

30 March, 2023

Shaping the Future:
Key Themes in Higher Education



www.pdgia.ca

Organized by: PDGIA



About PDGIA

PDGIA is a broad-based group of long-standing private universities and colleges offering degree programs in BC. Some offer doctoral, master's, bachelor's and associate degrees spanning 2 to 4 years and all in a wide array of program areas and specializations in arts, communications, business, education, counselling, technology, sciences, animation and films, and many others.

- There are 21 eligible member institutions, of which 13 are actively involved in the Association. Our members provide access to high-quality post-secondary education for some populations that may be under served with smaller classes and more individual attention than may otherwise be the case at larger schools. Class sizes range from 7 to 10 students and in some cases 30 to 40.
- Many of the institutions act as feeder schools to the public sector through formal or informal university transfer programs or articulation agreements, where they benefit from motivated and academically prepared students.
- PDGIA seeks to work with the government to align with the focus and priorities that we know are there while expanding our program offerings, improving access to students, and broadening relationships with others in the sector to the benefit of all players. This conference is an excellent first step in that direction.

About the PDGIA 2023 Conference

Welcome to the PDGIA Conference – 2023

We're thrilled to join with you in exploring the future of higher education in the post-COVID era! Together, we can navigate the unprecedented changes that have occurred and pave the way for new developments across the sector. Whether you're an academic, student, educational administrator, professional, or industry stakeholder, we are delighted to have you join us in shaping the future of higher education. Our conference theme, "Shaping the Future: Key Themes in Higher Education," invites us to dive deep into topics such as curriculum development, leadership and governance, partnerships, social justice, and teaching and learning. We received numerous innovative submissions, and we can't wait to hear your ideas and perspectives. Today promises to be an exciting event full of stimulating discussions and opportunities to make a difference in the future of higher education!

Keynote Speaker



Dr. Candy Ho

Assistant Professor, Integrative Career and Capstone Learning,
University of the Fraser Valley
University Lead, Sustainable Development Goals, Kwantlen
Polytechnic University

Dr. Candy Ho is an international award-winning career development educator and scholar whose expertise is recognized globally through keynotes, consulting, and other engagements. She has been featured in BNN Bloomberg, The Globe and Mail, Financial Post, Canadian Business, and CTV News. She is the inaugural Assistant Professor, Integrative

Career and Capstone Learning at the University of the Fraser Valley. In this unique capacity, she teaches courses that help students consider their educational and life experiences and how these experiences can enable them achieve their aspirations, ultimately helping them design the life they want to live. She also holds teaching positions in Kwantlen Polytechnic University's Educational Studies department and in Douglas College's Career Development Practitioner Program. Finally, she currently serves as Chair of CERIC, a Canadian charitable organization that advances education and research in career counselling and career development, in order to increase the economic and social well-being of Canadians.

Developing Critical Thinkers in the Age of Automation: The Case for Private Institutions

In an era where remote learning and working have become norms, artificial intelligence (AI) is presenting concerns around academic integrity and work automation across all sectors like never before, and the higher education landscape across the world is becoming increasingly saturated, the role of critical thinking for both administrators and students has never been more in-demand. Through the lens of the United Nations Sustainable Development Goals (UNSDGs), this keynote session will delve into how private institutions can enhance their reputation and carve out a meaningful place in the higher education landscape through considering systemic change. In addition, the session will highlight how we can incorporate critical thinking into our curriculum and teaching methodologies to help students develop the necessary skills to succeed in the ever-changing 21st century workforce whereby they augment and add-value to automation. By the end of the session, participants will have a greater understanding of the importance of critical thinking in the 21st century and how private colleges can leverage it to make a meaningful impact within their institutions and their respective communities.

2023 PDGIA Conference Agenda

Track 1	Room 215/217
Track 2	Room 222
Track 3	Room 223

Thursday, March 30, 2023

8:00 am - 8:50 am	Participants Arrival / Check-in		
8:50 am - 9:00 am	Welcome Address with a Territorial Acknowledgement Room 215/217		
9:00 am - 10:00 am	Keynote - Developing Critical Thinkers in the Age of Automation: The Case for Private Institutions Dr. Candy Ho Faculty, Educational Studies, Kwantlen Polytechnic University Faculty, Career Development Practitioner Program, Douglas College		
10:05 am - 10:40 am	Faculty Burn-out in the Private Business of Higher Education <i>Michele Vincenti and Khatereh Pourasadollahi, University Canada West</i> <i>Steve Roe - Moderator</i>	Bio-psychological Analysis of Procrastination Among Post-Secondary Students: A Scoping Review <i>Aman Kang and Jasreen Grewal, Yorkville University</i> <i>Jason Mirzaei - Moderator</i>	Actions that Can Be Taken to Measure and Assess the Effectiveness of an Organizational Learning and Development Plan <i>Hala Fendi, University Canada West</i> <i>Amir Jourabchi - Moderator</i>
10:40 am - 11:00 am	Morning Coffee Break		
11:00 am - 11:35 am	Teaching the Landscape of Terror: How to Prepare Students for Disturbing Texts <i>Alexandra Pett, University Canada West</i> <i>Steve Roe - Moderator</i>	Creating a Translingual and Transcultural Class: A Reflexive Investigation <i>Nagmeh Babae, Yorkville University</i> <i>Jason Mirzaei - Moderator</i>	The Benefits of Open Education for Private Degree Granting Institutions <i>Joe Munsterman, Alexander College</i> <i>Amir Jourabchi - Moderator</i>
11:35 am - 12:10 pm	Transnational Lifelong Learning: Seeing Cultural Diversity as an Asset for Learning <i>Jame Batara, Alexander College</i> <i>Amir Jourabchi - Moderator</i>	Chat GPT: A Case Study <i>Ming Wang, University Canada West</i> <i>Jason Mirzaei - Moderator</i>	Effects of Using Live Case Studies in a Graduate Business Course <i>Mokhtar Tabari, Seyed-Reza Hosseinifar, Gelareh Farhadian - University Canada West</i> <i>Thomas Gomes - Moderator</i>
12:10 am - 1:00 pm	Catered Lunch and Networking		
1:00 pm - 1:35 pm	Faculty Perceptions of Case Teaching and	Perceptions of Artificial Intelligence in the	A Relational Framework for Work-Life Dynamics

	Learning Environments to Foster Student Creativity <i>Ray Rahimi, Acsenda School of Management</i> <i>Amir Jourabchi - Moderator</i>	Accounting Industry of British Columbia <i>Sana Ramzan, University Canada West</i> <i>Jason Mirzaei - Moderator</i>	during the Covid-19 Pandemic <i>Rafia Faiz & Jason Walker - University Canada West</i> <i>Steve Roe - Moderator</i>
1:35 p.m. - 2:10 p.m.	Chat GPT: A Case Study <i>Ming Wang, University Canada West</i> <i>Jason Mirzaei - Moderator</i>	Trauma-Informed Practices in Post-secondary Education and the Psychosocial Impact of Mindfulness in the Classroom <i>Melanie Ruffie, Alexander College</i> <i>Steve Roe - Moderator</i>	Exploring the Non-Economic Impacts of Tourism and Hospitality on the Health and Well-Being of Residents <i>Michael Lever and Students - Fairleigh Dickinson University</i> <i>Thomas Gomes - Moderator</i>
2:10 p.m. - 2:30 p.m.	Afternoon Coffee Break		
2:30 p.m. - 3:05 p.m.	Building The Future Together: Decolonizing and indigenizing higher education <i>Jalissa Schmidt, City University Canada</i> <i>Steve Roe - Moderator</i>	Reflections on the War and Memory Conference at Alexander College <i>Chris Hyland & Sebastian Huebel, Alexander College</i> <i>Jason Mirzaei - Moderator</i>	An Instructor's Innovative Techniques in Reducing the Impact of COVID-19 on International Students <i>Amit Kohli, Gelareh Farhadian, Seyed-Reza Hosseinifar, University Canada West</i> <i>Amir Jourabchi - Moderator</i>
3:05 p.m. - 3:45 p.m.	TED-style Insights and Panel on Significant Learning Room 215/217		
3:45 p.m. - 4:15 p.m.	Closing Ceremony		
4:15 p.m. - 6:00 p.m.	Networking at The Fairmont		

ABSTRACT BOOK

Faculty Burn-out in the Private Business of Higher Education

Michele Vincenti & Khatereh Pourasadollahi

University Canada West

(10:05AM, Track 1)

Abstract

The COVID-19 pandemic brought about rapid and systemic changes. Consequently, job security and employees' ability to adapt to change posed new challenges. Studies have shown that the rate of change puts tremendous pressure on organizations, especially on educational institutions, which causes additional pressure on faculty members. Due to the increase in competition between private and public universities, job burnout has been observed mainly in private universities. Working as a faculty member is burdensome due to consecutive mentally demanding activities such as teaching, marking assignments, and planning lessons. Past literature demonstrates how a lack of physical support and resources, and seclusion and stress during the pandemic can prevent the proper performance of faculty members. Therefore, we academics must address the issue of faculty burnout during and after the pandemic to alleviate adverse effects on the academic community. This study presents the consequences of burnout among faculty members. Data will be collected through structured interviews with faculty members of Canadian private universities who have experienced burnout. The Maslach questionnaire was used to identify these people; however, due to faculty members' lack of interest in talking about burnout and the low participation rate, the research will continue without using this questionnaire and through a random selection of members and interviews with them. The data will then be analyzed through a phenomenological approach. Building on previous studies, Employees who work in stressful jobs are more likely to display higher levels of burnout. Understanding how burnout affects faculty in a private Canadian university might minimize the issue.

Keywords: *business faculty burnout, private higher education, post-Covid, work and life balance, Canada*

Bio-Psychological Analysis of Procrastination Among Post-Secondary Students: A Scoping Review.

Amanpreet Kang & Jasreen Grewal Kang

Yorkville University

(10:05AM, Track 2)

Abstract

Procrastination is widely prevalent, with most people being chronic procrastinators, including professionals in workplaces where they must meet deadlines. Procrastination is a complex phenomenon which results when people “voluntarily delay necessary and important tasks, despite

potential negative consequences.” A majority of the existing studies focus on factors influencing procrastination but suggested antecedents are not examined holistically. A clear gap exists in terms of our understanding of the bio-psycho-social factors influencing procrastination. The objective of this scoping review is to identify the bio-psycho-social factors influencing procrastination. This research would be helpful for counsellors whose clients can benefit by knowing that procrastination is common and one can find relevant solutions and interventions. Future researchers can consider creating a scale which captures the various antecedents of procrastination – including biological, personal, and situational influences. The dimensional nature of procrastination as well as various types of procrastinators can also be determined. Once we know enough about the dimensions and factors contributing to procrastination, it would be important to examine its impact on individual productivity and performance.

Keywords: *Procrastination, Bio-Psycho-Social, Antecedents, Post-Secondary Students*

Actions that Can Be Taken to Measure and Assess the Effectiveness of an Organizational Learning and Development Plan

Hala Fendi
University Canada West

(10:05AM, Track 3)

Abstract

This theoretical paper on change management addresses actions that can be taken to measure and assess the effectiveness of an organizational learning and development plan, including consideration of readiness, significant challenges, and lessons learned. All actions and metrics should contribute to planning the project goals, starting with the readiness strategy and how to ensure a smooth transition during change. Major actions that can be taken to assess readiness involve monitoring faculty engagement and performance. Aspects of readiness include considerations such as the organization’s cultural readiness for change, commitment to change, and capacity for change. Meanwhile, significant challenges may be addressed by asking for participants’ feedback. Indeed, seeking participant feedback is one of the most effective strategies available. Significant challenges may also be addressed through effective, concise communication that constantly flows. In considering lessons learned, it is important to focus on successes and failures with key internal and external stakeholders and to include suggestions to improve future performance. Throughout the course of the project, continuing efforts should be made to record lessons learned and to learn from what worked and what didn’t. In summary, change management can be handled most effectively when we plan and prepare our team appropriately.

Keywords: *Learning and Development Plan, Performance Improvements, Cultural Readiness, Commitment Readiness, Capacity Readiness, Change Management*

Teaching the Landscape of Terror: How to Prepare Students for Disturbing Texts

Alexandra Pett
University Canada West

(11:00AM, Track 1)

Abstract

In the context of international armed conflict and human rights infringements, students are increasingly faced with violence in media and written text. Is it beneficial to view violence in film or to read about it in fiction, or does the vicarious experience of violence lead to aggressive behavior in the responders? Drama theory suggests the cleansing impact of violence and heroism on stage (catharsis), whereas communication scholars today point to the negative perspective. To date, there is extensive research on the impact of violence on television on both children and adults, but less is available on violence and the post-COVID world, especially on the war scenes from Ukraine and how students understand trauma when they are often within a landscape of terror. In the past, students in a literature class might find themselves viewing Art Spiegelman's graphic two volume novel, *Maus*, but that horrific depiction of the Holocaust in cartoons is not permitted in some American schools today. Although many educators continue to think that reading or viewing stories distracts students from dealing with their real-life experiences, the opposite is likely true. Stories allow us to confront situations in a controlled environment that would otherwise be unapproachable. Within stories are moral lessons that can shape students' experience. The purpose of this research is to explore strategies that would help students deal with responses, both emotional and analytic, to the mediated and written versions of traumatic events. Text-based analysis will focus on intergenerational trauma in Michelle Good's prize-winning novel (2020) *Five Little Indians*. Preliminary interviews with students indicate fears around social media, dark aspects of the web, and ugly human/animal/machine representations.

Keywords: *Trauma Across Generations, Graphic Novels, Residential Schools and Survival, Catharsis, Artificial Intelligence, Student Fears*

Creating a Translingual and Transcultural Class: A Reflexive Investigation

Nagmeh Babae
Yorkville University

(11:00AM, Track 2)

Abstract

This qualitative case study, informed by transcultural and translingual approaches to education, will demonstrate how the researcher/instructor creates a space where the English as an Additional Language (EAL) students and herself engage in co-constructing new knowledge. The educational

materials and course outline, teaching techniques, and the instructor's reflective notes, which had been collected in an undergraduate writing course in 2020, were revisited and coded to identify how the instructor creates a transcultural and translingual learning space. These strategies include (1) encouraging the students to share examples of formal and informal words and grammatical structures in their first language before they learn English formal writing and (2) taking notes in their first language, (3) giving examples of informal and formal words from the instructor's first language; and (4) having the students critique each other's paper. Employing these strategies assists the students to develop metalinguistic awareness about communication styles in various languages and removes the instructor from the center of the teaching stage. This balances power relationships between the students and her, acknowledges the students' bilingual and bicultural competence, and utilizes it in constructing new knowledge. This research implies that a transcultural and translingual space can be created in the larger English as a Medium of Instruction context, where the students and instructor co-construct knowledge in an inclusive environment and the boundaries among English and the languages and cultures represented in class are blurred. Finally, suggestions for instructors to create this space will be offered.

Keywords: *Translingualism, Transculturalsim, Academic Writing, Reflexive Research*

The Benefits of Open Education for Private Degree Granting Institutions

Joe P. Munsterman
Alexander College

(11:00AM, Track 3)

Abstract

This presentation will first cover what open education (OE) is via an introduction to the topic and the necessity of incorporating it into their schools/classrooms to fully achieve their diversity, equity, and student success goals. In addition, it will showcase the marketing potential of OE to recruit students. The presentation will then cover the three major education processes where OE can be implemented: 1) Curriculum: What students are expected to learn. Here we will delve into open educational resources (OERs) available across all disciplines, such as textbooks. 2) Pedagogy: How we help them learn. Attendees will be introduced to various tools and teaching techniques to help students succeed. 3) Assessment: Judging and measuring how well they are learning. Attendees will be exposed to premade forms of assessment that can be reused, revised, or remixed to tailor them to their student populations.

Keywords: *Assessment, Curriculum, Open Education (OE), Open Educational Resources (OER), Pedagogy*

Transnational Lifelong Learning: Seeing Cultural Diversity as an Asset for Learning

Jame Batara
Alexander College

(11:35AM, Track 1)

Abstract

Transnational lifelong learning (TLL) for recognitive justice and inclusive citizenship refers to a call for social justice that sees cultural diversity as an asset and not a deficit. To harness the power of cultural diversity in the classroom, I transformed a Social Psychology course outline for second-year university transfer students at Alexander College into a social action approach that emphasizes culturally responsive learning and teaching. I implemented the course outline throughout the summer term of 2022. At the end of the term, students provided their course ratings and their written feedback. The evaluation indicated that the course was helpful in terms of broadening their perspectives about their own culture and other cultures and reflecting on how to make sense of and address social problems and issues. Integrating multicultural perspectives in learning as well as making use of social psychology concepts to address social problems, shows that it is feasible to move from just including multicultural content in some lessons to full-blown multicultural learning and teaching.

Keywords: *Transnational Lifelong Learning, Social Justice, Learning and Teaching, Cultural Diversity*

Chat GPT: A Case Study

Ming Wang
University Canada West

(1:35PM, Track 1)

Abstract

Chat GPT is adding a new layer to the relationship between plagiarism and learning. There are contradicting reactions from educational institutions worldwide: from restricting students' access to Chat GPT to embracing the technology and using it to improve assessments and foster original thinking among students. This paper presents a case study on possible impacts of Chat GPT on my students' learning. For the 2023 Winter term, from January 9 to March 25, I have taken an "open minded" approach to Chat GPT and allowed my students to explore or use Chat GPT for their studies as long as they disclose doing so. The paper presents some observations and findings from my last three months of experience in this uncharted territory. The paper covers the following topics: the rate of student adoption of Chat GPT and possible explanations; how some students are exploring or using Chat GPT in their studies; the possible impacts of Chat GPT on the students' assignments; and, finally, the challenges and opportunities that I see. This case study can shed

some light on the impacts of Chat GPT on student learning, suggesting how we may enter an era of using AI tools to our advantage to nurture higher learning and higher thinking.

Keywords: *Chat GPT, Learning, Students, Rate, Assignments, AI, Higher Learning*

Effects of Using Live Case Studies in a Graduate Business Course

Mokhtar Tabari, Seyed-Reza Hosseinifar, and Gelareh Farhadian
University Canada West

(11:35AM, Track 3)

Abstract

The use of live case studies, such as client-based projects in graduate business courses has gained popularity in recent years in an attempt to provide students with real-world experiences and opportunities to apply their knowledge in a practical setting. However, there is limited research on the potential effectiveness of using live case studies on various aspects of student learning such as power skills, critical thinking, and problem-solving. This study seeks to address this gap in the literature using a randomized control trial (RCT) design, where students across six sections of a Marketing Management course are randomly assigned to either a control or treatment group. Power skills were measured using an online survey, in which students rated their confidence and knowledge acquisition in various areas such as presentation, problem-solving, communication, and leadership. Survey results show that, on average, students in the treatment group report higher levels of confidence in real-business problem-solving, communication, and leadership compared to those in the control group. Overall, the findings of this study suggest that the use of live case studies in a graduate business course can improve students' power skills, critical thinking, and problem-solving. Therefore, incorporating live case studies into business coursework may enhance student learning and prepare them for success in their professional careers. Furthermore, one direction for future research is to explore the specific mechanisms through which live case studies may influence student learning and development, as well as the optimal frequency and duration of live case study participation.

Keywords: *Live Case Studies, Client-Based Projects, Marketing Management, Presentation Skills, Problem-Solving Skills, Leadership Skills*

Faculty Perceptions of Case Teaching and Learning Environments to Foster Student Creativity

Ray Rahimi, Chehra Aboukinane, Kevin Fraser, and Fuat Ramazanov
Acsenda School of Management

(1:00PM, Track 1)

Abstract

Though most researchers agree that creativity can be taught, there are very few educational initiatives specifically aimed at improving students' creativity in the classroom. This study examined faculty perceptions regarding using cases as instructional material to foster creativity among post-secondary students. Established research findings and frameworks in creativity studies were used to measure creativity as a construct. Using a Quasi-quantitative approach, 34 faculty members from Vancouver completed an online questionnaire. Following the survey, five faculty members took part in a focus group discussion. Among those, two participated in a follow-up session with the investigators. Data analysis reveals major themes that illuminate the dynamic and interconnected nature of the case teaching and learning environment and demonstrate the multifarious ways faculty can unleash creativity among students through case learning and teaching.

Keywords: *Creativity, Creativity Fostering, Quasi-Quantitative Approach, Case Teaching and Learning Environment*

Perceptions of Artificial Intelligence in the Accounting Industry of British Columbia

Sana Ramzan
University Canada West

(1:00PM, Track 2)

Abstract

According to auditing scholarship, Artificial Intelligence (AI) has the potential to reduce errors, mitigate risk, and identify fraud and anomalies in auditing processes. To assess such claims, this research paper uses a quantitative approach to examine survey results that share perspectives from 50 British Columbian accounting and finance practitioners. The results indicate a decline in audit quality and facilitate an inquiry into whether the incorporation of artificial intelligence could positively impact the auditing process. Supporting the research noted above, the statistical methods adopted in this study illustrate that the use of AI does, in fact, improve audit accuracy.

Keywords: *Audit Quality, Auditors, Artificial Intelligence, Risk Prevention and Detection, Survey Analysis, Artificial Neural Networks*

A Relational Framework for Work-Life Dynamics during the Covid-19 Pandemic Creativity

Rafia Faiz & Jason Walker
University Canada West

(1:00PM, Track 3)

Abstract

Extensive research has emerged on prevalence, causes, consequences and strategies for coping with work-life balance, work-life conflict and work-life enrichment for academics; where work-life balance is the state of equilibrium in performing work and family roles, work-life conflict is the inter-role conflict in simultaneously fulfilling work and family responsibilities, and work-life enrichment refers to the benefits and positive experiences gained by involvement in both work and family domains. However, empirical research on the evolution of these work-life dynamics during the COVID-19 pandemic remains scant. The aim of this study is to understand lived experiences of academics with respect to work-life interface during the COVID-19 pandemic. Empirical data for this study was acquired through qualitative reflections of six academics in higher education in British Columbia, of which three are men and three women; two are first generation immigrants while four are local Canadians; three are single parents while three are dual-earner couples. Purposive and snowball sampling techniques were endorsed to recruit participants for the study from the authors' social networks. Reflective data was collected using structured written and oral interviews and in line with interpretative phenomenology; and thematically analysed to identify, analyse and interpret meaningful patterns (commonalities and/or contrasts) in the acquired qualitative data. Preliminary findings show wide prevalence of work-life conflict among academics. Work borders remain relatively impermeable despite virtual spaces, and working from home unremittingly blurs the physical and psychological boundaries between work and home domains. Moreover, experiences of work-life interface are differentially skewed for academics depending on the interplay between individuals' ease of technology adoption, employment status (full-time or part-time), support network and family structure. In particular, immigrant single parents of young children seem to have exacerbated experiences of struggling to maintain a work-life balance in the pandemic. Finally, in the effort to provide seamless online teaching, research activities have taken a backseat during the pandemic, raising questions over ethical performance reviews of academics. This study calls for revisiting work-life balance policies and programs in the higher education industry that pay attention to inconsistencies in domain structures, mechanisms and domain members, as well as reassessment of performance evaluations of the faculty.

Keywords: *Equity, Diversity and Inclusion, Work-Life Balance, Higher Education, Coronavirus Pandemic*

Chat GPT: A Case Study

Ming Wang
University Canada West

(1:35PM, Track 1)

Abstract

Chat GPT is adding a new layer to the relationship between plagiarism and learning. There are contradicting reactions from educational institutions worldwide: from restricting students' access to Chat GPT to embracing the technology and using it to improve assessments and foster original thinking among students. This paper presents a case study on possible impacts of Chat GPT on my students' learning. For the 2023 Winter term, from January 9 to March 25, I have taken an "open minded" approach to Chat GPT and allowed my students to explore or use Chat GPT for their studies as long as they disclose doing so. The paper presents some observations and findings from my last three months of experience in this uncharted territory. The paper covers the following topics: the rate of student adoption of Chat GPT and possible explanations; how some students are exploring or using Chat GPT in their studies; the possible impacts of Chat GPT on the students' assignments; and, finally, the challenges and opportunities that I see. This case study can shed some light on the impacts of Chat GPT on student learning, suggesting how we may enter an era of using AI tools to our advantage to nurture higher learning and higher thinking.

Keywords: *Chat GPT, Learning, Students, Rate, Assignments, AI, Higher Learning*

Trauma-Informed Practices in Post-secondary Education and the Psychosocial Impact of Mindfulness in the Classroom

Melanie Ruffie
Alexander College

(1:35PM, Track 2)

Abstract

The global pandemic has led to a mental health crisis affecting the education sector. Educators had to adopt new approaches to teaching and manage students' well-being as well as their own. Mental health support services are available, but trauma-informed practices and mindfulness can be taught in classrooms to promote well-being and prevent absenteeism, dropouts, anxiety, depression, and fatigue. This shifts the paradigm from a deficiency framework towards the wellness and wholeness of the human being. Instructors could be seen as frontline workers and as such, can have a significant impact on a student's mental health and well-being. Trauma-informed practices enacted by the instructor can benefit international students who face communication difficulties, social isolation, and homesickness. This presentation demonstrates trauma-informed

practices within an instructor-student relational perspective. This study emphasizes the importance of building an understanding of trauma, shifting perspectives to focus on strengths, creating an emotionally supportive classroom culture, as well as prioritizing the instructor's self-care needs. These practices can help create safe and supportive learning environments for learners who are facing the challenges of being international students, primarily towards integrating into Canadian society. Incorporating trauma-informed practices into the academic curriculum can have a lasting impact on the overall well-being of both students and instructors.

Keywords: *Trauma, Mindfulness, Instructor-Student Relationship, Classroom Environment and Culture, Self-care, Post-secondary Education, International Students, Immigration*

Exploring the Non-Economic Impacts of Tourism and Hospitality on the Health and Well-Being of Residents

Michael Lever
Fairleigh Dickinson University

(1:35PM, Track 3)

Abstract

Hospitality and tourism activities improve infrastructure, attract domestic and international investment, protect and promote regional cultural assets, and aid the local economy. However, the rapid development of hospitality and tourism can also lead to environmental depletion, cultural erosion, increased cost of living, persistent stress, and economic inequality. Existing literature has emphasized tourism's economic and socio-cultural impacts on residents. Yet research regarding the non-economic impacts on residents remains limited. The study aims to assess hospitality and tourism's non-economic impact on residents' health and well-being. This qualitative study employs content analysis using a two-phase process. In Phase 1, 32 newspaper articles were coded and analyzed. From this, six themes emerged: (i) returning to normalcy, (ii) attitudes toward tourist development, (iii) crisis management approaches, (iv) wellness travel sub-types, (v) traveller coping approaches and (vi) environmental challenges. Each theme relates to three perspectives: residents, guests, and Destination Management Organizations (DMOs). This process was repeated in Phase 2 for comments within the Reddit social media platform, where 66 descriptive codes were grouped into 14 pattern codes based on the context identified from the first phase. Results from the Reddit comments analysis revealed three major discourse themes related to the three perspectives: COVID-19, sustainability, and mental health.

This research broadens our understanding of residents' health and well-being perspectives when designing tourism-related products and activities. Several recommendations for DMOs and tourism service operators are provided, including cultural tourism, visitor dispersion strategies, and eco-friendly tour programs as opportunities to address and overcome the concerns identified through the analysis. Each recommendation encourages stronger ties between DMOs and residents, explicitly focusing on strengthening their attitudes towards tourists, implementing increased safety procedures, and overcoming the adverse effects of over-tourism on residents.

Keywords: *Non-Economic Tourism Impacts, Resident Health and Well-being, Content Analysis*

Building The Future Together: Decolonizing and indigenizing higher education

Jalissa Schmidt
City University Canada

(2:30PM, Track 1)

Abstract

This presentation will discuss how to approach decolonizing and indigenizing higher education with an understanding that this is a wholistic process that is done in synchronicity with all levels of the institution. A dialogue will be opened about defining indigenization and decolonization, as well as exploring decolonization as an act of creating space for different ways of knowing and being (indigenizing). Only through the decolonization of higher education can space exist to indigenize respectfully and meaningfully. Indigenization requires space for protocols, relationality, consultation, and reflection. Indigenizing is not only adding Indigenous content to the curriculum, but also embodying multiple worldviews and weaving them into the institution at all levels. It is developing educational systems that welcome and invite Indigenous voices to guide and lead this blending of multiple worlds. This presentation will provide suggestions on how to begin this work in higher education one step at a time. Recognizing this is generations of work, but also that each step forward is one step towards the future of education. The urgency for decolonization and indigenization in higher education is being felt across the country, both through systemic efforts of reconciliation being made by governing bodies and through society's growing desire to build relationships with Indigenous peoples. There is little doubt that the future of education is being shaped through today's efforts to indigenize and decolonize. By exploring tools to support how and where to approach this work in a higher education setting, this presentation will open a dialogue on how to build the future of higher education together.

Keywords: *Indigenization, Decolonization, Reconciliation, Inclusion, Higher Education*

Reflections on the War and Memory Conference at Alexander College

Chris Hyland & Sebastian Huebel
Alexander College

(2:30PM, Track 2)

Abstract

In the spring of 2022, the members of the History Department at Alexander College met and decided to hold a Canadian history student conference in the fall. That summer, the basic parameters of the conference were established: the theme of "War and Memory," in anticipation

of Remembrance Day, was chosen; a select number of students would present their research papers in person; a single keynote address would be delivered; and a question-and-answer session would be held at the end of the proceedings. This Canadian history student conference was the first of its kind at Alexander College and few institutional precedents were available. The rationale for holding the student conference was based on four interconnected premises. First, as international students, the learners at Alexander College know little about Canadian culture. Second, the research projects and conference proceedings would help students develop transferable skills—research, analyzing evidence, public speaking—that are highly desirable in the modern workplace. Third, students at Alexander College know little about North American academic cultures. Fourth, helping students overcome the inherent challenges raised in premises one, two, and three is worthwhile and within our purview as instructors. The student research projects and conference proceedings also have a strong grounding in curricular outcomes. In addition to the celebration and promotion of student work, the undergraduate conference is anticipated to have several other benefits. It would represent a significant opportunity to indigenize our academic endeavours and promote Equity, Diversity, and Inclusion (EDI) at Alexander College. The conference would also represent an opportunity for “active memory and remembrance.” The research papers and conference would provide students with an opportunity to actively engage with the historical sources, participate in “hands-on history,” and really come to know the lived experiences of Canadian war veterans. The purpose of the proposed PDGIA presentation is to share the collective experiences of the conference organizers. What worked well? What didn’t? Are there any recommendations or best practices going forward? Overall, our presentation seeks to offer instructors/practitioners a new way to motivate students and assess their learning through an innovative research project and student conference.

Keywords: *War and Memory, Remembrance Day, Conference, Student Research, Student Presentations*

An Instructor's Innovative Techniques in Reducing the Impact of COVID-19 on International Students

Amit Kohli, Gelareh Farhadian, Seyed-Reza Hosseinifar
University Canada West

(2:30PM, Track 3)

Abstract

COVID-19 has been a vital factor in causing stress in all societies and fraternities. International students migrate to different countries with the dream of becoming successful, learning how to live independently, gaining international exposure, and building a strong personality to achieve their goals. The global pandemic has been a trauma, particularly for international students. The focus of this paper is to examine the impact of the COVID-19 pandemic on the mental health of students and recommend how instructors can minimize students' psychological burdens and make their studies less stressful by using innovative techniques such as social media, predictable routines, personal interaction with the students, and encouraging students to share their

problems, etc. The real-life experiences of professors during COVID-19 have been debated. Instructors can make teaching sessions more innovative and engaging by using various strategies and techniques, such as real-world applications, to connect the material to real-world problems, scenarios and by using case studies to make the material more relevant and engaging for students.

Keywords: *COVID-19, International Students, Stress, Strategies*

APPRECIATIONS

We give special thanks to the PDGIA Chair and Vice Chair for their support in making the 2023 PDGIA Conference a success.

Special mention goes to the following:

Dr. Irene Young (New York Institute of Technology) – Chair
Dr. Neil Mort (Acsenda School of Management) – Vice Chair

We express appreciation to the Academic Committee members and reviewers:

Dr. Thomas Gomes (Acsenda School of Management) – Co-Chair
Dr. Steve Roe (Alexander College) – Co-Chair
Dr. Seyed Amirmostafa Jourabchi (New York Institute of Technology) – Member and reviewer
Dr. Jason Mirzaei (Alexander College) – Member and reviewer
Dr. Hiran Roy (Farleigh Dickinson University) – Member and reviewer
Dr. Truman Spring (City University) – Member and reviewer
Dr. Montgomery Tugwete (University Canada West) – Member and reviewer
Mr. Nirmal Vasanth (Acsenda School of Management) – Member and reviewer

The members of the Operations Committee:

Dr. Greg Gerber (New York Institute of Technology) – Co-Chair
Dr. Catherine Kang (Acsenda School of Management) – Co-Chair
Ms. Ali de Haan (Acsenda School of Management)
Ms. Maika Tshimbalanga (City University of Canada)
Ms. Juliana de Matheus (City University of Canada)
Ms. Kathleen Campbell (University Canada West)
Ms. Erica Franken (Yorkville University)

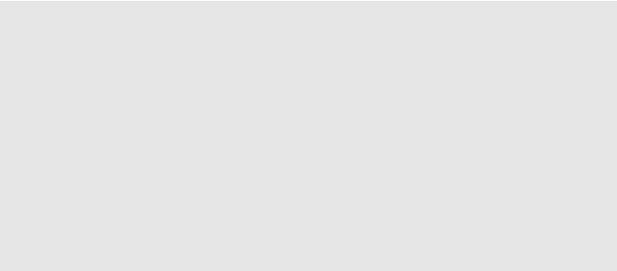
We also express heartfelt appreciation to the Academic Committee's Administrative Assistant:

Ms. Zainab Oyeniran (Alexander College)

We are so grateful to the Management of Ascenda School of Management for being the Host.

Members: Columbia College, Alexander College, LaSalle College, Yorkville University, City University, Adler University, Coquitlam College, New York Institute of Technology, Acsenda School of Management, Farleigh Dickenson University, University Canada West, Corpus Christi College, Western Community College

ACTIVE PDGIA MEMBER INSTITUTIONS

 <p>YORKVILLE UNIVERSITY</p>	 <p>Columbia College <i>Established 1936</i></p>
	 <p><i>Alexander</i> College</p>
 <p>ADLER UNIVERSITY</p>	<p>CityUniversity in Canada</p>
 <p>ACSEND A SCHOOL OF MANAGEMENT VANCOUVER</p>	 <p>UNIVERSITY CANADA^{WEST}</p>
 <p>FAIRLEIGH DICKINSON UNIVERSITY Vancouver Campus</p>	



For Further Enquiries Contact

*Ms. Irene Young
Executive Director and Campus Dean
New York Institute of Technology
Vancouver Campus*

Email: Irene.Young@nyit.edu