua and Zhou's finding by specifically investigating the spread of MBTI-related content on social media and its impacts on personal identity formation. Previous study found that the stereotyping information potentially impacts on decreasing self-confidence and increasing anxiety and other negative psychological outcomes (Spencer et al., 2016). An

inconsistency displayed by MBTI test and actual personalities may also indicate an unrealistic expectation for individuals, leading to potential contradictions within oneself and causing negative effects (Stein & Swan, 2019). Moreover, young adults are at a significantly developmental stage for forming self-identity and developing self-perception (Schwartz et al., 2013; Thompson & Borrello, 1986). Thus, it highlights the importance for the present study to fulfill the existing research gap by investigating the interactions between young Chinese adults and MBTI content on social media.

To gain an in-depth understanding on this interaction, this research plans to utilize qualitative research method, collecting data through semi-structured interviews with participants who are familiar with MBTI. This research will include participants across different personality types. By collecting and analyzing information, this study aims to provide a detailed exploration of personal experiences and perceptions related to the consumption of MBTI content on social media, explaining both whether they are positively or negatively correlated and how they are related.

This research is expected to contribute to the understanding of personality assessment's role in mental health within current digital contexts, provides an insight in a non-Western, collectivist cultural setting. Moreover, this research will emphasize the importance of critically assessing the impact of personality typing in digital spaces and its implications for self-concept and psychological well-being.

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Exploring the Complexity of Marriage Across Cross-Cultural Divides: An Interdisciplinary Analysis of Age, Socioeconomic Status, Worldview, and Race.

Victoria Moran

Marriage, as a social institution, embodies a myriad of complexities influenced by cross-cultural dynamics, age differentials, socioeconomic status (SES), worldviews, and racial identities. This interdisciplinary exploration delves into the multifaceted nature of marriage, aiming to decipher its intricacies amidst diverse societal contexts. Age differentials significantly impact marital dynamics, with variations in maturity levels, life goals, and societal expectations influencing relationship dynamics (Gager & Sanchez, 2003). Moreover, socioeconomic status is pivotal in affecting access to resources, power dynamics within relationships, and overall marital satisfaction (Conger et al., 2010). Worldviews, shaped by cultural, religious, and philosophical beliefs, profoundly influence marital practices, including partner selection, gender roles, and conflict resolution strategies (Ariely & Loewenstein, 2006). Additionally, racial identities intersect with marital experiences, influencing perceptions of compatibility, societal acceptance, and access to support networks (Bratter & King, 2008). This analysis integrates diverse scholarly perspectives to elucidate the complexities of marriage across cultural boundaries. It highlights the need for nuanced understandings of how age, SES, worldview, and race intersect within marital relationships, impacting individuals' experiences and societal norms. Through an interdisciplinary lens, this study sets the stage for a comprehensive examination of marriage, emphasizing the nuanced interplay of age, SES, worldview, and race within marital relationships across diverse cultural landscapes.

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African Higher Education Faculty Shortage: Brain-drain, Brain Recirculation

Andre Crenshaw

African higher education institutions are experiencing a faculty shortage influenced by globalization, internationalization, and brain drain. Prior literature on immigrant African and diaspora faculty exodus from Africa has focused on the effects of brain drain in African higher education. Still, there is a need for further exploration of the experiences of faculty who teach virtually across borders from the US to Africa using educational technology with multiple academic appointments. This study aimed to assist stakeholders, higher education administrators, academics, and developers globally in gaining insight into how African Diasporic faculty adopt educational technology for virtual teaching, faculty development, cross-culture university-to-university collaborations, and exchanges. Collaboration between developed countries in the Global North and Asia with African nations can significantly address faculty shortages and brain drain in Africa's higher education. This phenomenological study explored the lived experiences of higher education faculty, Black African academic diasporic faculty, immigrants, and descendants in the United States. The researcher argues that a new generation of research in this area needs to address the following: 1. The lived experience of African diaspora faculty who immigrated from Africa and how those experiences inform their academic work; and 2. How do the experiences of African diaspora faculty relate to their use or engagement with educational technology for virtual instruction? Finally, 3. To what extent does being an African diaspora faculty with multiple academic appointments influence their academic work and teaching ability? The researcher approached the study pluralistically for the methodological approach and philosophically to inform research questions and themes. Research findings indicated that the participants transitioned to online instructional delivery and

learning well during the COVID-19 pandemic and are open to various academic appointments and virtual instruction at an African institution, creating brain circulation.

Keywords: African immigration, African academic diaspora, African higher education, brain drain, brain gain, brain circulation, globalization, internationalization in higher education phenomenology, virtual instruction or online instructional delivery and learning

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Cultivating Environments through Meaningful Action

Cristina D. Gonzalez

Diversity, Equity, and Inclusion (DEI) and education practices have been used across organizations and institutions (Barnett, 2020; Fleury, 2019; Iheduru-Anderson, 2019). With the growing use of DEI as a tool, it is necessary to ensure that this education and practice translate into action and change to cultivate a culture of belonging and justice. Through the use of Participatory Action Research (PAR) as a methodology, this paper explores the ways, if any, in which different organizations can create inclusive spaces for underrepresented communities (Sue, 2010; Williams et al., 2021). This is a two-PAR cycle; the first includes a literature review that surfaced four key themes for DEI practices within Organization One. The second cycle also consists of a literature review on popular education methodologies (Finnegan et al., 2023; Fleury, 2021; Freire, 2000) and how these affected overall team efficacy at Organization Two (Lin et al., 2019; Lyndon et al., 2020). The variable observed during cycle one focused on the lived experiences of staff within their work environments. The variable observed in cycle two was the integration of popular education methodologies into work life, the response staff had to popular education, and how this affected team efficacy (Shore et al., 2011). This PAR aims to identify the effectiveness of the different tools and make recommendations that improve and cultivate a safe, inclusive, and purposeful working environment within organizations. This research generated key findings in this PAR, such as the importance of working through assumptions, observing the personal alignment or misalignment with an organization, honoring the importance of team and individual mental health, identifying the role that personal and organizational values play in work and team culture, being critical of how the organization or institution connects to the overall community, and identifying and working to change power dynamics and work environment (Tran & Pham, 2019). Furthermore, the implications of this research are that organizational culture is key to creating a learning and inclusive work

environment. In addition, team learning and intentional tools can support cultivating stronger relationships and evaluating leadership skills within different contexts, systems, dynamics, and how they fit organizational goals (Buonomo et al., 2019; Ghulam et al., 2019; Islam et al., 2019; Wirawan et al., 2020).

Keywords. Participatory Action Research, Diversity, Equity, and Inclusion (DEI), Popular Education Methodologies, Team Efficacy

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Collaborative Leadership in Disaster & Mitigation Development

Chidimma A. Abuka

Background: In light of escalating environmental risks due to climate change, rigorous research in natural disaster mitigation is gaining significance. The United Nations' (UN) 17 Sustainable Development Goals (SDGs) address disaster mitigation broadly, calling attention to both natural and human-induced crises. Australia has the fourth highest score globally in Freeman & Hancock's (2017) Disaster Risk Reduction and Resilience-Building (DRRR) Index. This research explores the aspects of collaborative leadership and sustainable development pathways to understand what is working in Australian communities and to address multifaceted challenges surrounding the further improvement of community resilience in Australia.

Existing Literature: Many studies emphasize the importance of resilience in disaster management and the need for comprehensive frameworks that integrate both technical and social infrastructure. Existing research highlights the critical role of civil infrastructure and the necessity for proactive approaches to disaster risk reduction and resilience building (Freeman & Hancock, 2017; Khan et al., 2022; Marshall et al., 2023; Singh et al., 2019). Collaborative leadership has been extensively studied in various types of organizations, and it is likely transferable to group endeavors such as disaster management across agencies and local government (Kramer & Crespy, 2011; Pierce, 2022).

Purpose: Aligned with the UN Sustainable Development Goals, this research provides a localized framework for disaster risk reduction and resilience building in Australian communities. By leveraging collaborative leadership, communities in partnership with regional and national governments and entities can enhance disaster prevention, mitigation processes, and

community recovery, ultimately contributing to more sustainable development and healthier communities.

Methodology: An explanatory sequential mixed methods approach is utilized, combining quantitative data analysis from Local Government Areas (LGAs) in Australia with qualitative inquiry through forums and interviews. The Institute for Sustainable Infrastructure's Envision framework guides the assessment of community systems and infrastructure.

Outcomes: This paper will recommend a framework based on principles of sustainability and collaborative leadership that coalesce in the Envision rating system, allowing local communities to manage disasters and increase disaster resilience more effectively. Aggregated data will be used to produce an index for scoring local communities based on the presence of collaborative leadership features, strength of infrastructure, and a sustainability rating using the five Envision categories – Quality of Life, Leadership, Resource Allocation, Natural World, and Climate & Resilience.

Future Implications: This project aims to contribute to the global discourse on disaster risk reduction and resilience building by offering a localized approach that can be adapted and implemented in other communities facing similar challenges worldwide.

Keywords: Natural disaster mitigation, sustainable development goals, collaborative leadership, community resilience, disaster risk reduction, sustainable infrastructure, Envision framework, global resilience.

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Working With Intercultural Couples Using A Framework For Acceptance

Kathleen Eldridge

Caroline Kalai

Integrative Behavioral Couple Therapy (IBCT; Christensen, Doss, & Jacobsen, 2020), an empirically supported approach for the treatment of distressed couples, is examined in this multiple case study. IBCT was originally developed to help couples navigate challenging differences by adding a framework of acceptance into the traditional change-based approaches to therapy. Seeing the applicability of this acceptance framework to couples navigating troubling cultural differences in their relationship that are not easily remedied through behavior changes, this study examined the use of IBCT with couples reporting distress due to differences in self-identified cultural identities, practices, or beliefs. In this study, the experiences of three therapists using IBCT in their work with intercultural couples was examined. Each participating therapist in this study contributed by describing one case in which IBCT was used to help the couple with existing conflicts related to cultural differences. These descriptions, provided through written responses to open-ended questions, were examined using cross-case analysis. Findings from the study that will be presented depending on the length of the presentation are: 1) descriptions of the various stressors faced by intercultural couples, 2) therapists' formulations of cultural differences using the IBCT acceptance-based framework of DEEP (Differences, Emotional Sensitivities, External Stressors, and Patterns of Interaction), 3) IBCT acceptance and change therapy processes used such as examples of Empathic Joining, Unified Detachment, Tolerance, and Behavior Change methods, 4) comparisons across therapists' reports, such as areas of the DEEP formulation that consistently addressed cultural differences or neglected to do so, 5) specific quotations from therapists' responses that demonstrate main ideas and particularly poignant conclusions, 6) therapists' recommendations for treatment of

intercultural couples in general, 7) therapists' recommendations for utilizing IBCT with intercultural couples, and 8) implications for collaborative global solutions.

Keywords: Intercultural couples, intercultural collaboration, acceptance of cultural differences

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A “Paw”sitive Perspectives on Life: Understanding the impact of Prison-dog Training

Programs

Jai Oni Dane

This poster aims to explore the use of prison dog training programs as a form of animal-assisted therapy and rehabilitation for incarcerated individuals. In the United States, the correctional system comprises community corrections and correctional facilities, with the focus here being on state and federal prisons. The high rates of the prevalence of mental illness among inmates highlight the need for effective rehabilitative programs. Animal-assisted therapy, specifically through dog training programs, has shown promise in addressing these challenges [1]. These programs involve inmates training dogs in obedience commands, socialization, and specialized skills [2]. The benefits include reduced improved socialization skills, job training, increased adoption rates for dogs, and enhanced well-being for both inmates and dogs [1]. The human-animal bond formed during these programs offers opportunities for emotional healing, skill development, and positive social interactions [3]. Despite challenges such as limited research, funding, and safety concerns, prison dog training programs present a promising approach to holistic rehabilitation within correctional facilities. Further research is needed to explore the impact of these programs and the outcomes for participants. This study aspires to use Quantitative Ethnographic (QE) and utilized Epistemic Network Analysis (ENA) to model the data when IRB has been approved [4,5,6]

Keywords: Prison-based dog training Program, Rehabilitation, Quantitative Ethnographic (QE), Epistemic Network Analysis (ENA)

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Mindfulness and Global Leadership: Enhancing Effectiveness in Turbulent Times

Jessica J. Henning

Effective global leadership is increasingly crucial in today's turbulent environment, where unpredictability and complexity abound (Lahl & Egan, 2012; Lawrence, 2013). However, a shortage of capable international leaders has been identified, indicating a global leadership crisis (Likhotal, 2020). To address this challenge, there is a pressing need to cultivate global competencies that enable leaders to navigate cross-cultural challenges and adapt to dynamic global conditions (Bird, 2021; Oddou & Mendenhall, 2017; Osland et al., 2018). Mindfulness, known for broadening perspectives, enhancing preparedness for change, and improving interpersonal relationships (Gondo et al., 2013; Good et al., 2016; Urrila, 2021), presents a promising avenue for enhancing leadership effectiveness. While previous studies have explored the connection between organizational mindfulness and leadership (Cameron & Hafenbrack, 2022; Dhiman, 2021), there remains a gap in understanding its relevance to global leadership. This research aims to address this gap by investigating how global leaders who practice mindfulness perceive their global competencies in navigating today's complex and interconnected world.

Ten global leaders who have C-suite titles and self-identify as mindfulness practitioners will be purposefully selected from countries worldwide to participate in this qualitative phenomenological study. The study will explore the perceptions, attitudes, and beliefs of leaders with diverse cultural backgrounds, examining how the phenomenon of mindfulness is experienced in relation to leadership competencies. Special attention will be devoted to how leaders utilize mindfulness techniques to cope with uncertainty and crisis. Data collection will occur through semi-structured interviews designed to elicit rich, lived experiences. The interview protocol and questions will undergo rigorous review by professionals in leadership development,

mindfulness, and data collection. The anticipated six-month research timeline will allow for thorough analysis and coding of data. Data will be analyzed using detailed line-by-line analysis to identify emergent themes within each a priori category. Rich, thick descriptions will strengthen coding decisions, and data validation will be ensured through multi-layered peer reviews, audit trails, and participant feedback via member checks.

My research centers on investigating how global leaders, who report practicing mindfulness, perceive their global competencies in relation to their capacity to navigate an increasingly complex and interconnected world. Considering the far-reaching implications and the substantial impact international leaders' actions have on global conditions, it is important to understand the impact mindfulness can have on their ability to lead.

This research contributes to both theoretical advancements in the field of global leadership and practical strategies for cultivating effective global leaders in an increasingly complex and interconnected world.

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Leadership Track

**The importance of School Leadership Practices in Social-Emotional Learning of
Elementary and Secondary Schools**

Janice Thompson Filer

The purpose of this study is to provide elementary and secondary school administrators with recommendations for the practice of social-emotional learning in the school setting. School teachers and other school staff who are involved in social-emotional learning have voiced their recommendations for the improvement of social-emotional learning practices. Research has documented the importance of social-emotional learning in mental health, school discipline, and supportive positive relationships. Additionally, social-emotional learning provides a whole child approach to learning which increases academic achievement and positive citizenship. The evidence is reflective in global research studies involving social-emotional learning. The importance of social-emotional learning is a policy focus in California and in the United States. Adolescent anxiety, depression, and suicides are increasing. The American Academy of Pediatrics, the American Academy of Child and Adolescent Psychiatry, and the Children's Hospital Association has declared a national emergency in adolescent health. The 2022 Federal Bipartisan Safer Act has provided 73.6 million dollars for school-based mental health programs. It is clear that social-emotional learning is a national and global concern that necessitates continual research and focus on the health of our national and global adolescents including their families and communities.

Social-emotional learning has been integrated in most California schools. School administrators are responsible for the implementation and evaluation of school staff who implement social-emotional learning. The school staff is trained in social-emotional learning, and the staff

implements its use throughout the day in their interactions and instruction of students. Various social-emotional learning curriculum programs are utilized by various schools. This study utilizes interviews from southern California area school staff who participate in social-emotional programs. These interviews utilized the responses of administrators, teachers, counselors, school psychologists, and school social workers. It provides a rationale for the need of more support for school staff in the areas of professional development, expectations, implementation, and policies regarding social-emotional learning in the schools. The results provide a practical approach for school administrators in the improvement of strategies to support school staff in the implementation of social-emotional learning in southern California area schools.

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Relationship Intelligence Builds Leader and Team Effectiveness

Kim M. Kerr

Dan Li

In today's dynamic corporate environment, fostering teamwork, collaboration, communication, and self-awareness is vital for organizational success. This research investigates the impact of an Emotional Intelligence (EI) intervention, aimed at enhancing employees' self-perceived emotional–social competencies (ESC) to achieve relational outcomes, within the context of a corporate setting. Additionally, it explores the effects of the Strengths Deployment Inventory (SDI) 2.0 intervention on leaders, employees, and teams regarding ESC and relational outcomes. Findings considers empirically researched studies such as those by Cross et al. (2016), Lee et al. (2016), Barczak et al. (2010), Rode et al. (2007), and Schoeps et al. (2021), as well as data collected from a sampling of training participants who have experienced the SDI while engaged in career development programming.

This paper serves two primary purposes: First, to highlight the outcomes of SDI interventions in a corporate setting and impacts on culture and team effectiveness to support learning and development professionals responsible for selecting and integrating tools to raise self and others' awareness among leaders and staff. Second, to identify opportunities to further expand on the use of the SDI 2.0 in contexts beyond U.S.-based corporations to support organizational and leader effectiveness strategies across the globe.

In today's dynamic corporate landscape, fostering teamwork, collaboration, communication, and self-awareness is vital for organizational success. This research investigates the effects of the Strengths Deployment Inventory (SDI) 2.0 intervention on leaders, employees, and teams regarding ESC and relational outcomes, drawing upon the theoretical frameworks of Elias

Porter's Relational Intelligence (RQ) (Porter, 2010) and Daniel Goleman's Emotional Intelligence (EQ) (Goleman, 1995).

Methodology: This case study approach within an organizational leadership context emphasizes employees participating in career development initiatives. Employing qualitative and quantitative methods, the study explores the effects of the SDI 2.0 intervention on participants' self-awareness, understanding of strengths and overdone strengths, motives, conflict resolution, and ability to leverage diversity in teams.

Findings/Implications: The study reveals that companies that embrace the power of SDI interventions to develop leaders, individual contributors, and teams have an increase in the appreciation of diversity within teams which increases effectiveness and contributes to enhanced collaboration and performance. The research findings offer practical insights for organizational leaders and practitioners seeking to enhance teamwork, communication, and collaboration within their teams. By implementing tools like the SDI intervention, organizations can cultivate a culture of self-awareness and inclusion, ultimately leading to improved team dynamics and organizational performance. Additionally, the study underscores the importance of ongoing career development programs in nurturing these essential skills among employees.

Originality/Value: This research contributes to the literature by expanding on empirical research that examines the effectiveness of the SDI intervention in achieving specific organizational objectives related to teamwork and collaboration while integrating the theoretical frameworks of Relational Intelligence (RQ) and Emotional Intelligence (EQ). The findings emphasize the significance of incorporating relational and emotional intelligence principles into career development initiatives for sustainable organizational success.

Keywords: Self-awareness, SDI 2.0, Relational outcomes, Team Effectiveness.

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The Resilient Leadership & Change Agility Model: An Essential Instrument for Navigating an Ever-Changing World

Suelen Schneider Demaria

Gabriella Miramontes

The cycle of disruptive innovations that affect economies, industries, and leadership has been significantly accelerated over time (Neufeld, 2021). It took 60 years for the first known wave of innovation to unfold, back in 1785. However, the current wave, encompassing artificial intelligence, robotics, and clean technology, is projected to last 25 years. Amid these rapid changes, the world has undergone profound transformations due to globalization, pandemics, and global conflicts (Shine, 2023). This dynamic and competitive business environment necessitates a paradigm shift in leadership strategies and responses (Daniela, 2014). The new leadership approach must integrate principles from systems thinking (Senge & Kim, 2013), strategy and innovation (Kim & Mauborgne, 2015), team building (Lencioni, 2016), diversity and inclusion (Zheng, 2023), positive psychology (Seligman, 2011), resilience (Goleman, 2020), and agility (Worley & Lawler III, 2010). The Resilient Leadership & Change Agility model encompasses all those principles and creates a journey for increasing organizational resilience and agility.

A study involving more than 1600 enterprises across 18 industries worldwide, analyzing data from before, during, and after the COVID-19 pandemic, indicates that resilient organizations typically exhibit increased profitability and have a better chance for recovery from crises (Ashraf, 2023). That finding supports the senior leadership's need for an integrated approach to resilience and agility in their organizations.

Starting with individuals and working its way up to influencing teams and organizations, the Resilient Leadership & Change Agility Model offers a route to build agile, innovative, and sustainable organizations (Miramontes & Schneider Demaria, 2024). The proposed model is not just a theoretical construct. It is grounded in a rigorous and comprehensive systematic literature review on leadership practices, resiliency, and change agility. This inclusive instrument is further supported by a step-by-step Agility Journey for leaders and organizations, making it a robust and credible tool for navigating the complexities of the business environment. The Agility Journey offers a pathway that includes up to eight stages that can be adapted according to the context, industry, team, and leadership maturity. Leadership development is just the start of that journey, and the core value element is resilience (Miramontes & Schneider Demaria, 2024).

Keywords: resilience, leadership, change, agility, sustainability, and innovation.

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Addressing Organizational Challenges in the Accounting Industry: An Opportunity for Collaboration between Academic and Accounting Leaders

Blair Johnson

This paper examines the organizational challenges and opportunities confronting the accounting industry and why academic research and accounting industry collaboration offer strong prospects to address a myriad of complex issues. Today, the accounting industry faces rapid consolidation spurred by private-equity investment, globalization, and talent management issues, including dwindling numbers of accounting majors, succession planning, cybersecurity, increasing regulatory oversight, client and fee pressures, and the velocity of unprecedented change (Burke, 2023). This diverse array of challenges simultaneously requires a partnership between academic institutions and accounting firms to develop innovative strategic initiatives and integrated solutions to solve near and long-term accounting industry challenges.

This paper draws on an extensive review and analysis of the literature and identifies a framework for collaboration between academic institutions and accounting leaders to address industry challenges comprehensively. The critical collaborative framework strategies include:

1. **Formal Partnerships for Research and Innovation:** Formal partnerships between academic institutions and industry firms will combine theoretical frameworks and findings with industry insights and experiences to develop innovative and flexible solutions to industry and firm challenges.
2. **Modernization of Academic Accounting Curriculum:** Accounting firms have large service lines that extend beyond the traditional offerings of tax, auditing, compliance, and financial reporting to include advisory services, management consulting, workforce solutions, and wealth management. Modernizing the curriculum to reflect the diversity, skills, and opportunities in the profession will increase the talent pipeline for the industry.

3. Continuing Professional Development: Development of discreet, focused content delivered in multiple formats to address organizational challenges.
4. Artificial Intelligence and Technology Adoption and Implications: Artificial Intelligence represents the opportunity to allow industry professionals to focus on higher level work and adoption of
5. Publication and Information Dissemination: While scholarship is the primary domain of academic institutions, industry publications focus on the industry's current challenges. Collaboration between scholars and industry experts can enhance the speed and dissemination of critical industry information in an expedited fashion.
6. Leadership Training: Accounting firms have leadership models that focus on investing in subsets of the population rather than formalized approaches to developing a broad array of leaders, yet this leaves fewer individuals who can address organizational and industry issues. Academic institutions are well-equipped to help accounting firms create leadership training models that produce more significant quantities of well-prepared leaders to address organizational challenges.

Capitalizing on the strengths and core skills of a formalized academic-industry collaboration can lead to innovative solutions to accounting industry challenges by increasing organizational agility, knowledge dissemination, and resilience, in an evolving business environment.

Keywords: Accounting Industry, Organizational Challenges, Collaboration, Academic Leadership, Accounting Leadership, Regulatory Compliance, Technology Innovation.

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Nurse preceptor development: The key to nursing retainment

Michelle Eleby

According to the World Health Organization, the nursing shortage is an international crisis and places concerns about the health and safety of patients globally (2020). While this issue is not a new phenomenon, several factors contributed to the international nursing shortage. The pipeline of nursing schools to train new nurses is limited, the physical demands of nursing on an aging workforce, retirement and the COVID-19 pandemic exacerbated the scarcity of nurses (Shaffer et al, 2022). A 2022 national healthcare retention survey of over 3,000 hospitals, found that 24% of nurses with less than one year of tenure quit within their first year (NSI Nursing Solutions, 2022). The cost of nursing turnover averages \$100,000 for every increase in turnover percentage (Vizient and the American Association of Colleges of Nursing, 2016).

Although there are strategies used to retain nurses, most of the efforts described in the literature focus on advancing the skill set of the new hire nurse, as opposed to development of the nursing preceptor who is engaged to mentor and coach new nurse hires. Preceptors have a pivotal role to ensure that new graduate nurses receive mentoring and coaching vital to their development as new nurse professionals (Thomas et al, 2012). Hospitals aren't required to offer formal preceptor training courses to equip future preceptors to serve as mentors and coaches, which has been cited as an area of need (Sherrod et al., 2017; Roberts, 2012). Success of a strong preceptor training program has implications for nurse retainment and cost avoidance for turnover (NSI Nursing Solutions, 2022). Given the average cost of nursing turnover of \$40,000 per nurse (NSI Nursing Solutions, 2022), the impact to safe patient care and the disruption on operations is significant.

To improve the position of a large hospital system in California, to compete for nurses entering the workforce, a training program targeting nurse preceptors was designed to foster

engagement, inclusion and offer leadership development and skill building focused on a) self-assessment/awareness of leadership style based on Golman's six styles of leadership b) leadership competencies based on Hersey & Blanchard's situational leadership model, and c) management strategies to effectively support mentees. This approach is intended to complement the existing nurse residency program designed to attract and differentiate HHS from its competitors.

Methodology: The SPELIT Model was used to assess the environmental and organizational context regarding nursing preceptorship providing context for curriculum design. The ADDIE model was applied to determine if/how a training curriculum would support the goals of the organization.

Implications: Nurse retention is a strategic priority for many hospitals and the scarcity of nursing schools that train new nurse graduates, coupled with the exodus of nurses from the profession due to the pandemic and burnout, are threatening the stability of the provision of safe patient care in hospitals. The scarcity is not only driving wage increases but creating fierce competition between hospitals and staffing agencies for labor. In addition, the aging of nurses that are retiring, places more burden on an already taxed health care system.

Keywords: Nursing preceptors, leadership development.

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The Predictive Power of Peer Evaluation on Performance

Christian Peralta

Thomas Briskey

Peer evaluations have historically demonstrated high predictive validity on training outcomes and performance, especially in military contexts (Zazanis et al., 2001). However, despite research suggesting its predictability on performance, an established framework to measure outcomes has not been fully developed (Peiperl, 1999). This quantitative research study aims to investigate the relationship between peer evaluations scores and individual performance evaluations at the U.S. Army Cadet Command's (USACC) 2023 Cadet Advanced Summer Training (Advanced Camp). The research provides the opportunity to better understand the USACC's implementation of peer evaluations, context, and design while measuring the predictive validity of peer evaluations on overall performance at Advanced Camp.

Advanced Camp is a 30-day annual higher education and leadership development program hosted by the U.S. Army at Fort Knox, Kentucky. It draws cadets from more than 1,700 academic universities across the United States, encompassing both undergraduate and graduate students. This program serves as a critical prerequisite for commissioning as an Army Officer upon graduation from their home institution. It rigorously tests cadets on the knowledge and capabilities they have accumulated over three years of military science curricula and training. Designed to emphasize physical and mental readiness, Advanced Camp challenges cadets with a comprehensive suite of tests and assessments. These include the Army Combat Fitness Test, land navigation tests, field leader reaction courses, and combat-focused situational training exercises, ensuring well-rounded preparation to be a future Army Officer. Squad peer evaluations are administered three times during camp, ranking cadets first to tenth, while individual performance is assessed at the end of camp by leadership in a 5-tiered rating system, with the highest tier being an "outstanding" rating.

Using a binary logistics regression model, the researchers found a significant relationship between peer evaluations and top-tier individual assessment scores. Preliminary results and analysis of the 2023 Advanced Camp reveal that for each single rank decrease in squad peer evaluations, the odds of a cadet earning an “outstanding” rating diminishes by 38%. This suggests that cadets’ competencies and likeability in a squad may translate to performance in the larger educational setting. Furthermore, intrasquad perceptions may have influence on leadership ratings, while also suggesting there is a high-level of squad member self-awareness. This study's findings offer valuable insights into the design, context, and implementation of USACC's peer evaluations, serving as an important contribution to the research field. These insights pave the way for the potential development of a comprehensive framework for formal peer evaluations in the future. Moreover, this study offers valuable implications and directions for future research for not only military contexts, but non-military settings such as higher education institutions or business organizations interested in using interpersonal assessments to develop future leaders in their industries, while also increasing organizational performance.

Keywords: leadership development, performance, U.S. Army, peer evaluations

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The Wellbeing of our professors: Pepperdine's online psychology faculty wellness check

Melissa Huy

Online educational programs have seen extreme growth in recent years with Pepperdine's online psychology programs being a prime example of such expansion (National Center for Education Statistics, 2022). Rapid growth associated with ever changing technology associated with supporting online education has left some faculty with a host of mental and physical discomforts. These challenges can include decline in overall wellness including anxiety, lack of motivation to teach, burnout, and a disconnection from their students (Selvaraj et al., 2021). The wellbeing of Pepperdine's online psychology instructors is paramount to online leadership. An anonymous questionnaire composed of variables related to overall wellbeing, quality of life and needs assessment of wellness tools was completed by online instructors. The majority of respondents rated some level of work stress for the past 2 weeks (11% rated 0-2; 32% rated 3-4; 43% rated 5-6; 11% rated 7-8 and 3 % rated 9-10) suggesting that the majority of respondents were experiencing a varied level of stress. Results indicated that most of the respondents utilize wellness tools at least sometimes (38% use relaxation tools always or often, 46% sometimes). Resources reflecting the needs and desires of our unique and diverse faculty with diversity, equity and inclusion were created to support our faculty. Future research investigating compounded stress for faculty members who in addition to teaching also work in the mental health field (e.g., psychologist, therapist) is warranted. Interestingly, there is an understanding of the importance of self-care for the psychologist due to the nature of the profession (Malinowki, 2014) and cited research highlighting educator burnout (Abenavoli, et al., 2013). However, little to none is cited regarding the overall wellbeing and/or burnout of the professional who is both therapist and educator and less is known regarding the comparison of online versus on ground educators (Mosleh et al. 2022).

Keywords: faculty wellness, faculty burnout, online education wellness, diversity, inclusion and equity wellness for faculty

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**Executives in the C-Suite: The Impact of Leadership Styles Upon Subordinates, Women,
and Under-Represented Groups in Non-Profit Organizations**

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Celese Alexander Heron

Jennifer Banegas

Effectiveness within non-profit leadership thrives on a foundation of supportive and collaborative decision-making processes that embrace inclusion. Non-profit leadership focuses on the diverse perspectives within their teams, encouraging collaborative decision-making with various insights, as well as fostering a culture where all staff voices are honored and valued. Non-profit organizations are dynamic entities with various leadership styles, yet there is a glaring underrepresentation within the C-suite considering gender, race, age and ethnicity, and a lack of cultural diversity. Additionally, women are underrepresented within the C-suite (except for non-profits focused on women's causes), further perpetuating a gap which extends far beyond the boardroom.

The purpose of this study is to explore the parameters of the C-suite executive leadership of non-profit organizations based in the Los Angeles area. The research questions of the study focus on topics such as what are common characteristics and styles shared amongst leaders, what strengths and weaknesses do leaders perceive in their subordinates, and how do leaders view the role of women and under-represented groups in leadership? A literature review revealed several relevant areas to focus upon concerning executive leadership in non-profit organizations. These areas include the singularity of the non-profit context and how leadership challenges in non-profit organizations differ from those in the for-profit sector (Ortiz-Gomez et al., 2020; Osula & Ng, 2014). The consideration of various leadership styles and strategies also are relevant, specifically in two different areas: driving innovation and organizational

performance, as well as creating a supportive and inclusive work environment (Almas et al., 2020; Brunetto et al., n.d.; McMurray et al., 2012; Ngah et al., 2023). Another aspect is women and leadership, such as how females more commonly exhibit transformational leadership while men more commonly exhibit transactional leadership (Eagly et al., 2003), and the challenges faced by women in leadership positions in the non-profit sector. Finally, it explored under-represented groups in non-profit leadership and how non-profits continue to be gendered and racialized organizations (Nickels & Leach, 2021).

This study includes a phenomenological inquiry consisting of structured interviews, in which C-suite leaders were identified from a journal article pertaining to leadership in the Los Angeles Business Journal. Themes were developed from these interviews, and include expositions such as but not limited to collaboration, being supportive, decision-making, inclusivity, and biased behaviors. From these themes, results note the complexities of non-profit organizations, as they continue to encourage collaborative and supportive work environments, yet there remains a disparity of diverse leadership in the non-profit sector. A potential gap in this current study is the geographical search for C-suite executive leadership, which an extension would be to expand the geographical area to California, the Northwest states, and potentially the United States. This may increase accessibility to a larger array of culturally diverse leaders in the non-profit sector.

Keywords: executives, non-profit, leadership, women, under-representation, disparity, diversity, strategies

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Freedom and Sustainability: An Analysis of Freedom House Index Scores and UN SDGs

Thomas Briskey

The Paris Agreement of 2015 was a landmark agreement for multilateral policy-shaping to address sustainable development and climate change globally, but current benchmarking indicates we are well behind achieving our 2030 goal as a planet (United Nations, 2023). Countries and communities are working towards these targets, but domestic policy alone does not address the interconnectedness of the social, environmental, governance issues we face as a global community (Raworth, 2017). By understanding political and civil freedom in this context, a more collaborative and cooperative future may be possible, where global governance and cooperation untangles the trans-border complexities (Scholte, 2002, Sachs et al., 2023). This research proposal aims to investigate the relationship between the 2023 Freedom House Index scores and the 2023 scores of the 17 Sustainable Development Goals (SDGs) adopted by the United Nations from participating countries. The Freedom House Index assesses the global state of freedom, democracy, and human rights in various countries (Freedom House, 2023), while the Sustainable Development Goals score serves as the UN benchmarking criteria towards addressing individual country's health, education, gender equality, economic growth, finance, poverty, and climate action issues by 2030 (United Nations, 2023). The researcher intends to use raw data from the Freedom House Index (2023) and raw data collected by Sachs et al. (2023) in the Sustainability Development Report to compare data from 2023.

The research provides the opportunity to better understand how global environmental, social, and governance (ESG) issues are interrelated and how civil liberty and political rights may affect SDG benchmarking, progress, and outcomes. Using correlational analysis and linear regression models, the study aims to explore the relationship between levels of freedom within the countries that meet pair-wise criteria, their progress towards achieving the SDGs, and whether

higher degrees of freedom can help predict specific SDG outcomes. By identifying patterns and relationships between freedom scores and SDG achievements, the research also endeavors to contribute to a deeper understanding of how political environments, freedom, and global governance structures impact sustainable development efforts globally, particularly as cross-border collaboration and the interconnectedness of human flourishing evolves.

The findings of this study may offer valuable implications for policymakers, international organizations, and stakeholders committed to advancing both human rights and sustainable development objectives on the global stage. Furthermore, leaders can use better data to inform internal and multi-lateral policy-making decisions and pave a path for a healthier, more equal, and resilient planet.

Keywords: Freedom, Sustainability, Governance, Equality, Environment, Social Equity, Sustainability, Global Policy, Quantitative Analysis.

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Artificial Intelligence Common Good in Research and Academics

Maher Abdelwahab

The integration of artificial intelligence (AI) into academic research has become increasingly prevalent, offering both opportunities and challenges within scholarly activities. AI tools offer valuable features enable researchers and academics to enhance, improve and create research content. However, alongside with these benefits there are persistent concerns and challenges around the plagiarism and academic integrity. This paper investigates the ethical implications inherent in utilizing AI in academic research, providing an examination of its advantages and drawbacks. This study suggests that while AI technologies hold significant potential for the common good in research, it is essential to establish a balanced approach to mitigate potential drawbacks and disadvantages. Despite the potential benefits of AI in enhancing research strife, it is important to distinguish between automation and augmentation, with the latter emphasizing human-machine collaboration. While AI has the capacity to rationalize research processes and stimulate creativity by helping in outlining and content generation, its application in academia raises ethical concerns regarding the authenticity of research outcomes and the ethical implications of AI-generated content. This paper advocates for the responsible and positive utilization of AI technologies in academic research, emphasizing the need for awareness to maintain academic integrity and mitigate risks of plagiarism and misconduct. Further, a comprehensive understanding of the ethical dimensions of AI in academia is crucial for navigating its role in scholarly research and upholding the integrity of academic discourse. Central to this investigation is the role of complementary technology, which empowers educators and research publishers to identify content generated entirely through AI. One of the most challenging aspects related to AI pertains to the absence of technologies capable of discerning the extent of its involvement in content creation. A distinction exists between fully AI-generated content, characterized by automation, which may be deemed unauthentic and

unethical, while augmentation can vary in its level of integration. Finally, a comprehensive comprehension of the ethical implications surrounding AI in academia is essential for navigating its role in scholarly research effectively. By prioritizing ethical considerations and conscientiously harnessing AI competencies, researchers can uphold the integrity of academic discourse while leveraging the transformative potential of AI technologies to advance scholarly endeavors.

Research Questions:

RQ1: To what extent is Artificial Intelligence impacting the research and academic field?

RQ2: What are the 2010 to 2024 trends in US using the Artificial Intelligence?

RQ3: Can the application of Artificial Intelligence be directed towards the beneficial aspects of the common good?

Proposed Methodology: A literature review analyses.

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Leadership Styles within Maternal Health Organizations and The Crisis of Black Maternal Health

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Michelle Watson

Black maternal and infant mortality is considered a national health crisis in the United States (Thorton, 2023). Regardless of education or income, Black women are far more likely to die in their postpartum year, during pregnancy, and childbirth than White women (Marill, 2022a). Research also shows that the United States has far higher infant and maternal mortality rates for people of color than other large countries similar in size and wealth (Galewitz & Beard, 2023). Depending on a woman's culture of origin, how the postpartum period is experienced directly often correlates to the cultural understanding and practices passed down through generations. Many birthing Black women, clinicians, and community-based organizations who advocate for Black maternal health say that Black women often feel ignored or even invisible when it comes to health care and, as a result, more often have adverse maternal experiences with long-lasting traumatic outcomes (Smith et al., 2022). For these reasons, healthcare organizations that center on the needs of Black birthing women have surfaced, bringing awareness to health disparities for Black women within the United States of America. Amid the Maternal Healthcare crisis that disproportionately impacts Black women, transformational leaders, which, according to Northouse (2022), engage with others and create a connection that raises motivation and morality in both the leader and the follower, are essential. Among the countless impactful leaders, Sekesa Berry, Lauren Underwood, Alma Adams, and Monica Raye Simpson are four leaders who exemplify numerous commendable characteristics and transformative leadership styles as they forward issues surrounding maternal healthcare. In a literature review, this study examines the crisis of Black maternal healthcare. Research questions were developed to explore the situation of maternal healthcare among Black birthing

women within the United States and to understand the leadership styles within organizations that provide maternal healthcare and their practices. The results of the literature review reveal a positive and significant relationship between the transformational leadership style and the success of women leaders (Jones & Jones, 2017). It is as a result of a handful of leaders who have seen this issue, acknowledged the problems, and chosen to make a change that communities, governments, and medical structures are now being forced to open their eyes to this issue of Black maternal health.

Keywords: Leadership, Black Maternal Health, Women, Transformational

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PA Leaders Bridging the Gap to Health Equity

Bethany Grubb

Problem. Gender inequalities in the workplace exist in all fields and professions, not just healthcare or healthcare leadership (Mousa et al, 2021; Surawicz, 2016). The underrepresentation of women in decision-making roles and the prevalence of harassment, violence, and discrimination create power imbalances and a hostile work environment for women. These issues are not isolated incidents but are interconnected with broader societal norms and power dynamics. Addressing gender equalities in the workplace requires systemic changes that challenge gender stereotypes, promote diversity and inclusion, and foster respectful and inclusive work cultures. PA leadership sits at the intersection of the underrepresentation of women in healthcare leadership and the underrepresentation of leadership in a maturing field compared to nurses and physicians (175 years and 900 years, respectively; Boylan et al., 2019).

Methods. A qualitative phenomenological approach was used to answer the research questions. A sample of 20-25 participants was identified with a goal of 15 interviews. Each participant answered ten interview questions that aligned with four research questions. Data analysis was completed identifying themes that emerged from these data.

Results. The most common leadership challenges for PAs in healthcare executive, clinical and academic roles are a) Advocacy for PA Profession/Role, b) Systems Thinking, c) Lack of Leadership Pathways, d) Undermining of Authority/Role, e) Advocating for Self/Others, and f) Gender Inequity.

Practical Applications. Quality Improvement Organizations including The Institute for Healthcare Improvement (IHI), the Agency for Healthcare Research and Quality (AHRQ), National Association for Healthcare Quality (NAHQ), and American Society for Quality (ASQ) could facilitate opportunities for PAs to lead in the quality space. Patient-Centered Outcomes Research Institute (PCORI) and National Center for Advancing Translational Sciences through the National Institute of Health is an evolving opportunity for PAs to bring research from the bedside to communities. In Community Health Centers since 2019 have hired PAs and APRNs at a faster rate than physicians to provide primary care in underserved communities. They will likely continue this trend and have identified the quality, team-based care of APPs. The World Health Organization has recognized the PA or PA-equivalent role in many countries, especially in Africa. The growth of the PA-equivalent role expands including the success of Kenya and its establishment of a Clinical Officer who provides medical care in many rural communities at twice the rate of their physician counterparts who are more often in urban communities. Although faced with challenges, the PA profession continues to expand into leadership roles across healthcare systems globally.

Keywords: Physician Assistant, Advocacy, Gender Inequity, Health Systems

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Developing Leadership Pathways in Generative Artificial Intelligence for Nursing Education

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Generative artificial intelligence (GAI) is a driver of the Fourth Industrial Revolution (Schwab, 2017), affecting every industry globally in both private and public sectors. This rapidly evolving technology presents significant challenges for educators and students in dismantling barriers between research and practice, who can no longer be passive recipients but active learners in the evolving use of GAI. Consequently, as leaders in higher education grapple with the tension between mitigating risk and stifling discovery in healthcare academic and practice settings, the growing use of an untested innovation against the potential opportunity to change the future of workforce preparation (Bozkurt et al., 2023; McMurtrie, 2023). Professional nurses balance the complex endeavor of the undeniable benefits of GAI tools with the crucial aspects of academic integrity, rigor, and transparency while enhancing learning and improving patient outcomes. The American Nurses Association Center for Ethics and Human Rights (2022) also recommends the responsible use of GAI in nursing practice. Education must consider factors such as fairness, transparency, privacy, and the avoidance of harm to actively mitigate biases, address discrimination, and make decisions prioritizing the well-being and best interests of individuals and society.

According to Krick et al. (2020), without nursing participation in GAI models, they may be missing crucial data on patient satisfaction, the impact of care, caregiver challenges, policy, and best practice guidelines driving positive change. Nurses who engage in GAI research focus on predictive analytics, assessing patient needs, monitoring patient outcomes, and fostering innovation to trend falls or wound care incidents. Using the GAI tools in support tasks like triaging patients or advanced, accurate, practical, efficient, economical, and personalized care

could be supported by algorithms based on large data sets that can support decision-making, improve patient outcomes, or meet the best practice and regulatory standards.

In preparation for the transition to practice, nurse educators seek to understand how ongoing exploratory research can support student learning with the introduction of a chatbot assistant in a closed system connected to textbooks for a nursing program (Creswell & Creswell, 2018). A purposeful sample will inform the insights gained from the quantitative findings (Creswell & Poth, 2018). Learners will receive a brief overview of how to develop GAI literacy and use it in terms of academic integrity, data security, privacy, FERPA, intellectual property, and inclusive academic Excellence (ADA). Implications of the findings may include the effectiveness and unintended consequences of adopting GAI when providing educational leadership pathways to develop workforce capacities in a rapidly changing technological ecosystem.

Keywords: Generative Artificial Intelligence, Nursing Education, Workforce Development

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Transformative Leadership: Unveiling the Resilience and Innovation of Lebanese Women Leaders in Higher Education

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This qualitative study investigates the success strategies of Lebanese women leaders in higher education, a sector where they have historically faced underrepresentation. It examines the evolution of women's roles in this field, highlighting the progress and ongoing challenges related to gender biases and societal constraints in Lebanon. Employing a phenomenological approach, the research explores the lived experiences of these leaders, focusing on how they navigate cultural norms and societal expectations through resilience and innovative leadership approaches. Theoretical frameworks like appreciative inquiry, emotional intelligence, and social constructivism are utilized to analyze their transformative potential within Middle Eastern patriarchal structures and underscore the enablers for fostering a nurturing environment for female leadership.

Findings reveal the complex cultural and organizational barriers these women face, showcasing their strategies and the perceived measures of success that both challenge and align with traditional societal roles. Applying appreciative inquiry, emotional intelligence, and social constructivism provides insightful perspectives on fostering positive organizational change, emphasizing emotional competencies, and the intricate process of knowledge and identity construction in academia. These frameworks highlight the need for an educational environment that champions diversity and values the unique contributions of women leaders.

The study advocates for comprehensive policies and initiatives aimed at promoting gender equity and bolstering women's leadership in Lebanese higher education. This entails revising organizational practices, addressing socio-economic and political contexts, and tackling the region's unique cultural and organizational challenges. This research aims to inform stakeholders in the education sector to embrace diversity, encourage innovation, and empower

future generations of women leaders, laying the groundwork for a more inclusive, equitable, and innovative future in tertiary education.

Keywords: Lebanese women leaders, Higher education in Lebanon, Gender equity in academia, Appreciative Inquiry, Emotional Intelligence, Social Constructivism, Phenomenological Research, Middle Eastern patriarchal structures, Gender biases in education, Societal constraints in Lebanon, Women's leadership development, Transformative leadership, Cultural norms and leadership, Resilience in women leaders, Policy implications for gender equity.

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Self-Talk and Self-Leadership: A Novel Application of Goleman's Leadership Model for Counseling College Students

Liane Weintraub

The self-talk habits of college students can be important factors in determining their success in academia and beyond. The years between childhood and adolescence, known as emerging adulthood, present particular developmental significance. Emerging adults experience heightened psychological and social stressors. They are also more likely to engage in negative self-talk, which puts them at increased risk for mental health problems, including depression and anxiety. Current data indicates a surge in mental health issues among college students (Healthy Minds Network, 2022). Therefore, it is imperative that educators and counselors consider self-talk behaviors as they guide and advise students. This paper considers Goleman's (2000) widely accepted organizational leadership model as a possible application for coaching and counseling emerging adult students who experience negative self-talk. To date, the Goleman framework has been used in organizational contexts to improve workplace management and communication and to improve interpersonal relationships. This paper suggests a novel application for the Goleman model and an area of future exploration through research.

Keywords: self-talk; mental health; emotional intelligence; leadership styles; counseling

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Leadership Development Programs and Business Education in a Rapidly Changing Environment

Mary Kathryn Zapantis

Effective leadership is crucial to navigating uncertain environments and critical to fueling innovation. Some evidence exists to suggest there is dearth of leaders with appropriate competencies to lead through complex leadership challenges currently facing organizations. The traditional business education format has been disrupted requiring pivoting to a technology-led redesign of course offerings and opportunities to disseminate knowledge. The post pandemic landscape puts additional pressures on organizations to develop and utilize employee leadership capabilities. In contrast, training budgets have been restricted adding to the conundrum of how students, employees, and leaders forward. Authentic leadership and transformational leadership have been shown to be effective leadership styles in times of turmoil. Fortune 500 companies make use of a variety of leadership assessment and development tools in an effort to identify leaders and bolster leadership performance. Research would like to identify changes that may be occurring as a result of pandemic fallout in the corporate realm of business education and specifically how organizations are supporting employees in leadership development.

Objectives for this literature are based on gaining an increased understanding of change occurring in the business education environment as companies work through remote work challenges and decreased training budgets. The proposed research will review current literature to identify common themes in leadership across several industries for best practices while operating in a VUCA world model. Literature will be used to assess leadership development program changes resulting from operating in volatility, uncertainty, complexity and ambiguity. Additionally, current literature will be used to confirm or deny the dearth in leaders' assumption

and investigate how organizations consider leadership pipelines. Common themes in leadership development programs will be identified to understand how business education and development programs may or may not be changing in response to a period of dynamic change. The first stage of this student research will introduce findings based on recent literature related to leadership development programs, leader efficacy and corporate business education. Researchers' intent is to build upon findings comparing to available solutions grounded in seminal leadership development theory. Student researcher hopes to identify potential success strategies in organizational leadership development programs that may assist in bridging business education in a landscape rife with uncertainties. Student researcher would like to present findings in a poster session to generate discussion and feedback. Additionally, student would like to utilize IRB to survey selected individuals from a Fortune 500 firm.

Research questions:

- To what extent have fundamental changes in your organization impacted recent content or course offerings?
- Over the past five years, how have leaders been most commonly identified?

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Transformational Leadership And Leading Effective Project Teams

Michelle Watson

The theoretical and practical implications of transformational leadership and its effect on team success have been widely discussed. Keller (2006) argues that the transformational style of leadership and its positive effect on teams is a key factor. According to Borcosi (2018), leaders who have a vision but lack the capacity to build effective teams fail to inspire teams to action, which leads to poor performance. However, team members who perform under transformational leaders who model and encourage high ethical values and principles through charismatic means have been known to exceed expectations (Keller, 2006). According to Huang et al. (2019) teams who follow influential leaders are far more likely to be led by their leaders' influence as opposed to their authority. Though the study of transformational leadership and its effect on project success is highly documented as being effective, less is known about the inter-workings used to justify the results. One justification involves capable project managers or leaders who are adept at building effective project teams (Aga et al., 2016).

The focus of this qualitative research is to examine how the transformational style of leadership affects project team success. The semi-structured interview method was used to conduct the study. Research questions, which served as a basis for the study, were formulated to examine the techniques transformational leaders use to build and lead project teams and to understand how these leaders motivate and foster team success. Interview questions were also developed to investigate the effectiveness of transformational leadership and its effect on project teams. One-on-one interviews were then conducted with leaders who identify as transformational. The outcomes from the interviews produced themes like communicating the vision and major keywords like the words team and empower, which highlight the unique characteristics of transformational leaders and the tools they use. As previous studies have shown, project

leaders who communicate the vision, nurture the skill sets of the team members, and build trust through collaborative means increase productivity within project-oriented environments (Goss, 2019). The results of this study reveal a correlation with previous studies surrounding the charismatic, transformational style of leadership and its positive effect on project teams.

Keywords: Leadership, Transformational, Teams

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The Way Forward: Advancing Women into Leadership, Research and Strategies for Success

Inva Lumi

The landscape of higher education leadership has long been characterized by a significant gender disparity, particularly at the highest echelons of institutional governance. This study embarks on a critical exploration of the barriers that continue to impede women's ascension to presidency positions within colleges and universities. By employing a phenomenological qualitative approach, this research delves deep into the lived experiences of women who have successfully navigated the complex terrain of academic leadership to attain the role of president. The study's methodology centers on structured interviews with fifteen female college and university presidents. These conversations were carefully crafted to address four pivotal research questions, each designed to uncover the multifaceted challenges these women encountered on their journey to the presidency. Through these in-depth dialogues, participants offered rich, nuanced perspectives on the state of diversity, equity, and inclusion within the realm of academic leadership. The insights gleaned from these interviews paint a vivid picture of the obstacles faced by women in higher education leadership. These barriers often extend beyond overt discrimination, encompassing subtle biases, systemic inequalities, and deeply ingrained cultural expectations. Participants shared stories of navigating complex institutional politics, balancing personal and professional responsibilities, and overcoming societal stereotypes about women in leadership roles. Moreover, the study revealed the strategies and support systems that proved crucial in these women's ascent to presidency. Many participants emphasized the importance of mentorship, both formal and informal, in providing guidance and opening doors to new opportunities. Others highlighted the significance of building robust professional networks and cultivating a strong personal brand within their field.

A key outcome of this research is the development of the L.U.M.I. Leadership Model. This innovative framework serves as a practical roadmap for individuals aspiring to leadership positions in higher education. The model takes a holistic approach, addressing not only the professional skills required for leadership but also the personal qualities and strategies necessary to navigate the unique challenges faced by women in these roles. The L.U.M.I. model encompasses four key components: Learning, Understanding, Mentoring, and Innovating. 'Learning' emphasizes the importance of continuous personal and professional development. 'Understanding' focuses on developing a deep comprehension of institutional dynamics and one's own leadership style. 'Mentoring' highlights the dual roles of seeking guidance and providing support to others. Finally, 'Innovating' encourages leaders to bring fresh perspectives and creative solutions to their institutions. This comprehensive model provides aspiring leaders with a structured approach to developing their skills, building their networks, and overcoming potential obstacles. It recognizes that the path to leadership is not linear and requires adaptability, resilience, and a multifaceted skill set. The findings of this study contribute significantly to the ongoing discourse on gender equity in higher education leadership. By illuminating the experiences of successful women presidents, it provides valuable insights for institutions seeking to diversify their leadership and for women aspiring to top positions in academia. Furthermore, this research underscores the importance of systemic change within HEIs. It highlights the need for more inclusive hiring practices, supportive institutional cultures, and targeted professional development programs that address the unique challenges faced by women in leadership roles. In conclusion, this study not only identifies the barriers hindering women's advancement to presidency positions but also offers a practical framework for overcoming these obstacles. The L.U.M.I. Leadership Model, grounded in the real-world experiences of successful women presidents, provides a valuable tool for nurturing the next generation of diverse higher education leaders. As institutions strive for greater equity and

inclusivity, the insights and strategies presented in this research offer a pathway towards a more balanced and representative leadership landscape in higher education.

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Inclusion and Belonging Track

Examining The Role of Cultural Capital in Access and Equity For Female C-STEM Learners Of Color: A Doctoral Dissertation Study

Tiffany L. Wright

Equitable C-STEM (Computing, Science, Technology, Engineering, and Mathematics) education is essential to diversity in our rapidly evolving global world. C-STEM principles and associated content can expose learners to the foundational operations of today's virtual world (Schuetz et al., 2018). Technology guides our classrooms, workspaces, social networking, health professional interactions, and more. As an array of individuals utilize technology for varying purposes, it is necessary to consider the multitude of ethnicities, cultures, beliefs, and other vital aspects that compose user identities. Representation in technology is a concern because the composition of the workforce neglects to reflect the diversity of technology users (George, 2022). The C-STEM educational pipeline plays a significant role in this issue as marginalized groups, such as female learners of color, benefit less from early preparation for the workforce (Metcalf, 2010; Goode, 2010a; John & Carnoy, 2019). Equity and access in C-STEM education are essential to advancement in the technological workforce. The current study aimed to examine the impact of cultural capital (derived from Bourdieu & Passeron, 1977) on the access and equity of C-STEM learners of color under the following four tenets of Yosso's (2005) Community Cultural Wealth model: aspirational, familial, social, and navigational capital. A theoretical framework of Critical Race Theory (CRT; Crenshaw, 1988) was utilized to frame the study. Research objectives explored the impacts of cultural capital on the perceived access and equity of female C-STEM learners. Qualitative methodology guided the study under the integrated approach of Quantitative Ethnography (QE), which examines qualitative data with supporting statistical analysis. Analysis was completed utilizing the Epistemic Network Analysis

(ENA) webtool. Discourse analysis provided the researcher with a lens through which data from participants' interview responses were analyzed. As a retrospective study, the researcher explored the impact of participants' cultural backgrounds on their educational and career trajectories in C-STEM. Participants consisted of 15 women of color who self-identified as Black/African American, Hispanic/Latina, and Korean-American with degrees in computer science and closely related C-STEM fields. Key findings indicate a positive relationship between the connection of access to aspirational, familial, social, and navigational capital. Strong connections were also identified with the emergent cultural and financial support codes. The findings indicate that the female C-STEM learners of color in the study found encouragement in their journeys, could navigate various structures, and could thrive in community because of access to financial and cultural resources. Furthermore, the findings indicate the success that results from positive community networks for learners of color. Implications highlight enrichment programs and professional organizations which were reported to have a positive impact on participants, especially those that celebrated learners' cultural identities. Such external support agencies serve as an effective bridge to fill the gaps that K-16 institutions are often challenged with in C-STEM educational representation.

Keywords: computing education, C-STEM, access, equity.

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5 Totally Ineffective Strategies for Teaching or Class Presentations (and How to Avoid Them): Putting Learning Science into Practice

Dennis Lowe

The primary aim of this conference is to bridge the gap between research and practice. The symposium themes highlight gaps in leadership, belonging, therapy, and trauma. There is another significant “research-practice gap” faced by most educators at GSEP. Many books and articles provide findings on the science of learning and their implications for practice. Faculty members often attend trainings and workshops on effective teaching practices based on learning science. However, several have noted (e.g., Agarwal & Bain, 2019) that while educators are initially fascinated with these principles, many ideas get filed away and are rarely implemented in the classroom. As a result, the “research-practice gap” is very relevant to the field of learning science. Any effort to bridge this gap is a worthwhile endeavor. How can we encourage instructors to incorporate learning science into their teaching practice so these principles don’t lie dormant in books and journals?

One possible reason for this gap is that knowing does not equate to doing. Even if educators appreciate key findings from learning science, they may need to learn how to embed them in their courses. We may all benefit from models or demonstrations of educators who implement these principles into their classes and presentations.

Having acknowledged the need to bridge this research-practice gap, what is the best way to present on this topic at an academic conference? Do conference presenters utilize the science of learning when crafting their presentations? Or, is there a tendency to revert to more traditional didactic methods? In an article on this topic, Corwin et al. (2019) encourage presenters to utilize scientific principles to “improve learning, engagement, and inclusiveness”

(p. 1), leading to more effective conference presentations. Therefore, a core objective of this presentation is to incorporate principles of learning science in how it is conducted.

Novelty boosts learning. Consistent with the title, I will use a tongue-in-cheek approach to demonstrate five strategies that represent the opposite of what key findings from learning science suggest (e.g., passive learning, high content load, fixed mindset, unimodal learning). This contrasting approach is intended as a novel, engaging, and active way to convey these ideas. For example, I will begin by putting participants into a passive learning mode while displaying information in a “high content load” format. This experiential exercise is designed to demonstrate the ineffectiveness of these strategies (which are still in everyday use). In contrast, we will then engage in an active learning, lower content-load activity that is more engaging and digestible. We will process these contrasting experiences together to encourage first-hand experiences highlighting the value of utilizing learning science to create more effective learning strategies in our courses.

A similar contrasting-style approach will be utilized to highlight the importance of other key learning science findings, such as supporting diverse learning through multimodal learning activities, social interaction, real-world applications, and the value of emotional engagement with the material.

In my view, this proposal is consistent with the conference theme regarding strategies to overcome barriers between research and practice. I have presented at most GSEP Research Symposiums, and they have been a fun and enjoyable way to interact with my colleagues on topics of mutual interest.

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Holistic Student Success: Is HoustonISD sanctuary site the answer post COVID-19?

Andrew Jones

Dana Carmouche

Constructing an environment that nurtures a student's ability to actively engage and succeed, remains an incessant issue within the K-12 sector. Student success has traditionally been the yardstick for assessing district accountability yet, the economic, racial and educational inequalities for marginalized students continues to grow. COVID-19 and the ominous digital divide has prompted a global reimagining of the educational experience, requiring an alignment of what students need and experience, coupled with what schools provide. Our intent in this study is to offer insight through a Holistic Approach, by exploring obstacles to equitable access, which hinder successful outcomes for marginalized populations. Americans must collectively come together to abolish the social injustice in education that disproportionately impacts marginalized students. Education inequality is a civil rights' issue that not only erodes the fabric of what established America as a place of freedom and equity for all, but our current actions will determine the future for generations to come. To create a successful educational experience for students, marginalized populations in particular, resources must be reallocated to improve the well-being of the whole child, rather than patching up a broken educational system. The global pandemic has afforded educational stakeholders an opportunity to reimagine education and create innovative strategies for the next generation of scholars. This study explores the innovative sanctuary site within Houston Independent School District (HoustonISD), post COVID-19.

Keywords: Holist student success, COVID-19, digital divide, education, marginalized populations, social justice, equity

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Assessing the Leadership Roles of Women in Religion

Ali Holness-Roland

The roles of women within the institutional structure of various religions are limited. In the United States, women are known to be the majority of the numbers, even members of those sitting in the pew, and yet continue to remain a minority in roles of leadership. Women are completing the prerequisite educational requirements for ordination and obtaining ordination but are often being stalled by systemic factors that are interwoven into the fabric of various churches and denominational designs. Women are using creative ways to maintain themselves professionally and financially within the professional religious sector. A significant number of black women have served high posts in major denominations that are predominantly white, and a much smaller number of Hispanic women are also making their presence felt in denominational structures (Hargrove, 1985). Still, this growing progression does not allow for a sufficient representation that significantly represents the membership, which is female-dominated. The need is across religious lines and not specific to one religion. Some religions seem to be making an effort toward equity but continue to lag behind. In Islam, there is a growing body of women who are seeking to change the reality for other women by redeveloping their identities to fit into a new framework. While women in the Arab world have been considered invisible, they are becoming the agents of possible transformations in the societies in which their voices had traditionally not been heard (Cook, 2010). While women did not create these systemic injustices, they have existed for centuries. Historically, indigenous cultures were manipulated through the use of their religious symbols to assign male symbols as conquerors and female symbols as conquered (Rapp, 1978).

Any exploration of women's part in the history of religion soon encounters two constraints: women usually outnumber men, while men exercise the authority (James, 1978). This study

seeks to use a review of the literature to expose the lack of equity within church leadership while also exploring its impact on women leaders through the interview process. The research will use a qualitative approach that involves interviews with current religious women leaders. The anticipated findings are that women are negatively impacted by the lack of equitable gender diversity within religious leadership. The implications of this study are far-reaching as women are making attempts to expand their religious leadership roles and as church communities are seeking to maintain relevancy in an age of mass exodus from traditional religion.

Keywords: Women, Religion, Diversity, Leadership

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Reducing Academic Imposterism Among Doctoral Students (Academic COP Newbies)

Gabriella Miramontes

Maria Brahme

Initially identified as the imposter syndrome or imposter phenomenon (IP) by Clance and Imes in 1978, the IP experience has been investigated within many fields, environments, and populations. Studies have investigated populations and geographies as varied as medical students in a surgical boot camp (Choron et al., 2023), Asian students working on their masters' theses in a Kazakhstani university (Hajar & Mhamad, 2021), Indigenous women employees in academic libraries (Bews et al., 2022), Marginalized STEM undergraduates in the UK (Meadhbh Murray et al., 2023), Black women PhD students in STEM (Simon, 2020), a Canadian emerging music therapist of Kenyan ethnic Indian descent (Shah 2022), luxury consumers in the U.S. (Goor et al., 2020), United States' law school professors (Ochs, 2022), and current as well as historical female Christians (Abdallah, 2022), to name a few. Bews et al. (2022), however, maintain that the majority of IP research has taken place within higher education.

IP has been aligned with the experience of a "newbie" in a community of practice [COP] (Auzenne, 2020; Gutierrez, 2022; McMains, et al., 2023). All three studies are, coincidentally, situated in academia including, respectively, new faculty in the graduate medical education environment (McMains, et al., 2023), a post-doctoral fellow's experience (Auzenne, 2020), and high achieving students of color enrolled in an honors program at an R1 research institution (Gutierrez, 2022). COPs were identified as efficient, organically occurring learning systems by Lave and Wenger (1991), and Brown and Duguid (1991). The experience of being a newbie, or new member of a COP entails discomfort and tension as individuals develop familiarity with the

language, tools, and conventions of the community (Lave & Wenger, 1991; Wenger & Wenger, 1998).

IP sufferers are typically unable to take credit for their accomplishments, instead attributing successes to chance, coincidence, or fortune (Clance & Imes, 1978; Matteucci 2014). Matteucci (2014) found that students experiencing IP sought social approval by attributing both their success and failure externally, so that they were not perceived as either incompetent or prideful. Anxiety and depression are frequently associated with Imposterism, as are low self-esteem and the fear of being found out as a fraud by colleagues, or superiors (Maftei et al., 2021, Ironically, IP often leads individuals to engage in self-handicapping strategies; behaviors that are imagined as protective (Gadbois & Sturgeon, 2011; Meurer & Costa, 2020; Pulford et al., 2005), but can impair eventual academic successes (Elliot et al. 2011; Jensen & Deemer, 2020, Sakulku & Alexander, 2011; Urdan & Midgley, 2001). For example, self-doubt may be addressed by individuals with avoidance strategies, over-preparation for projects or by procrastination (Clance, 1985; Elliot et al., 2011; Sakulku & Alexander, 2011). IP is commonly observed in high pressure environments (Elliot et al., 2011), such as doctoral studies programs. Faculty have observed symptoms of the phenomenon, including delays in progress on a dissertation or repeated changes on doctoral thesis research topics. These behaviors have also been described as self-sabotage strategies (Cowman & Ferrari, 2002; Ferrari & Thompson, 2006).

The current phenomenological study proposes to examine the possible reduction of IP symptoms among GSEP graduate students as a result of their participation as presenters at conferences, as well as the alignment of student experiences with newbies in a community of practice.

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URM Mentorship: What's working and what's not?

Elias Saade

Jennifer Miyake-Trapp

The study of mentorship has grown in recent decades, receiving increased attention in scholarly literature and a variety of professional, academic, and personal contexts (Kovnatska, 2014; Fagenson, 1989). The benefits of mentorship have been especially well-documented in the workplace (Kram, 1985), academic settings (Eby et al., 2013; Joshi et al., 2019), and youth programs (Rhodes, 2005). Specifically, mentorship yields positive outcomes such as career advancement for the protege in the form of tangible and intangible outcomes (e.g., salary increase, promotions, satisfaction at work; Kram, 1985), psychosocial development (e.g., development of a supportive network, fulfillment, friendship, psychological health; Kram, 1985; Allen et al., 2004; Johnson, 2002), and development of one's scholarly and professional identity to foster a sense of belonging and acceptance (Zaniewski & Reinholz, 2016; Joshi et al., 2019; NAESM, 2019). Notably, a sense of belonging and acceptance has been most prominent and essential for individuals from underrepresented minority (URMs) groups.

Researchers have noted youth mentoring as a critical time period for establishing a sense of identity and belonging, which, in turn, supports URM youth in developing their professional identity and self-acceptance. Additionally, mentoring supports URMs through the development of social capital provided by their mentors. In academic settings, providing social capital is imperative to facilitating individual and collective goal achievement, and, more importantly, creating a space for URMs to thrive and navigate academic settings. Based on an extensive literature review, this presentation highlights the research exploring effective practices and challenges in mentorship for URM groups in a variety of settings.

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Navigating the Intersection: Black Perspectives on Inclusion, Diversity, and Belonging in Research and Practice

Cordaro Davis

In recent years, there has been a growing recognition of the critical need to dismantle barriers and foster inclusive environments within research and practice settings. However, the voices and experiences of Black individuals within these spaces often remain marginalized, resulting in persistent challenges to genuine inclusion, diversity, equity, and belonging. This proposal will illuminate Black researchers, scholars, and practitioners' unique perspectives and challenges as they navigate the complex intersection of race, identity, and academia. This proposal will examine the complex aspects of inclusion and belonging from the Black perspective using critical race theory and intersectionality frameworks. By examining the structural, systemic, and cultural barriers that sustain exclusion and marginalization, I aim to foster a deeper comprehension of the underlying factors contributing to inequity within research and practice environments. Moreover, my presentation will spotlight innovative approaches and exemplary methods to foster inclusive environments that celebrate the richness of Black experiences and cultivate a sense of belonging for all individuals. This research will address Black individuals' structural and systemic barriers by critically examining peer-reviewed studies. By centering Black scholars' and practitioners' voices and experiences, this research aims to inspire concrete actions toward dismantling barriers, fostering authentic diversity, and cultivating a culture of belonging in research and practice communities worldwide. Join in illuminating the path toward a more equitable and inclusive future for all.

Problem: Systemic barriers perpetuate exclusion and marginalization of Black individuals (especially women) in research and practice settings, hindering genuine inclusion, diversity, equity, and belonging (Porter & Byrd, 2021). These barriers are deeply rooted in historical

inequalities and biases within academia and professional spheres.

Methods: With the frameworks of intersectionality and critical race theory, this proposal will examine peer-reviewed studies investigating the experiences and obstacles encountered by Black individuals in research and practice environments. These studies employ qualitative and quantitative methodologies, including surveys, interviews, and content analysis, to investigate the multifaceted dimensions of inclusion and belonging.

Results: The analysis reveals pervasive disparities in access to resources, opportunities, and recognition for Black individuals within research and practice environments. Despite promoting diversity and inclusion, structural and cultural barriers undermine progress toward genuine equity and belonging. Studies have served as a compelling reminder that certain universities may not be as successful in achieving diversity and inclusivity as they profess or perceive (Ross & Edwards, 2016)

Practical Application: By centering Black scholars' and practitioners' voices and experiences, this proposal aims to inspire concrete actions toward dismantling barriers and fostering inclusive environments. To enhance the probability of retaining scholars of color, academic institutions should seriously consider monitoring the welfare and effectiveness of African Americans, consistently inquiring about ways the institution can provide support by implementing equitable policies, promoting diverse representation in leadership positions, and fostering mentorship and overt allyship initiatives to support Black individuals in research and practice settings.

Keywords: inclusion, diversity, equity, belonging, Black perspective, critical race theory, intersectionality, structural barriers, systemic barriers, cultural barriers, marginalized voices,

research-practice settings, peer-reviewed studies, authentic diversity, culture of belonging, concrete actions, equitable future.

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The Leadership Environment of Women K-12 Principals

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In K-12 education, the rise in number of women principals has prompted a critical examination of distinctive leadership styles and experiences. This study examines characteristics associated with styles, strengths, weaknesses, and strategies these leaders employ in K-12 settings. While existing research offers invaluable insights into the nurturing and democratic tendencies of women leaders and their quest for equitable, collaborative environments, there remains a noticeable underrepresentation of women in leadership roles, especially in principals within K-12 institutions. Despite the growing presence of women in leadership, further research is needed to focus on women's experiences in principal roles. Utilizing a phenomenological research approach, the study seeks to bridge gaps by delving into the lived experiences of women leaders in K-12 educational institutions. Grounded in qualitative research, our methodology focuses on understanding the phenomena associated with the unique experiences of leaders in an academic environment. Through in-depth interviews and rigorous thematic analysis, we aim to uncover the multilayered dimensions of women's leadership experiences, shedding light on their triumphs, challenges, and strategies leading to success. Our study encompasses purposeful sampling techniques to ensure a balanced cohort of participants with similar backgrounds, geographic locations, educational qualifications, and tenure in their respective roles. Preliminary findings suggest that women principals exhibit traits synonymous with servant, collaborative leadership and display commitment to principles of transformational leadership. Furthermore, the leaders in the study grapple with internal obstacles such as self-

doubt, imposter syndrome, and feelings of being marginalized in male-dominated environments described as "boy's clubs." It is worth noting that many of the women in our study were approached and encouraged by others to apply for leadership roles, highlighting the persistence of gender norms and systemic barriers in educational leadership. As we continue to collect and analyze rich data, our study aims to contribute invaluable insights into the leadership dynamics of women principals in K-12 education, ultimately informing strategies that foster greater inclusivity and gender equity in educational leadership realms.

Keywords: Women Principals. K-12 Education. Servant Leadership. Transformational Leadership. Collaborative Leadership. Social Norms. Gender Gap. Gender Stereotypes.

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Revitalizing Online Learning: Teachers' Perceptions on Boosting Online Engagement for K-12 Education

Alice Pak

This study explores the transformative evolution of online learning, focusing on its role in K-12 online education and the critical issue of student engagement. Tracing its origins from early correspondence courses to today's dynamic, technology-driven platforms, it will examine how online learning has revolutionized educational access, flexibility, and engagement. The study highlights the significant milestones in the evolution of online education, noting the substantial impact of technological advancements that have made learning more interactive, engaging, and personalized (Haleem et al., 2022).

Focusing on K-12 education, this study will examine how online learning has enabled personalized instruction, self-paced learning, and broader access to diverse educational resources (Borup, 2016). Despite its advantages and growing popularity, concerns about its effectiveness in engaging students and fostering deep and meaningful learning experiences still persist. This study delves into these concerns to understand what teachers perceive as key factors influencing student engagement in online environments. By employing a single case study as the methodological approach, the investigation is positioned to dissect complex phenomena with precision, offering a rich, context-specific understanding (Stake, 1995). At its core, the exploration delves into educators' perceptions, aiming to unravel educators' challenges in this new digital landscape, proposing effective strategies to enhance student engagement in K-12 online settings.

Ultimately, this study provides valuable insights into the evolving landscape of online learning, offering a deeper analysis of its effectiveness in the K-12 sector and suggesting practical

solutions to enhance the quality and impact of digital learning. In addition, contributing significantly to the ongoing discourse on optimizing online learning technologies, particularly in adapting to learners' diverse needs and preferences within online learning environments.

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Dismantling Invisible Barriers for Student-Veterans in the Classroom

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Corey Idleburg

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The underrepresentation of military veterans in higher education, especially at institutions known for high graduation rates and selective private, non-profit colleges, remains a significant issue. Only one out of ten veterans who use GI Bill benefits are enrolled in higher education institutions with graduation rates above 70%. Furthermore, although about 900,000 veterans are enrolled in undergraduate and graduate programs, less than 0.1% of undergraduate veterans attend the most selective and prestigious colleges in the United States (Schwartz et al., 2023). These student-veterans often come from lower-income backgrounds and are ethnic minorities—student populations who are typically underrepresented in higher education institutions. Additionally, for undergraduate programs, veteran students often differ from their non-veteran counterparts by being older and more frequently identifying as Black, Hispanic, or first-generation college students. Focusing on veteran students is an essential strategy for colleges seeking to widen their recruitment efforts and enhance the diversity of their student populations (Hill et al., 2019). This study investigates the unique experiences and challenges faced by student-veterans through John Rawls' fundamental principles of equality and inequality—justice as fairness—and social justice education (Adams & Bell, 2016; Thiroux & Krasemann, 2014). Furthermore, recognizing Crenshaw's (1991) concept of intersectionality and the US military's diverse organizational culture, which also creates a distinct military identity that can be described as ethnic (Daley, 1999) or social (Haslam, 2004; Tajfel, 1982; Tajfel & Turner, 1979), can initiate an identity crisis for veterans, unforeseen and indistinguishable from their civilian peers. Veterans are often perceived as a homogeneous group, so failing to recognize their unique identities and diverse experiences and dismissing the value of a veteran's distinct

background and perspective can often lead to microaggressions in the classroom (Solorzano et al., 2000). Another framework that guides this study's aim to understand better the transition barriers student-veterans face is Schlossberg's (1981) adult transition theory. This theory highlights the complexities of transitions, emphasizing that adapting to change is influenced by four key factors: situation, self, support, and strategies (Schlossberg, 2011). This understanding of transitions is critical for comprehending the veteran transition process into academia, where changes in identity, community, and purpose play pivotal roles. Furthermore, Pepperdine University's Vice President for Community Belonging and Chief Diversity Officer provides nine best practices for supporting adult learners in higher education, underscoring the importance of fostering an environment conducive to veteran students' success (Smith, 2011). Incorporating Schlossberg's (1981) adult transition theory alongside Smith's (2011) best practices into the academic strategies of higher education institutions provides a comprehensive approach to understanding and dismantling the invisible barriers that veterans face in the classroom. We are in the initial phase of selecting a suitable methodology for our study. A deliberate literature review will inform our research approach to understanding veterans' diverse experiences. Among other methods, we are considering quantitative ethnography to landscape the perceptions, microaggressions, and transition barriers veterans face to uncover potential pathways for future research on how best to support veterans in their transition into higher education.

Keywords: military veterans, higher education, social justice education, intersectionality, microaggressions, transition

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Championing Diversity & Inclusion Within AI: Three Big Tech Innovation Leaders

Shelbi Chandler

Curtis Isozaki

In the rapidly evolving technology landscape, promoting diversity, belonging, and inclusion is no longer a mere aspiration, but a crucial driver of innovation and success (Pichai, 2002). Across the technology sector, engineered organizations operate intensely amongst challenging markets and competitive products in high demand throughout diverse communities. This paper examines the diverse leadership approaches of three key figures at Google LLC. With Artificial Intelligence (AI) products like Gemini being their top priority (Google AI, 2023). Sundar Pichai (CEO), Prabhakar Raghavan (SVP), and Melonie Parker (Chief Diversity Officer), share a distinct multicultural vision individually, for building a more inclusive tech ecosystem cohesively. Maintaining Diversity, Equity, and Inclusion (DEI) at the forefront of Artificial Intelligence (AI) development is critical to ensure responsible and impactful technology (Gebru et al., 2020). Each key figure leads with a unique diversity approach on the political and environmental spectrum (Levy, 2021). Exploring the ongoing AI diversity biases and intentional efforts made by each leader is paramount, as AI strives to create swift solutions to the world daily (Pichai, 2021). A diverse team of AI developers with a range of perspectives can help identify and mitigate these biases during the design and development process (Wachter et al., 2019). This review of literature suggests, to sustain innovative product inclusivity and equitable user experiences, like-minded tech leaders must align cohesively with integrity, diversity, and inclusion to uphold the trajectory of their products' success. Diverse perspectives, experiences, and backgrounds bring a wealth of knowledge, creativity, and innovation to the table, leading to improved problem-solving, decision-making, and overall organizational effectiveness (Hunt et al., 2018). This comprehensive review suggests that when Google LLC is creating diverse technology products, like Gemini (AI), inclusivity is pivotal when striding to maintain a pulse on the various

communities who purchase and utilize technology product from tech organizations (Gebru et al., 2020), like Google LLC. Sundar Pichai (CEO), Prabhakar Raghavan (SVP), and Melonie Parker (Chief Diversity Officer) are three innovative leaders who house distinctive paradigms that make up the uniqueness of inclusion and belonging through their frontrunner product, Gemini.

Comprehensive reviews of literature in this paper will shed new light on how the leaders behind the veil of Artificial Intelligence (AI), Gemini, align closely on the mission towards inclusivity, belonging, and diversity through the lens of academia, AI, and technology usage.

Keywords: Innovate, Technology, Leadership, Diversity, Artificial Intelligence (AI)

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**Principal Perspectives of Bilingual Education for Asian Languages: One Step Forward,
Two Steps Back Fifty Years after the *Lau* Decision**

Kevin M. Wong

Zhongfeng Tian

Introduction. This study delves into the experiences of three principal champions of Asian language dual language bilingual education (DLBE) programs in California, focusing on Korean, Mandarin, and Cantonese languages. The research is set against the backdrop of the evolving language-in-education policies spanning from the historic Lau decision almost fifty years ago to the ambitious Global California 2030 initiative. Through the lens of DeMatthews and Izquierdo's (2018) social justice leadership framework, we examine how these principals navigate the changing policy landscape, emphasizing their roles in the phases of foregrounding and engaging, planning and implementing, and evaluating and sustaining DLBE programs.

Methods. Employing a grounded theory approach and semi-structured interviews conducted via Zoom in Fall 2023, we explored the principals' advocacy roles, programmatic changes, and future aspirations within their respective Korean, Mandarin, and Cantonese language communities. This method allowed for an in-depth analysis of their experiences, employing the constant comparative method for data analysis, and member checking to uphold the credibility of our thematic findings.

Findings. The findings of this study highlight that the effectiveness and sustainability of DLBE programs are not solely dependent on the overarching language policies but are significantly influenced by the grassroots commitment, collaboration, and resilience demonstrated by principals, teachers, and parent communities. This study reveals that state-level policies often overlook the specific needs and contributions of Asian languages and their communities within

the DLBE ecosystem. Despite these challenges, the principals showcased proactive advocacy in various aspects of educational leadership, including teacher recruitment, curriculum development, and community engagement, which have been pivotal in the growth and sustenance of their programs.

This research not only sheds light on the unique challenges faced by Asian language DLBE programs but also celebrates the unsung heroes—principals who have tirelessly worked to promote bilingual education amidst a complex and often politicized environment. Their stories of advocacy, perseverance, and leadership provide a rich narrative on the evolution of bilingual education for Asian languages in the U.S., offering critical insights into the interplay between policy, leadership, and community engagement in shaping educational outcomes.

Discussion. By focusing on these principal champions, the study contributes to the discourse on bilingual education, offering a nuanced understanding of the dynamics at play in DLBE programs and the pivotal role of leadership in navigating these complexities. This research underscores the need for more nuanced and inclusive policies that recognize and address the specific needs of Asian language communities in bilingual education. As we reflect on the progress and setbacks in bilingual education fifty years after the *Lau* decision, this study provides valuable lessons and insights that can inform future research and practice, ensuring the continued advancement and success of bilingual education for culturally and linguistically diverse students in the United States.

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Investing in HBCUs: Promoting Equity and STEM Education for All

Chanel L. Fort

Historically Black Colleges and Universities (HBCUs) are vital in educating Black students and preparing them for the workplace across various disciplines, including offering degrees and career pathways in science, technology, engineering, and mathematics (STEM). HBCUs commence 24 percent of all bachelor's degrees received by Black students in STEM career pathways in the United States. However, employment in STEM-related occupations among Black HBCU graduates is still limited compared to graduates at counterpart institutions. For example, The National Science Foundation (NSF) reported in 2019 that Black graduates with bachelor's degrees only comprised 7 percent of the STEM workforce. Yet HBCUs educate 10 percent of all Black college students nationwide and are the highest contributors of Black STEM graduates. HBCUs are a dominant sector of higher education institutions for Black students, making up 3 percent of all colleges and universities across the US. Additionally, the United Negro College Fund (UNCF) reports that HBCUs generate an annual economic impact of \$14.8 billion, offering 134,090 jobs for their local and regional economies. Therefore, the nation's perspective on HBCUs is critical in recognizing and appreciating these institutions' value and wealth-building potential for Black students and the broader global economy. This study aims to investigate workforce trajectories among HBCU undergraduates in STEM careers. It seeks to better understand how to bridge the racial gap in the STEM workforce while suggesting a narrative shift about HBCUs to recognize them as valuable institutions for improving diversity in the STEM workforce. The study will use quantitative meta-analysis to gain in-depth knowledge about the factors that affect students' participation in STEM careers upon graduating from an HBCU. The analysis will determine the average effect size and commonalities in the study's recommendations and conclusions. The study's purpose is to inform higher education leaders and decision-makers about the best ways to enhance the STEM workforce and thus bridge the

STEM racial gaps while raising awareness about HBCUs and finding ways to support them better.

Brief Summary: The study objectives were to investigate career placement trajectories in STEM careers for HBCU graduates to more closely understand the placement inequities and the actions needed to close the inequity gaps and improve diversity in the STEM workforce. The study also sought to illuminate the HBCU narrative issues by recognizing how under-investments affect industry perspectives about HBCUs and calls on industry leaders to consider significant investments that will improve learners' career outlooks and upward opportunities in STEM careers. The research conducted is a quantitative meta-analysis. A systematic review was conducted to narrow the sources, and the analysis was planned to proceed by averaging the effect sizes from all study findings and making additional comparisons of study recommendations and conclusions.

The study findings were inconclusive in determining the impacts of HBCU investments on STEM career placements for undergraduate degree completers. Of the 692 records identified, zero met the inclusion criteria. However, while completing the systematic review, the researcher noted similarities in the research data, which illustrated that graduates of HBCUs earn less than their non-HBCU counterparts. The researcher also noted similarities in the literature on the probable reasons for lower HBCU graduate participation in STEM. These reasons included students' change in attitudes toward STEM careers, the need for innovative teaching practices in STEM career pathways at HBCUs, opportunities for advanced STEM programs at HBCUs; and at non-HBCUs, Black students reported having racialized experiences in STEM career pathways that affected their participation and persistence in their program. The *Journal of Negro Education* and the *Journal of African American Studies* provided the most records for the meta-analysis. The study concludes with recommendations for future studies.

Keywords: education, underinvestment, career pathways, inequities, social mobility, racial gaps

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**The impact, social support and community based programs have on the reduction of
Recidivism**

Lysa Lynnette Liggins

For the average American with a high school diploma, a job can reasonably be found. However, formerly incarcerated individuals, this is not the case. Although many who have been released from prison held a job prior to being incarcerated, upon release, employment is not easily attainable. Stable employment for formerly incarcerated is necessary for the same reasons as everyone else: support for themselves and their loved ones, to pursue life goals, and to strengthen their communities (Couloute & Kopf, 2018). Although employment programs are offered '*inside*' once released, although there is a desire to work, these individuals face structural barriers to securing jobs which perpetuates a counterproductive system of poverty and the propensity to reoffend.

African-Americans face the greatest stigma post incarceration and the greatest isolation from opportunities of employment which suggests that not only are these individuals marginalized but reentry into society is racialized. There is a need to understand the lived experiences of formerly incarcerated African Americans with regards to career attainment. Although reentry to society is common, success upon reentry is not. Effective participation in reentry programs that are dedicated to addressing the socio-educational challenges, lack of vocation, and job skills job skills training specifically for African American men endeavoring to re-adjust in their respective communities is crucial. This could result in an overall decrease of recidivism.

Problem Statement: Formerly incarcerated individuals are often released from prison without adequate resources and unemployment is at its highest within the first two years of release. The lack of workforce skills presents a challenge in securing permanent employment and the

likelihood of these individuals returning to criminal activity is high. This means social support post-release is critical to help incarcerated people successfully integrate back into society (Couloute & Kopf, 2018). Therefore, there is need to provide social support by way of community-based programs to recently released parolees. This could lessen their chances of reoffending and ultimately reduce the rate of recidivism in the state of California.

There are known gaps in research surrounding social support for formerly incarcerated and little is known about the overall effects of social support by way of community-based programs; specifically for African-American and Latino males. Consequently, there is an opportunity to study African-American and Latino males in the state of California who have participated in a community-based program and discover how the support of the program impacted their career and overall success post release.

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Exploring View of Aging Among Older Adults: Implications for Clinical Practice in the Context of the COVID-19 Pandemic

Lanna Pathman

Susan R. Hall

According to the World Health Organization (WHO, 2022), the proportion of the world's population aged 60 and over will almost double from 12% to 22% between 2015 and 2050. Clinicians wishing to create inclusive environments need to be aware of how age is a salient aspect of identity that may be marginalized and stigmatized in certain sociocultural contexts. The onset of the COVID-19 pandemic in 2020 presented an unexpected stressor that impacted older adults' way of life. Given that the pandemic posed significant physical and mental health risks to older adults, factors influencing physical and psychological well-being of older adults in the context of the COVID-19 pandemic should be elucidated to promote effective clinical care. View of aging (VoA) plays a crucial role in shaping health, well-being, and lifespan during the aging process. VoA can be defined as the way an individual conceptualizes one's own age and aging (subjective aging), as well as views of older people, old age, and aging generally (Klusmann et al., 2020). Within the recent context of the COVID-19 pandemic, however, the impact of subjective aging on psychological well-being among older adults is unclear. To fill this gap, the objective of this study was to conduct a review of the current body of literature examining VoA and its impacts on psychological well-being within the context of older adulthood and the COVID-19 pandemic. Specifically, the authors of this proposed poster intend to present a clinician-friendly model for conceptualizing views on aging for this population.

The authors found that while age itself can be considered a construct of time and biology, aging is a culturally contextualized experience (Iwasaki et al., 2009). Both the meaning of aging and the experience of aging are shaped by one's culture and how that culture is situated within the

context of the society in which one lives (Iwasaki et al., 2009). Additionally, changes in subjective age can be understood in the context of age markers, precipitated by historical, normative developmental, or stressful life events (Wurm et al., 2017). In this way, the unique cultural context of the COVID-19 pandemic shaped older adults and their experiences of aging. In the context of the pandemic, older adults with more positive views of their own aging seemed to demonstrate greater resiliency to loneliness and distress (Losada-Baltar et al., 2021).

Similarly, in the general population, individuals who tend to have a more positive view of aging have been found to have better physical and cognitive health and to report less depression (Schwartz et al., 2021). A younger view of one's age has also been found to be associated with important developmental outcomes, such as greater well-being and quality of life (Wettstein & Wahl, 2021).

Based on this study's findings, the authors determined that VoA is multidimensional and multidirectional. This poster presents a model that researchers and practitioners can use that encompasses how VOA can be conceptualized as potential-oriented, deficit-oriented, stable, and variable. This model can inform inclusive and culturally sensitive clinical practice for older adults across the globe.

Keywords: older adults, COVID-19 pandemic, psychological well-being, view of aging (VoA), subjective aging.

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DEIB Initiatives Improve Retention Rates?

Jennifer Banegas

Lizeth Sandoval

There has been an increase in opinions of how diversity, equity, inclusion, and belonging (DEIB) impacts students recruitment and retention at numerous educational institutions. The Obama presidential administration took an innovative approach to advancing DEIB. During this initiative, the U.S. Department of Education (2016) carried out a study to look for trends in the academic performance of students of color in higher education when compared to their white counterparts. This study revealed differences in higher education among individuals of color, particularly in minority groups such as African Americans and Hispanics, from the time of application to program completion. It also demonstrated specifically that Hispanic students have a lower completion rate than their white peers. Further, according to the Pew Research Center (2020), 7% of Hispanics held a graduate degree in 2021, which is only a 3% rise from the 2000s. The objective of this research proposal asks the question of how do diversity, equity, inclusion, and belonging initiatives impact Hispanic graduate student retention rates? It explores research conducted in advancing the understanding of DEIB programs and its relationship between faculty and graduate students. This is important to note because a discrepancy exists across university communities concerning retention of minority faculty members, as well as graduate students, owing to the cultural mismatch between the Hispanic community and the academic environment (Bitar, Montague, and Llano (2022). Additionally, this proposal focuses on two pertinent areas, including exploring faculty relationships with Hispanic students and the importance of diverse representation, as well as building a sense of belonging for Hispanic graduate students.

As a way to evaluate DEIB actions and their impact on Hispanic graduate student retention rates, this study suggests carrying out a mixed methods study consisting of data collecting and interviews with Hispanic graduate students as well as a survey of Hispanic faculty. Conclusively, expected outcomes include identifying barriers faced by graduate students in higher education, understanding DEIB initiatives and their impact on Hispanic graduation rates, and gaining insight into the relationships between Hispanic graduate students and faculty.

Keywords: DEIB, graduate students, Hispanics, faculty, diversity, belonging, barriers, inclusivity

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Success Factors And Challenges Faced By First And Second-Year Undergraduate Female Students In Computer Science-Related Majors

Navarro, Oscar

There is a significant gap in the number of women who go into college as computer science majors and decide to pursue the field in the workforce. There are challenges present for female students since the start of their education that their male counterparts do not face, which ultimately contributes to this gender gap. Such challenges include a lack of mentorship, a feeling of not belonging, and a dearth of resources to engage students in computer science. Research and studies that explore the first two years of college for female students who are majoring in computer science or computer science-related subjects are lacking. By studying this population, there are implications for both retention and success for these students who have already decided on such a major that they can parlay into a career in the workforce. This phenomenological study using qualitative methods aims to inform best practices as identified by first and second-year female college students in computer science-related majors. 15 participants were selected who met such criteria and were interviewed based on research questions addressing their measures of success, challenges, and strategies to inform best practices that could have implications for K-12 classrooms as well as third-year and beyond college students majoring in computer science to address the gender gap in the field.

Keywords: computer science, gender gap, university, college, STEM

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**The Success Strategies of The Iranian-American Women Who Initially Received Their
Primary And/Or Secondary Education In The Post-Revolution Iranian Education System
In Attaining Higher Education Degrees In The United States**

Niloufar Mirhashemi

The driving theme for this research was cultural discontinuity as experienced in American academic institutions. Cultural discontinuity is understood as a way in which the cultural practices and values of students' home culture affect the academic achievements of the students usually, resulting in low academic accomplishments. This phenomenon can be triggered by the existing disparities and gaps in the educational and cultural structures of society. This research investigated the encounters, challenges, and perspectives of women born in Iran who initially received their primary and/or secondary education in the post-revolution Iranian education system and later obtained college degrees in America. The study examined the approaches that women, in the study, employed in completing university programs in the American college system. The research indicated measures for educational success in the eyes of the study's population and their advice for future students pursuing a college education. Additionally, the investigator highlights the historical, cultural, environmental, and societal factors contributing to the academic achievements of Iranian American women. This aspect sheds light on the experiences various minority groups encounter in their academic journey adapting to the American mainstream culture. The study had a qualitative phenomenological approach, selecting 15 candidates by purposive sampling and interviewing them using a partially structured interview style. The interview questions added up to 10 inquiring and exploring the purpose statement. The study's findings will be instrumental to the research on culture and inclusivity as they provide a discontinuity evaluation model for all educational institutions to use in order to conquer the challenges experienced during this process. The discontinuity evaluation model first illustrates the two versions of discontinuity including cultural

and linguistic, and then introduces the contributing factors that play a role in developing such discontinuities. Additionally, the model presents a framework for training in managing discontinuities to build cultural fluency within educational settings. College institutions can use this model and training to assist educators become culturally aware of their students' experiences and use this information to design appropriate instructional material that meets the needs of their diverse students.

Keywords: American universities, Iranian women, cultural discontinuity, linguistic discontinuity.

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Perceptions Of Barriers To College Completion: A Closer Look At Students With Special Needs During Their First Year Of College

James Roshone Evans

People with special needs face numerous difficulties, impacting their lifespan development, social mobility, and capacity to achieve personal and professional objectives. Inclusive public education remains the most suitable option for enabling this underrepresented group to have equal opportunities with neurotypical individuals (Fletcher-Watson et al., 2021). Even with ongoing efforts to improve post-secondary education outcomes, students with disabilities (SWDs) remain less likely to graduate from college. This paper assesses the perceptions of barriers to higher learning degree completion among SWDs. The focus is on understanding the lived experiences and perspectives regarding obstacles they face during their initial college year. Since perceptions of barriers are interchangeable experiences in secondary school, understanding them will be easier. However, in college, students are more independent and have different expectations. Therefore, gaining insight into the experiences, perceptions, and barriers faced in planning is vital to providing SWDs with the necessary support. Another tenet of this study is to identify effective strategies to facilitate SWD's college completion. Such methods include providing more social support via educational resources, creating more inclusive learning environments, and providing pathways to more accessible technology. Support in secondary schools may facilitate a significant part of SWDs' academic success in college.

Objectives: Provide an overview of the SWDs' perceptions and encounters while informing administrators, teachers, staff, and the community of a better understanding of their involvement in higher education. The themes derived from the coded interviews will be used to establish

feasible recommendations to promote effective strategies to support future SWDs in California, enhancing education outcomes and social mobility among this marginalized group.

Methodology: This study will use a qualitative research methodology to gain insights into the experiences and perceived barriers to college completion among SWDs in their first year.

Qualitative research is characterized by textual data in surveys, interviews, observations, and ethnographies (Creswell, 2016).

Findings : Some SWDs face challenges in post-secondary education due to grade inflation in high schools (Sublett & Chang, 2019). SWDs struggle in the classroom environment (Shelton & Register, 2023).

Once entering college or university, SWDs stopped receiving the accommodations and modifications in the classroom environment and the curriculum they were used to receiving in high school (Thompson-Ebanks & Jarman, 2017).

Implications: Grade inflation in high schools leads to difficulties in college education and an increased time to completion (Sublett & Chang, 2019). Struggling increases the risk of leaving college early, emphasizing the importance of entry grades and performance throughout the course (Shelton & Register, 2023). Learning in colleges and universities is difficult for SWDs (Thompson-Ebanks & Jarman, 2017).

Keywords: College completion, Students with Special Needs (SWDs), Post-secondary education, Higher learning institutions, Americans with Disabilities Act, Individualized transition plans (ITP).

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Women in Federal Government: A Study of the Challenges Faced by Women from Underrepresented Groups in Leadership

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Three reports published by the U.S. Equal Employment Opportunity Commission in 2023 show that women of three groups – American Indian and Alaskan Native (AIAN), African American, and Hispanic and Latina – continue to be disproportionately underrepresented in leadership roles within the federal government as managers, executives, and supervisors. Although recent research has acknowledged that having diverse women in leadership roles strengthens and promotes an inclusive workplace, there is still a lack of coverage in the literature regarding women from these three groups and the factors contributing to the low representation in the federal government. The U.S. Equal Employment Opportunity Commission (2023) reports further emphasized this representational deficiency by revealing that while AIAN women comprise 0.8% of the federal workforce, only 0.4% of them hold executive positions. The other two reports demonstrated that while African American women made up 11.7% of the federal workforce, only 7.3% of them hold executive positions, as well as, Hispanic and Latina women made up 4.5% of the federal workforce, only 1.9% of them hold executive positions.

This study aims to understand the barriers women of these three groups have faced and overcame when applying for and holding leadership positions in the federal government. The proposed research methodology will be a mixed-methods approach to gather data from semi-structured interviews and surveys of women in these three groups that have faced challenges when applying for, denied, or resigned from leadership positions in the federal government. This mixed method approach will also conduct semi-structured interviews and surveys of individuals

who hold hiring positions within federal agencies. In conclusion, the findings from this study will identify obstacles encountered by the women of the three groups and provide federal agencies with information to increase the representation of these women seeking and retaining leadership employment within the federal government. Accordingly, the findings from this study will also serve as actionable guidelines for hiring officials to increase the representation of women from AIAN, African American, and Hispanic and Latina groups in the federal government, increase awareness of the benefits of an inclusive workplace, and for these women to establish and build sustainable leadership careers therein.

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Adolescent identity as a complex adaptive system: Implications for informal pre-college

STEM education

Eric Hamilton

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Shortages in the number and diversity of tertiary students who opt into STEM-ready concentrations and who plan to enter STEM fields have economically, socially, and morally damaged the US and its ability to enable its citizenry to build a prosperous and fair society. The US National Science Foundation (NSF) holds the primary responsibility among federal agencies in the United States for building a robust and capable workforce in so-called STEM (science, technology, engineering, and mathematics) fields (Matthews, 2000). NSF has launched many pre-college and tertiary efforts to address these shortages (National Academies of Sciences & Medicine, 2016). It has done so in part through programs to enhance the preparation and interest of pre-college students to enable their capacity and motivation to pursue STEM fields. These are and have been partly situated as interventions in informal contexts, including after school, weekend, and other out-of-school settings.

This paper reports on two such GSEP-based education research projects funded by NSF. One objective of this research is to explore and operationalize adolescent identity formation as a powerful lens in designing interventions to address deficiencies in pre-college STEM interest - and subsequent participation in tertiary STEM education and entry into STEM-rich professions. The underlying research applies tools of quantitative ethnography. This paper though, primarily relies on synthesis of theoretical frameworks with supporting data. It proposes the viability of complex adaptive systems (CAS) theory to facilitate identity development understandings and

then applying CAS to three theoretical frameworks especially pertinent to identity development – Social Cognitive Career Theory (Lent et al., 2002), Self-Determination Theory (Reeve, 2002), and Interest-Driven Creator Theory (Chan et al., 2018; Roschelle & Burke, 2019). Indeed, emphasis on helping adolescents navigate the task of identity development in a healthy and integrated manner is essential to creating successful STEM intervention experiences (Anderson & Bachnak, 2019; Olszewski-Kubilius, 2023). What might be involved in explicit grounding of informal STEM intervention design in factors that include adolescent identity formation (and related variables that reflect socio-emotional learning (SEL) (Reeve, 2002)).

This paper addresses the intersection of learning science and adolescent identity theory as they pertain to informal STEM interventions, with guidance on future designs of such interventions. While primarily theoretical in advocating the tools of complex adaptive thinking, the paper illustrates constructs with pertinent subject interviews from two GSEP projects. One is a retrospective impact study of currently middle-aged professionals who participated in the 1990s era Young Scholars Program for middle and high school students (Hamilton, 2021). A quarter-century later, how do they reflect on the ways that participation in projects shaped eventual career pathways? The second NSF-funded project, called “Asset-Based Learning Environments (ABLE)”, emphasizes Global South – Global North collaboration and entails project-based learning activities by which teenagers from five different countries collaborate over virtual spaces (Hamilton et al., 2022). Both the YSP and ABLE studies lend themselves richly to how identity formation affects personal life pathways around career choices, whether directly in STEM fields or in the limitless other choices that are affected by STEM literacy.

Keywords: global collaboration, adolescent identity formation, complex systems, STEM workforce. mathematics education, science education, socio-emotional learning

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**Theory and Design Principles for Building Self-maintaining Literacies in AI: the case of
GSEP's Jobs and Technology Futuring Course**

Eric Hamilton

Pepperdine's Graduate School of Education and Psychology (GSEP) faces challenges similar to peers nationally in devising future-ready ways to interpret and manage artificial intelligence (AI) in its curriculum and in its operations. This theoretical paper explores aspects of this challenge through the prism of "model-elicitation" themes in learning sciences research and in the broader AI in education community. It reflects the applicability of those themes to GSEP curriculum, viewing the specific case of its course of jobs and technology futuring (EDD702) and in GSEP-based global collaboration research with precollege students.

While AI has become ubiquitous in virtually every aspect of technology-facilitated human endeavor, the advent of generative chat bots through large-language models (LLMs) represents one of the most visibly disruptive advances in contemporary society (Cain, 2024; Sarkar et al., 2024). Coupled with dramatic advances in other areas (e.g., robotics or self-driving cars) and growing awareness of the pervasive role of AI-based algorithms in shaping day-to-day living, public awareness and speculations about the future of AI and of human society more generally have accelerated dramatically. These factors contribute to a compelling rationale for sound design of AI literacy programs. Surveys of current design practices for building AI literacies appear in the paper, providing a backdrop for challenging a fundamental orientation and expectation of those efforts – design practices that seem guaranteed to replicate some of the worst of instructional design practices in traditional K-16 education. In particular, for all of the rhetoric in education and learning science research about learner-centered curriculum to undo poor instructional design of the past, there remains immense negative gravitational pull to minimize the role of the learner in the process across all educational sectors (Dole et al., 2016).

The paper describes these practices, contrasting them with the theoretical and empirical progress of two parallel research communities, involving open-learner modeling (OLM) in AI in education (e.g., Bull et al., 2016; Bull & Kay, 2010), and in modeling in mathematics education problem-solving research, especially through the use of model-eliciting activities, or MEAs (Lesh & English, 2005; Sevinc & Lesh, 2018). Both fields stress conceptual models in different but overlapping ways that bear on AI literacy considerations.

The core shift is that rather than organizing a body of knowledge that instructors should know and the students should learn, a modeling approach assumes that learners already possess sophisticated conceptual models whose structure is critical to leverage at those outset of a course. This orientation shift has consequences that reverberate throughout the curriculum. Externalizing existing conceptual systems involves representational translations that reshape the entire trajectory of what it means to learn or to know.

The paper outlines how aspects of aspects of OLM and MEAs have been piloted in the design of GSEP's EDD702 course. The paper will review student responses to them. Developing a formal research program in AI literacy may serve GSEP and its programs in future course design and in benefitting the large national AI quest.

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Empowering Tomorrow's Mental Health Practitioners: Dismantling Power Imbalances and Fostering Student Well-being in Mental Health Training Programs

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Summary: This presentation focuses on innovative approaches to training mental health practitioners, emphasizing the dismantling of power imbalances and the promotion of student well-being within practicum training sites. Grounded in participatory action research principles, we collaboratively engage stakeholders in the development and evaluation of strategies for enhancing mental health training experiences.

Methodology: Our training site adopted a participatory action research (PAR) approach, involving active collaboration between researchers, students, faculty, and community partners throughout the non-profit development process. Grounded theory techniques will be utilized to analyze qualitative data gathered from focus groups, interviews, and participant observations. This methodology allows for the co-creation of knowledge, empowering participants to identify and address issues pertinent to mental health training.

Findings: Through participatory action research, we anticipate generating insights into the complex dynamics of power within mental health practicum experience and their impact on student well-being. Findings will inform the development of actionable strategies for fostering inclusive learning environments, reducing burnout, and promoting the holistic development of future mental health practitioners.

Implications: This research holds significant implications for the design and implementation of mental health training programs within academia. By actively involving stakeholders in the research process, we can co-create solutions that address power imbalances, enhance student well-being, and improve the effectiveness of mental health education. Ultimately, this collaborative approach has the potential to transform the training landscape and empower students to become resilient and compassionate mental health professionals.

Learning objectives:

1. Understand the principles and methodologies of participatory action research (PAR) and how they can be applied to mental health business practice development, including the collaborative involvement of stakeholders in research design, data collection, and implementation.
2. Explore the dynamics of power imbalances within mental health training programs and their impact on student well-being and professional development, using grounded theory techniques to analyze qualitative data collected through PAR.

Keywords: Mental Health Practitioners, Student Well-being, Power Imbalances, Burnout Prevention, Clinical Training Programs

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Acknowledgments

We sincerely thank the people who made this event possible:

Dr. Farzin Madjidi

Dr. Robert deMayo

Dr. Anthony Collatos

The Danhaki Family Foundation

The Office of the Provost

The Office of the Vice Provost

H.E. Mr. Salim Baddoura

Dr. Conrad Hughes

The Chateau d'Hautville Team

Marc Goodman

Mireille Roqigny

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The Virtual Initiatives Team:

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Xiadani Mendoza

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