

Wednesday, 6 June

08:00-09:00	Conference Registration Desk Open
09:00-09:30	Conference Opening
09:30-10:05	Plenary Session
	Yolanda C. Padilla, Professor, University of Texas at Austin, and Director, Center for Diversity and Social and Economic Justice, USA
10:05-10:35	Garden Conversation and Coffee Break
10:35-11:20	Talking Circles
11:20-11:25	Transition Break
11:25-12:40	PARALLEL SESSIONS

Room 1 **Naming, Belonging, Reference**

What's in a Name: Use of the Word "Queer" as Self-identification

Dr. Diane Zosky,
Robert Alberts,

This paper introduces research that explored terms that college-aged, self-identified LGBTQ people use for self and other reference, especially use of the word queer. The language and terms one uses for self-identification can be instrumental in the development and integration of one's sense of self. This is particularly true regarding gender, gender identity, and sexual orientation. For LGBT people, influential aspects of identity construction are the terms used for identification and their corresponding social value. Terms denoting positive and negative social value have changed over time and how LGBT people respond to a term can be different from generation to generation. This seems to be particularly marked with use of the term "queer." Use of the word queer has evolved over time and across contexts. Some still bristle when hearing the term and associate it with hate and derision. Others may embrace it as a radical, political contestation of resistance to heteronormativity. The results from this study provides empirical evidence that college-aged people have reclaimed the word queer as acceptable for gender or sexual orientation identification, although it is not the most frequent term used for their own self-identification.

Identity and Belonging

Anansi the Spider: How Storytelling Helped Preserve Identity and Culture within Caribbean Slave Communities

Prof Nadia Karimah Richards,

When Africans were enslaved and brutally forced off the shores of the African Continent they left with no worldly possessions. They did, however, carry their customs, folklore, and traditions to the "New World," all of which would serve as tools for preservation and identity. Europeans used a multitude of strategies to erase the enslaved Africans' identity, histories, and, indeed, humanity. To ensure, in other words, the cultural genocide of those communities they were enslaving. It is within this context that we can begin to understand the vital role orature assumed in slave societies. Orature was among the few African customs that Europeans could not completely suppress. The persistent place of oral storytelling in slave communities thus suggests the practice assumed great importance in preserving a community's identity. This paper thus seeks to better understand the relationship between orature and cultural preservation among Caribbean slave communities. In so doing, I will focus on Anansi stories in particular. How did orature help to preserve identity and culture within Caribbean slave communities? Are there features of Anansi stories that help explain their vital role in securing a thread between enslaved Caribbean communities and their home, Africa?

Identity and Belonging

Room 2 **Laws, Regimes, Regulatory Frameworks**

Origins of Contemporary California Attitudes toward Race and Social Ostracism

Dr. Robert Louis Terrell,

This paper investigates a variety of historical accounts and documents to highlight the biased origins of California's social and political evolution. This method reveals many of the primary reasons why California maintains political, cultural, and economic systems that bestow sexism, imprisonment, poverty, and widespread homelessness upon the state's most unfortunate residents. Little public attention is devoted to the historical origins of the state's most pressing social problems, nor to the numerous times during its history that California's leaders have conspired with racist forces intent on keeping the state as white as possible for as long as possible. The net result is that California is the scene of many of the most retrograde aspects of U.S. culture, most notably a system of caste and racial oppression that exerts devastating, negative consequences on many of its poorest citizens. The paper exposes those origins, and discusses the ways in which they influence contemporary life in the so-called Golden State.

Community Diversity and Governance

Wednesday, 6 June

11:25-12:40

PARALLEL SESSIONS

Bylaws Effects: Fostering Diversity Efforts across Departments

Prof. Abalo Adewui,

Central Michigan University (CMU) houses about 20,000 students predominantly white. However, CMU prides itself for championing diversity education and inclusion initiatives through various programs on the main campus and abroad through study abroad programs. There are several organizational units specialized in monitoring diversity education activities on campus. One of the units, where faculty is broadly represented is the Multicultural and Diversity Education Council (MDEC). It is an academic Senate Committee chaired with promoting diversity, multiculturalism, and equity in the curriculum. However, after years of efforts unresponsive to Central Michigan University's diversity, inclusion, and student recruitment and retention priorities, departmental bylaws are now being considered for the acknowledgment of faculty efforts in diversity education. While we are monitoring the effect of the bylaws, a teaching diversity self assessment instrument is developed to encourage faculty throughout departments to monitor their individual commitment to diversity education efforts. Participants will use insights from the CMU model and teach diversity self assessment instrument at their own institutions.

Organizational Diversity

Reconstructing Identity: The 504 Sit-in Protests

Scott Abernathy,

Stories, and the intentional use of narratives to shape political outcomes, are increasingly being seen as an important topic in the study of politics and public policy. This project focuses on the narratives constructed and conveyed by Americans with disabilities in concert with what are called the "504 sit-in protests" of 1977, through which Americans with disabilities sought to pressure the federal government into fully enacting important provisions of a federal civil rights law. The project uses quantitative and qualitative analysis of oral and written histories of disability rights advocates involved in the protests, subsequent testimonies in congressional committee hearings, as well as media coverage in order to add to our understanding of the power of intentional narrative in shaping public opinion and political discourse.

Identity and Belonging

Room 3

Representation in the Classroom

Representing Race and Gender: Performing and Teaching Intersectionality in Australia

Dr. Jane Park,

Dr. Sara Tomkins,

"Representing Race and Gender" is the only course in the undergraduate curriculum of the Department of Gender and Cultural Studies at the University of Sydney that foregrounds race. It shows how race intersects with gender, class, and sexuality and gives students theoretical tools to critique the reproduction of racism in dominant culture. This paper provides a critical reflection of our embodied experiences teaching this course as women of different racial, cultural, and generational backgrounds (Anglo-Australian millennial and Korean-American GenXer). We draw on feminist and cultural studies pedagogies as well as models of cultural competence to re-examine our memories of events, interactions, and emotions in the three years we have taught the course. We illuminate the strategic ways we have performed our own intersectional identities in lecture and tutorial spaces, in particular considering the different ways that students of various backgrounds have responded to the same material when it is taught by a white or non-white lecturer. Through this shared reflection, we hope to demonstrate the continued importance of acknowledging and using one's own embodied experience to teach material on diversity such as race, gender and class in the university, especially in Australia where such courses remain rare.

Education and Learning in a World of Difference

Organizational Changes for Diversity in STEM: Professional Women's Strategies for STEM Fields' Cultural Changes in the United States and South Korea

Yun Kyung Cho,

Although women and minority representation in higher education has been consistently increasing over the last decades, their proportion has remained low in specific fields and professional workplaces. While the earlier "leaky pipeline" literature largely focused on individual women and minority students' science competence and demographic characteristics, more recent studies illustrate that they initially have STEM interests and occupational aspirations but gradually become discouraged or unwelcome through interactions in their fields. This study examines how professional socialization facilitates mutual influences between the dearth of women in STEM and gendered STEM culture. By conducting individual in-depth interviews with female graduate students and professors in three STEM fields in the US and South Korea, this study seeks the organizational change mechanism by which professional women first socialize into STEM cultures for their individual success in their fields and then gradually modify the existing cultures towards more diverse and inclusive STEM cultures. By illustrating individual women's agency and strategies in research practices and interactions with male colleagues, this study suggests a minority-based model for bottom-up organizational change mechanisms. It complements the current understanding of institution-level diversity issues that are based on majority-based model for reproduction mechanisms of existing social inequalities.

Organizational Diversity

Room 4

Whose Campus?

Wednesday, 6 June

11:25-12:40

PARALLEL SESSIONS

Sexual Violence in Canadian Universities

Shirin Abdmolaei,

The oppression of sexual violence in Canada is deeply interconnected with the violence of racism, sexism, and socioeconomic inequalities, which are reinforced and sustained through social institutions and structures. This paper discusses how social categories not only make women of colour more susceptible to sexual violence on campus, but it seeks to demonstrate how violence is perpetuated against them in the aftermath of their experiences. The choice to speak or to remain silent about their experiences tells us much about the institutional and structural forms of violence that universities, the criminal justice system, as well as liberal discourses of Canadian multiculturalism, perpetuate against women of colour. Through in-depth interviews with women of colour who have experienced sexual violence on campus, this paper highlights the complexities of sexual violence by focusing on social categories and institutional and structural violence in an attempt to challenge static and one-dimensional approaches to sexual violence against women.

Identity and Belonging

Campus Diversity, Title IX, and Evidentiary Standards

Scott Henderson,

This paper focuses on a contentious element in Title IX enforcement--the adoption by colleges/universities of a "preponderance of evidence" standard (versus a "reasonable doubt" standard) when adjudicating sexual misconduct cases. The educational experience on college campuses is enriched by a diverse faculty, staff, and student body. Such diversity enhances academic/co-curricular performance and fosters a celebration of difference. To promote diversity, institutions of higher learning must insure the safety and well-being of all members of the campus community. One way to achieve this goal is by enforcing Title IX of the U.S. Education Amendments of 1972. Title IX requires that educational institutions maintain an environment free from sexual discrimination. In its broadest formulation, this type of discrimination includes sexual misconduct related to gender, gender identity/expression, and sexual orientation. This paper includes a review and critical analysis of nascent case law, emergent policies, and current litigation pertaining to Title IX evidentiary standards. The aforementioned review and analysis indicate that the preponderance of evidence standard should be kept. In order to safeguard efforts to promote diversity of gender, gender identity/expression, and sexual orientation, institutions of higher learning will need to refute objections to the preponderance of evidence standard.

Organizational Diversity

12:40-13:45

Lunch

13:45-15:25

PARALLEL SESSIONS

Room 1

Digital Flows

Impact of Social Networks on the Coming-out Process for LGB College Students

Dr. Robin Walters-Powell,

As individuals move through life, there are developed and identified areas referred to as social networks that provide support and assistance. It is through these social networks that identity formation occurs, these broad categories are highly influential in defining self-concept, which is developed through an affiliation (whether it be positive or negative) with the following groups: family, peers, education, spirituality, and the broader community/society. For those individuals that identify as Lesbian, Gay, or Bisexual (LGB) there are challenges that exist in their development that are unique to them as compared to what the general population experiences. LGB individuals are an extremely vulnerable subset of the population, particularly given the degree of homophobia in our society. Adolescents who are struggling with issues of sexual orientation face incredible challenges and lack many of the fundamental support systems available to their heterosexual peers (Gonsiorek, 1988). All of these identified social networks of this developmental period lend themselves to the overall identity formation of each adolescent. A positive identity must integrate one's sexual identity into it (Baker, 2002). For LGB individuals who are struggling to identify, define, and make sense of feelings of attraction toward members of the same sex, adolescence may be a particularly challenging time in their lives. This qualitative study consisted of eighteen participants that discussed their coming-out process in the context of supportive and non-supportive social networks. It explored the difference between the high school and college environments, identifying risk and protective factors that impacted this important milestone in their sexual identity development. Several themes were identified around the process of coming-out; these were fear, shift of social networks (high school to college), and search for community and acceptance. Throughout these identified areas there was further acknowledgement of factors within the social networks that impacted the coming-out process, that are explored further in the following narrative. Identifying non-judgmental environments where both high school and college students can explore the possible intersection and acceptance between their religion/spirituality and their sexuality would minimize many of the issues that surround the fear that is associated with the coming-out process and lead to a more affirming, supportive environment for the LGB individual.

Identity and Belonging

Invisible Women: A Case Study of Posters in the Workplace

Madison Winter Kurchik,

This paper provides a case study analysis of gendered content featured in a sample of posters present in a technology startup work environment. More specifically, this study has two major purposes: to establish the nomological network in which a causal relationship between posters in the workplace and the experience of female employees in that space might exist and to provide an initial case study of a sample of posters as a first step towards future, more positivist, research. The case study is situated in a theoretical framework that combines the philosophies of feminist and organizational studies. The case study sample is six posters collected from a technology startup company. These posters were examined for a number of gendered features including language use, colour, character depiction, and roles and dress of characters. The analysis showed that the content of the posters was significantly dominated by masculine linguistic trends and male representations. The case study analysis illustrates a method by which workplace posters can be scrutinized for implicit gender bias. In addition, although it is a single example, the case study suggests that masculine language and images might contribute to the exclusion of women in a technology startup work environment. The primary suggestion to be garnered from this case study analysis is to include diverse consultation in the process of poster design for a work environment.

Organizational Diversity

Wednesday, 6 June

13:45-15:25

PARALLEL SESSIONS

Room 2 Material and Immaterial Borders

Gender and Migration: Immigrant Women's Struggles with Canada's Invisible Borders

Dr. Mirna E. Carranza,

Women's international migration has been on the rise over decades. This paper introduces the findings of a qualitative study, with sixty-one participants, exploring the intersection of women's immigration, integration, and mental health in Canada. In partnership with various NGOs and grass root organizations, Community-Based Participatory Research informed the study design. Coloniality of power and borderland theories informed the data analysis. Coloniality of power is understood as a system of contemporary relations that continue to be shaped by power structures rooted in ancient regimes such as colonialism. Grounded Theory analysis indicates, not only, the gendered aspect of immigration, but also signals to the imaginary colonial matrix of race, as an organizing principle established during colonial times, significantly impacting the participants' integration. Participants reported that they encounter multiple borders in their integration paths, which change according to the institutions and the actors involved at the time; some are more evident than others; others are full with tension and nuances. Collectively, these individual acts encompass a systematic exclusionary border preventing their full economic and social integration. Coming to terms with it, their ongoing acts of resistance in maneuvering and standing up to such borders impact their overall mental health and wellbeing.

Identity and Belonging

Transformative Bodies and Intersectional Resistance: Without and within These Walls

Qianru Li,

In September 2017, the dance company Lenora Lee Dance presented the immersive multimedia dance performance "Within These Walls" at the immigration station on Angel Island, San Francisco, infamous for detaining and interrogating millions of Chinese immigrants during the enforcement of the Chinese Exclusion Act (1882). "Within These Walls," as a site-specific performance, examines this period of U.S. history. Because nearly half of this dance took place outside in front of the immigration station building, the landscape of racially diverse contemporary San Francisco became part of the set, which allowed the performance to present race as the intersection point of past and present given that the performance presents the stories of "Paper Sons and Daughters" from China, who endured discrimination because of their race. In presenting these stories against the chosen backdrop, "Within These Walls" invites further discussions of race as a factor in immigration. Angel Island was the border between the illegal Chinese immigrants and the U.S., and those from countries other than China who are also categorized as illegal immigrants nowadays share similar struggles that those Chinese immigrants endured in the past. Thus, "Within These Walls" underscores the continuing existence of the boundaries between marginalized groups and the center of society, boundaries that both derive from and perpetuate social injustice, exclusion, hostility, and displacement.

Identity and Belonging, Community Diversity and Governance

Postcolonial Analysis of Cultural Competency and Cultural Safety in Study Abroad Programs among Undergraduate Students in International Placements

Dr. Louise Racine,

Dr. Susan Fowler-Kerry,

Dr. Linda Wason-Ellam,

This study provides results of a study aimed at assessing cultural competence and cultural safety in study abroad programs. A postcolonial theoretical approach is used to inform the study. Postcolonialism is located within a historical realist paradigm that acknowledges that knowledge is historically and socially constructed. Using an exploratory qualitative approach, data were collected to answer the following research questions: How do international educational experiences abroad facilitate or hinder the development of cultural competency and cultural safety? and How do international experiences deconstruct or maintain a priori racial and ethnic stereotypes? The sample includes fifteen to twenty students who participated in an international educational experiences. The type of experiences abroad may vary with disciplines but they all include exposure to cultural diversity and an adaptation to cultural differences. Data were collected through individual semi-structured interviews and focus groups. Individual and focus group interviews were audio-taped. Informed consent was sought prior to data collection. Thematic analysis represents a "method for identifying, analyzing, and reporting (themes) within data" (p. 79). Constant comparison was used to analyze the transcripts of individual interviews and focus groups. Using constant comparison, similarities, and differences between and across all individual interviews were conducted. This research has educational and societal significance. For students to become global citizens, it is necessary that issue of power relations within education abroad settings be understood, otherwise educators run the risk of training (educating) culturally incompetent and unsafe students. Culturally unsafe behaviors maintain colonial stereotypes and affect health and social inequities. Results indicate that cultural competency and safety are sustainable and transferable skills of global citizenship.

Education and Learning in a World of Difference

Room 3 Defining Domestic Space

Wednesday, 6 June

13:45-15:25

PARALLEL SESSIONS

Unwed Motherhood in Transition : Experiences from South Korean Child Rearing by Unwed Mothers

Boon Young Han, Assistant Professor , Hankuk University of Foreign Languages

The intercountry adoption program has widely been described from the perspective of the receiving countries. Literature authored by adoptive parents is abundant, and in recent years adult adoptees have made important contributions through activism, the arts, and scholarly work. However, many voices from the sending countries remain unheard in the receiving countries; one essential voice missing is that of the original family. More than 91% of the children adopted from South Korea between 2008 and 2015 were born to unwed mothers. While not all South Korean intercountry adoptees since the 1950s have been born to unwed mothers, the social stigma of unwed motherhood in South Korea, does suggest that all unwed mothers who choose to rear their children, at some point have experienced discrimination. Today, a growing number of unwed mothers are able to assert their right to their children, but the pressure to give them up remains. The unwed mothers' parents, friends as well as health professionals commonly try to convince them to relinquish their children, or before that, not carry the pregnancy to term. The struggles of South Korean unwed mothers are more than a cultural characteristic, or the result thereof, as these women's circumstances are closely tied to the intercountry adoption program. Thus, their voices are essential to understand not only the South Korean child welfare system but also the intercountry adoption program. Drawing on in-depth interviews with child rearing unwed mothers, this paper discusses how unwed motherhood in South Korea is changing.

Identity and Belonging

Gender Negotiations in Nigerian Households in Ireland

Inga Wójcik,

This paper investigates intergenerational gender negotiations in Nigerian households in Ireland. The research does not focus on 'integration' or 'assimilation' of the minority ethnic youth, but rather feelings of belonging, participation and integration on their own terms. In doing so, the research shifts away from what Nancy Lopez describes as 'ethnicity paradigm' where the primary objective of the study is to discover how certain, presumably inherent cultural characteristics of a given minority group either facilitate or delay integration into the mainstream society. That is, instead of asking how they assimilate, the study asks how they are racialized and gendered and how racialized and gendered experiences shape their daily lives. Echoing Yen Espiritu's research of Filipino families in the US, this research approaches household negotiations not as a private matter, but recognizes the influence of social, historical and transnational dynamics on intergenerational relations. Thus, the study investigates how migrant families and individuals in Ireland are negotiating gender being subject to specific gendered and racialized discourses. Here, the discourses are being viewed through a historical post-colonial perspective particular to Ireland, where while the British have successfully constructed the Irish as a subordinate race, the Irish have been significantly involved in the British 'civilising missions' in Africa, including Nigeria. The processes of both being colonised and contributing to colonisation led to specific ideologies of gender, Irishness and the 'Other'. This paper examines the role of these historical colonial dynamics on contemporary migration in Ireland.

Identity and Belonging

Room 4

Economic Consciousness

Preliminary Findings on the Māori Identity and Financial Attitudes Survey: Relationships between Culture, Identity, and Economic Values

Dr. Carla Houkamau,

Māori are indigenous to New Zealand which was colonised by the British from the early 1800s. In the 2013 census, one in seven people usually living in New Zealand in 2013 belonged to the Māori ethnic group. This paper reports selected preliminary findings of the Māori Identity and Financial Attitudes Study (MIFAS). In the first week of October 2017, the MIFAS survey was sent out to 100,000 people registered as having Māori descent on the New Zealand electoral roll. This MIFAS is the largest survey of Māori financial attitudes ever conducted and the first of its kind in New Zealand. The meta-objective of the Māori Identity and Financial Attitudes study is to explore how personal characteristics (e.g. Māori identity, age, personality, gender) and characteristics within the social, economic and cultural environment, influence economic behaviour, values and aspirations among Māori. This paper will highlight selected initial findings from the first wave of data collection. Of particular interest will be the extent which customary Māori cultural values (particularly collectivism and interdependence) continue to influence Māori career priorities and the extent to which Māori educational, work, and career aspirations extend beyond personal success to encompass communal values and group orientation.

Community Diversity and Governance

Eligibility Trends in Special Education: Is There a Function of Race and Socio-economic Status?

Dr. George W. Hebert,

Disproportionality, refers to both the over- or under-representation of a given population in a larger population category. It is often defined by racial and ethnic backgrounds, but has also been defined in terms of socioeconomic status, national origin, English proficiency, gender, and sexual orientation. In the United States, these factors have been shown to significantly influence a child's probability of being misidentified, misclassified, or inappropriately placed in certain special education categories. This paper will analyze national educational records and assess the perceived equity progress made over the previous ten years with regard to race and socioeconomic status. Attention will be paid specifically to categories that are regarded as high incident and low incident disabilities. Additionally, the relevant professional literature will be reviewed to validate the identified data trends. Participants will be asked to facilitate discussion regarding inequity in general education, poverty, special education processes, issues of behavior management, and test bias as it relates to these trends.

Education and Learning in a World of Difference

15:25-15:40

Coffee Break

15:40-16:55

PARALLEL SESSIONS

Room 1

Building a Workplace

Wednesday, 6 June

15:40-16:55

PARALLEL SESSIONS

The Impact of Associate Resource Groups on Employee Engagement and Workplace Inclusion

Ada T. Cenkci, Assistant Professor, Northern Kentucky University

Jeffrey Zimmerman,

Associate Resource Groups (ARGs), also known as “Employee Resource Groups” or “Affinity Groups,” are voluntary, company-sponsored groups organized around a common interest or identity (Welbourne, Rolf, and Schlachter, 2015). There is significant lack of research on ARGs, including ARGs’ influence on individual employee outcomes. Therefore, this study explores the influence of ARGs on employee engagement and workplace inclusion. For this purpose, a qualitative study in a major US retailer was conducted. Seventeen one-on-one interviews with ARG members and executives of the organization were administered in 2017. This paper discusses how the retailer employs ten types of ARGs at its corporate headquarters, including: Asian, African-American, the Alliance (LGBT and Allies), Hispanic and Latinos, Women’s Leadership, Veterans, and Parents ARGs. ARGs assist the organization significantly in a number of ways such as with product development (e.g. culture-specific products), policy development (e.g. “health and wellness” rooms that also serve as unisex restrooms at its new stores), and involvement in the community (e.g. charity fundraisers for cancer research). ARGs also serve as an internal community for employees, while providing the foundation to hire, retain, and develop diverse employees through, among other things: the strong social support network, mentoring, networking with peers, and exposure to executive leadership. In summary, this paper highlights how a major US retailer utilizes ARGs to influence employee engagement and workplace inclusion.

Organizational Diversity

Gender Differences in Perceptions of Entrepreneurial Opportunities

Dr. Helen MacLennan,

Dr. Lorrie McGovern,

Angela Garrett,

Redwan Samra,

Aisha Rasberry,

Because small business generates wealth, creates jobs, and subsequently stimulates the overall economy, bringing gender parity to entrepreneurship can have beneficial and far-reaching implications. This research uses existing data from the Global Entrepreneurship Monitor and utilizes an Analysis of Variance (ANOVA) to examine gender differences in the perception of gender equity in the perception of entrepreneurship opportunities.

Community Diversity and Governance

Leading in the Asian Century: A National Scorecard of Australia’s Workforce Asia Capability

Lisa Annese,

Dr. Jane O’Leary,

Asia accounts for over 50% of the world’s population and its consumer demand is worth US\$10 trillion annually. For Australian businesses, one of the biggest impediments to realising this "Asian opportunity" is a lack of understanding about Asia capabilities – in particular which capabilities are critical to business success and how prevalent they are in the workforce. This study clearly defines and measures individual Asia Capability, to understand the prevalence of Asia capabilities in the Australian workforce. A survey which conceptualized and measured individual Asia capability was developed and piloted, then administered to a nationally representative sample of 2000 Australian workers. Findings were used to create a National Scorecard of Australia’s Workforce Asia Capability which mapped the nature and extent of Asia capabilities among Australia’s workforce, and enabled organisations to assess their workforce Asia Capability against a national benchmark. There is currently no agreed definition or measure of Asia capability in academic literature. The findings provide a theoretically and empirically-based conceptualization of individual Asia capability, consisting of experience, knowledge, and abilities in seven key Asia Capability Domains.

Organizational Diversity

Room 2 Logics of Ability

Acceptance as a Negative: A Conversation of Ableism and Identity within Disability Rhetoric

D’arcee Neal,

Twenty-seven years ago the American with Disabilities Act became the law, cementing a foundational promise to people with disabilities nationwide. With the collective shift veering toward the social model of disability over the traditional medical model, modern society seemed poised to engage in the linguistic work required for a mentality overhaul. What occurred however, was quite the opposite. As a unified society, it is generally understood that against traditional ideologies, racism, as a commonly negative signifier would be met with rightful indignation and linguistic disdain for its use of lazy, culturally loaded verbiage rooted in openly discriminatory practice. But in contrast, as a more pervasively subtle idiom, ableism or the idea of overvaluing the material world and circumstances that benefit people without disabilities solely for the perception of normality as a collective, is seen as inherently trivial; a kind of accusatorial leverage held by the pseudo-privileged, and the neoliberal creation of a psychologically sensitive public.

However, it is this very rhetoric that lays the foundational discord inherent in the language of disability and the public’s relation to it. Today, as disabled people emerge from the shadows demanding autonomy and independence, an equally assertive demand for linguistic accountability comes with it. My paper confronts modern ableism as it exists within subconscious rhetorical devices, comparing societal views against those of two prominent ideals of disabled rhetoric: person-first language versus identity-first language. By examining both the historical and common views of these ideas, my argument in favor of a demand for the examination of modern ableist rhetoric, comes at a critical moment in American conversations on progress. As gender neutral phrasing, body image accountability, conversations around gender expression and sexual fluidity, and definitions of modern Nazism enter the national etymological arena for the recognition, disability continues to wrongfully participate as a spectator.

2018 Special Focus - Without Walls: Affinity in Diversity

Wednesday, 6 June

15:40-16:55

PARALLEL SESSIONS

The Impact of Mixed Ability Sailing on Executives' Attitudes and Workplace Behavior: Can Contact Change Attitudes?

Grace Brown,

This research focuses on building positive attitudes towards physical disability in the workplace by assessing the impact of the intervention on able-bodied executives' attitudes. We tested intervention impact with an overall hypothesis that "working as an equal alongside people with differences, in an 'out of comfort zone' environment, will bring about positive changes in attitudes towards disability and potentially other kinds of diversity encountered in the workplace." In addition, we investigate whether intervention impact differed between those with and without previous contact with disability. Attitudes towards disability are likely to improve through more frequent interactions between disabled people and non-disabled people. This assertion is held up by numerous studies which have supported the "contact hypothesis" (Pettigrew 2000). This states that stigma may be reduced by equal status contact between majority and minority groups in the pursuit of common goals (Allport 1954). The intervention provides ideal conditions for the contact hypothesis to take place. Quantitative results from a questionnaire and implicit association test show a statistically significant increase in positive attitudes towards disability post-intervention. Qualitative data gained from interviews and focus groups provide an understanding of how this change in attitude takes place, through themes of trust, permission, and a focus on individual's strengths rather than weaknesses. Overall this research contributes to an understanding of how organizations can increase inclusive practice on the basis of fostering positive attitudes between individuals and groups characterized by social difference.

Education and Learning in a World of Difference

Opportunity versus Capacity for Career Development amongst Individuals with Autism

Francesca Dansereau,

Dr. Tara Flanagan,

In the early 1990s there was an increase of individuals diagnosed with autism spectrum disorder (ASD). One response was to facilitate early intervention and support with the hopes of increasing positive post-high school outcomes and vocational opportunities (VanBergeik, Klin, and Volkmar, 2008). However, very little research has focused on vocational outcomes, especially regarding the environmental influences on these. The individual characteristics related to negative outcomes have been extensively researched (e.g., neurology, processing speed, executive functioning, language and communication, learning disabilities, and psychiatric comorbidities) though the environmental and societal contributors have been largely ignored. This proposed research will contribute to the field by addressing the notions of self-determination and vocational maturity, by furthering the concept initiated by Super in 1957 that a person's diversified opportunities support career development. This mixed method study will focus on the career trajectory of individuals with ASD without intellectual disability by looking at their vocational maturity during late adolescence and young adulthood. We will use a Self-Determination framework to explore these concepts. By using the AIR self-determination questionnaire and case studies of vocational trajectories, we plan to evaluate the amount of opportunities available to individuals with ASD and to explore the availability of supports and resources that promote their vocational readiness and career development. The potential implications are to highlight the supports and resources available to other individuals with ASD and to encourage professionals in the field to further their knowledge regarding career development.

Organizational Diversity

Room 3

Framing Meaning Making

W.E.B. DuBois' Sociology: The Restive Relationship between W.E. B. DuBois, Traditional White Institutions, and Diversity and Inclusiveness

Dr. Anne Onyekwulje,

This paper explores the transformation of W.E.B. DuBois' early sociological thinking on diversity and inclusiveness in response to the now apparent transition to a developmental diversity and inclusive approach (D&I) in traditional white institutions (TWT). The paper in a skeletal way identifies some of the tensions that exist for TWTs when dealing with institutional diversity and inclusiveness, the methodological problems, and with the evaluation of evidence when strategic planning around D&I becomes a necessary mission and vision goal. This paper uses DuBois' own words to show how early sociology was too caught upon "position" and not upon "connection" to diversity and inclusiveness. And, how DuBois' work can change the way we think about diversity and inclusion. Too, this paper will reveal how my sociology department is at work solving the problem of diversity and inclusiveness. Traditional white institutions rebuked the cause and call for diversity and inclusiveness in their white institutions. We have DuBois' attention. We can use his sociology and become the academic leader in developing a cultural space for diversity and inclusiveness to propagate.

Education and Learning in a World of Difference

Ethical Universalism

Dr. Indira Y. Junghare, - Creator of Innovative Diversity-Ethics-Peace studies, - Research Scholar, University of Minnesota, Minneapolis, Minnesota, United States

Natural disasters, earthquakes, hurricanes, floods, and droughts have unleashed havoc and suffering in many recent tragic events. The nature seems to show its power in various forms. One can ask if these events have any connection with our modern, scientific, industrial, materialistic worldview and our way of life? We are facing problems related to diverse cultures which cannot be understood in isolation for they are interconnected and interdependent; for example, we face global poverty, pollution, extinction of animals and plants on a massive scale, ethnic and tribal violence, competition for resources, socio-political-economic power's dominance and threats of wars and destruction. Ultimately, we have to see these problems as different faces of one single reality—leading to total annihilation of life. Descartes and Newton's mechanistic worldview, and the scientific revolution, which provided the foundation for the development of Western culture and modernity, are inadequate to face the reality. This paper analyzes the natural disasters and humanistic problems as different aspects of the same reality and proposes a system of universal ethics for the sustenance of all-inclusive existence and harmony between diverse systems of life. The approach to the analysis of suffering is ecological and draws upon Indian philosophies in theory and practice.

Education and Learning in a World of Difference

Wednesday, 6 June

15:40-16:55

PARALLEL SESSIONS

Room 4 Linguistic Diversity

Summoning the Cultural Heritage and Power of Mexican Parents' Voices via Code Switching

Gilbert Duenas,

Over a one-year period on Friday evenings, a household served as the venue for a bilingual researcher to meet with parents of three Mexican families to offer English language instruction and explore the effect of four strategies to summon the power of their voices in their native language and the English language. Over multiple sessions, the strategies intentionally tapped the richness of their cultural knowledge and life experiences. The chosen methods encompassed napkin notes at the kitchen table, graphic organizer focused on a central theme, mix of auditory messages sent via text message before the session followed by casual conversations and writings, and the researcher's modeling of paragraph writing in the Spanish language focused on a central concept followed by the parents' own practice writings. What started as household visits to offer instruction in the English language subtly evolved into rich conversations about family memories—both here and in their native land, cultural traditions, and sentiments about their lives in a new country. This study demonstrated the significance for educators to forge parent-teacher connections as a pathway for valuing the parents' native language and emergent acquisition of the English language—as resources for empowering the voices of culturally diverse families.

Education and Learning in a World of Difference

Up, Over, Around, and Through: Using Movement to Navigate Cultural and Linguistic Diversity in the Classroom

Jamie A. Johnson,

The rapid shift in the global landscape is resulting in an influx of non-native speakers into colleges and universities. Content area experts are faced with opportunities and challenges to meet the demands of the culturally and linguistically diverse students. Somatic practice provides a unique approach to assisting students' language acquisition alongside the development of their social, emotional, and cognitive intelligence. In this study, the qualitative analysis of interviews with Chinese English Language Learner (ELLs) revealed the challenges and benefits ELLs experience in a dance technique classroom. Participants highlighted teaching strategies they found assistive to their development. Interviewees suggestions were further explored through in-practice sessions, and resulted in the creation of learner-centered classroom activities. This presentation introduces a movement approach to embedding language objectives into coursework, highlights teacher-facilitated interactions, and stresses conscientious modeling to nurture inclusive learning environments.

Education and Learning in a World of Difference

16:55-18:25

Welcome Reception

Thursday, 7 June

08:15-09:15	Conference Registration Desk Open
09:00-09:20	Daily Update
09:20-09:55	Plenary Session
	TBA
09:55-10:25	Garden Conversation and Coffee Break
10:25-11:55	Diversity Panel
	TBA
11:55-13:00	Lunch
13:00-17:00	Tour of Diversity Units at the University of Texas at Austin
	In partnership with the Division of Diversity and Community Engagement at the University of Texas at Austin, conference delegates will have the opportunity to tour the various diversity-related units on campus and speak to representatives about the work they do for both the university and the local community.

Friday, 8 June

08:15-09:15	Registration Desk Open
09:00-09:15	Daily Update
09:15-09:50	Plenary Session
	Gloria González-López, Professor, Sociology, University of Texas at Austin, USA
09:50-10:20	Garden Conversation and Coffee Break
10:20-12:00	PARALLEL SESSIONS

Room 1 **Emancipatory Education**

Critical Reflective Practice and Emancipatory Education: Promoting Diversity, Equality, and Justice through a Culturally Democratic Program of Curriculum Diversification

Dr. Deborah Gabriel,

Inclusion, equality, and diversity in higher education are increasingly driven by government priorities. The Higher Education Green Paper Fulfilling Our Potential: Teaching Excellence, Social Mobility and Student Choice, is a consultation document that outlines a new Teaching Excellence Framework (TEF). It contains a strong focus on social mobility and widening participation, in relation to access and the success, retention, and progress of students from non-traditional and disadvantaged backgrounds. Critical reflective practice fuses critical inquiry and self-reflection with critical analysis that recognises the institutional cultural practices, policies, and socio-political contexts that shape professional practice. Inclusive teaching is focused on approaches that accommodate diverse abilities, cultural backgrounds, and learning styles. Cultural competence enables teachers to deliver cross-cultural and culturally responsive teaching. Diversifying the curriculum can help democratize the learning and teaching environment to enhance the experience and outcomes for Black and minority ethnic students. This paper discusses a culturally democratic programme of curriculum diversification and inclusive teaching practice at Bournemouth University piloted in the Faculty of Media and Communication. The programme, responsive to TEF directives, delivers emancipatory education by promoting critical reflective practice, the adoption of inclusive teaching approaches, and the development of cultural competencies to facilitate curriculum diversification through a series of workshops.

Education and Learning in a World of Difference

Creating a Culture of Critical Consciousness to Develop Intercultural Competence in Educators

Dr. Tonya Huber,

Lorena P. Cestou,

Elizabeth R. Sanmiguel,

Mayra L. Hernandez,

While the challenges to be globally competent bombard the field of education, what meaningful conceptual frameworks exist for considering (and assessing) university students as globally-minded citizens developing intercultural competence as educators? Freire's (1989) Critical Consciousness as Teacher Education Framework for Global Citizenship including artifact clips and caption analyses (Huber, 2002, 2011) provide curricular models and transformative strategies for creating a culture of critical consciousness in education by Elizabeth R. Sanmiguel. Clips and captions equip the teacher candidates with participatory research techniques (Freire 1970) to facilitate a greater depth of understanding by requiring candidates to reflect and act in ways to transform their lives and eventually the lives of their students in empowering ways. Explication of clips and captions analysis informs this paper. NAESA's (2016) Cultural Awareness Profiles by Mayra L. Hernandez--Profiles of students, particularly student research fellows, engaged in critical reflection in teacher education courses. The myCAP© Cultural Awareness Profile is a series of four surveys that self-assess and provide feedback in the areas that pertain to cultural and global awareness, specifically, understanding of cultural and global contexts, integration of global and cultural perspectives in the curriculum, and responsiveness to the influence of culture on teaching and learning.

Education and Learning in a World of Difference

Inclusive Teaching Strategies in Ghana and the United States: Teaching ALL of our Children

Dr. Sidonia Alenuma-Nimoh,

This paper explores inclusive teaching strategies and best practices for teaching all children irrespective of their background (gender, race, class, language, religion, sexual orientation, or ability). This quest in the field of education has a long history and there are a plethora of ideas on how we can "teach all our children" especially here in the United States. In this paper, I explore how the quest manifests itself in Ghana. Content of the study is based on field research conducted in Ghana in the academic year 2013/2014. African teachers have always taught students of different ability levels, class, and cultural differences in the same setting without having to analyze: am I using differentiation? They just do it and know that it works. Or do they? What can be learned from teachers who are seemingly oblivious of such strategies as culturally responsive, multicultural, and differentiation instruction? What strides are being made and how can an African country such as Ghana learn from educators in the United States and their preoccupation to be intentional about including everyone in their instruction and vice versa? Rather than viewing the inclusive instructions in isolation, is there any merit in hybridism? Does naming and acknowledging the teaching practice lead to best practices? What happens when inclusive strategies are blended in a subconscious manner, not named, but just done? Could there be lessons learned from the margins, from the practices of Ghanaian educators?

Education and Learning in a World of Difference

Friday, 8 June

10:20-12:00 **PARALLEL SESSIONS**

Voices from the Diverse Classroom: Teachers' Perspectives on Factors That Influence Their Orientation to Teaching in Public School Classrooms
 Alexandra Parise,
 Pre-service teachers are exposed to philosophical, psychological, social, multicultural, and economic factors that influence their instructional decisions. To what extent are multicultural and diversity pedagogy promoted? During their professional education preparation in many teacher preparation programs in the country, pre-service teachers are exposed to philosophical, psychological, social, multicultural, and economic factors. It is assumed in good faith that these factors will influence their instructional decisions when they are in the classroom. Likewise, there is a push for professional educators to promote multicultural awareness by honoring and valuing individual identity, cultural differences, and supporting the strength of all individuals in the classroom to ensure that instruction reflects the realities of global diversity. What factors really influence individual teachers' instructional decisions in diverse classrooms? To what extent are multicultural and diversity pedagogy are promoted? About twenty teachers provided answers to these questions during interviews. The analysis of the responses yielded compelling information and also raised thought-provoking questions. This paper is a report of the responses through the teachers' own voices.
Education and Learning in a World of Difference

Room 2 Workshops

Responding to a Discriminatory Incident
 Lee Mun Wah,
 Often, discriminatory incidents and lawsuits emerge from environments where diversity issues are seldom discussed and where cultural differences are "celebrated" but not practiced or represented. During this workshop, we will explore how to create a culturally competent and sensitive community that is able to embrace and respond to diversity. Through the use of role plays, personal stories, films, listening exercises, and "mindfully responding" techniques, participants will: Understand how one's personal and community history affect's one's self-esteem and sense of safety; Learn ways to respond with honesty and compassion when a conflict occurs that involves a diversity issue; Create a sense of community and understanding amongst a diverse culture of people; Learn how to ask meaningful and intimate questions of individuals from diverse cultures; Understand how differences (i.e. racial, gender) can affect relationships, communications, and behaviors; Discover how to observe and make use of the intent and impact of all of our communications; and Learn the art of listening and responding cross-culturally.
Community Diversity and Governance

An Integrated Approach to Intercultural Learning and Praxis in a World of Interconnected Economies, Cultures, and Identities: Leverage Diverse Ways of Thinking, Communicating, and Working
 Oleh Kaarmik, Principal, Global Operations, Impact Factors LLC
 In a world of interconnected economies, cultures, and identities, global citizenship is strategically embedded in mission and vision statements as our academic and business environments become increasingly complex. Simply learning about other cultures (having a cross-cultural approach) has not produced lasting positive impact academic institutions and businesses have been seeking. To discover creative and effective solutions to current and emerging challenges what is needed is an authentic engagement into a mutually grounded intercultural (not cross-cultural) learning. Being mindful about various cultural codes and being able to purposefully engage into a dialogue with intercultural (moving away from cross-cultural) mindset is the only path to success. This workshop is a practical and flexible tool which educates and equips individuals from different backgrounds not only to be respectful of cultural differences but to successfully leverage diverse ways of thinking, communicating and working. WORKSHOP CONTENT: The workshop is based on the Inter-Cultural Competence Model and is designed to introduce participants to a comprehensively designed learning series comprised of four components: awareness, attitude, knowledge, and skills. This series takes participants on an interactive inter-cultural journey where participants are actively involved in experiential learning while sharing professional insights, personal observations (from the presenter and the entire group), as well as hands-on exercises which invite the participants to make sense out of the unfamiliar without losing their cultural "self."
Education and Learning in a World of Difference

Room 3 Workshops

Be/longing: Contemplative and Performance Practices in Academia
 Dr. Laura Biagi,
 This workshop offers an introduction on the use of contemplative and performance practices to create awareness of the vital role that diversity plays in U.S. academic communities. Professor Biagi will lead participants through a series of exercises to address social conflicts coming from internal bias. Our assumptions, thought of as the "normal" way to look at things, can often result in prejudice and discrimination and, despite our best intentions, create microaggressions. When working with younger generations, such as students, faculty and staff may underestimate the impact that their authority has on their overall success. It is of paramount importance that academic leaders learn how to listen, control, and express their emotions, and choose words and body language that are inclusive. Working with simple theatrical exercises, Dr. Biagi will discuss the concept of the "performance of identity," and illuminate the fact that respect of diversity is first to be cultivated within. Be/longing is, at its heart, a "longing to be" seen, heard, and appreciated.
Identity and Belonging

Friday, 8 June

10:20-12:00 PARALLEL SESSIONS

Moving Forward: Forming Alliances for Diversity and Inclusion
 Noro Andriantiana Andriamanalina,
 This workshop will interest educators at the undergraduate and graduate levels and has three objectives: provide background and rationale for the University of Minnesota Graduate School initiatives, offer perspectives on collaborating with students, faculty, and staff on diversifying higher education, and highlight a curriculum model that has been used by the Graduate School Diversity Office to train faculty and staff on creating an inclusive environment for all students. Participants will engage in key components of the curriculum through small group discussions that address defining academic culture in a predominantly White institution, identifying purpose and objectives for recruiting diverse students, staff, and faculty, and addressing biases. Small group discussions will be an opportunity to explore how expectations are formed in academic institutions and how differences in cultural values impact student experiences. Participants will reflect on their institution's commitment to diversifying higher education and methods to create an inclusive environment to support diverse students. Critical to the conversations will be recognizing the intersectionality of student identities and how faculty and staff contribute to student experiences that are either affirming or negating. As all humans have biases, implicit and explicit, this workshop will focus on reducing bias by focusing on the experience of the individual and developing a dialogue to bridge differences. Participants will be equipped with content and strategies to lead discussions, at their institutions, on issues addressed through the workshop. This workshop will be applicable to all levels of educators and practitioners interested in increasing diversity among students, staff and faculty.
Organizational Diversity

Room 4 Colloquium
Critical Moments in a Faith-based University: Standing on a Fractured Precipice
 Dr. Anna Berardi,
 Dr. Steve Bearden,
 Dr. Beronica Salazar,
 Dr. Tricia Hornback,
 Linda Samek,
 The 2016 US election season has awakened deep-seated resentments, unleashing public incivility exposing fractures within many universities. Five academics report on current successes and failures in our diversity work within a dominant culture university manifesting this heightened social unrest. Response strategies in this new era of resistance and micro-aggression are detailed. Within a critical pedagogical framework, theories of identity development, systemic change and resistance inform strategy construction, implementation, and data analysis. Authors will detail activities engaging marginalized and dominant faculty, staff, and students including faculty engagement with student feedback, post-election dialogs, classroom activities, and faculty-led diversity initiatives. Case study outcome data will reveal affective responses inspiring personal commitment to change as well as overt hostility. The authors will address how these events force us to more fully connect with the magnitude of systemic privilege that allows dominant culture members to avoid the consequences of advocacy. Our current efforts are both inspiring and troubling. While we stand on a fractured precipice, it is a season of greater awakening and courage for those historically reticent to act. We conclude with steps to capitalize on this current state of heightened awareness.
Education and Learning in a World of Difference

12:00-13:05 Lunch

13:05-13:50 PARALLEL SESSIONS

Room 1 Innovation Case Studies
Global Leadership
 Marcelle Davis,
 Organizations continue to expand beyond United States borders. What are the key competencies leaders must have to ensure successful expansion and be effective in their role? Leaders are faced with many challenges today. As the marketplace expands and our borders become more fluid, leaders must ensure their organizations maintain a competitive edge while effectively leading a diverse workforce. While there are different types of diversity, there are key leadership competencies that are necessary for success as you take your organization to the next level. This innovation showcase will teach you about the critical skills and techniques a global leader needs. It will demonstrate how global leadership impacts the individual, the team, and the organization as a whole. After teaching the importance of these skills, the facilitator will engage audience with small group exercises - they are given challenges that require small group discussion in order to develop a solution. This allows the facilitator to gauge depth of audience's understanding and ability to apply skills that were taught.
Organizational Diversity

Room 2 Posters and Virtual Posters

Friday, 8 June

13:05-13:50

PARALLEL SESSIONS

Striving to Deliver Excellent Transgender Health Care with Education and Resources: Experiences of a Northern California Health Care Organization

Surya Brown Moffitt,
Jen Hawkins,
Travis Valdovinos,
Prital Patel,
Dr. Barry Eisenberg,
Dr. Nancy Brown,

Transgender people are highly vulnerable and routinely marginalized in the US, often experiencing severe health disparities. Many providers, administrators, and staff lack knowledge, experience, and confidence in caring for this population. In response, our Northern California health care organization has spent three years fostering diversity and inclusion by developing system-wide inclusion resource groups, public-facing web resources and content, an integrated approach to charting, coding, referrals, and EMR documentation for this population, CME-approved trainings on transgender health, including the gender spectrum, hormonal management, and surgical options, which have reached more than 600 providers and staff, and a robust internal collaboration site for education and training resources. Outcomes include measures documenting satisfaction with trainings provided, increased confidence in providing transgender health care, increased patient satisfaction, improved access to all specialties in all geographic locations, new patient growth, decreased number of referrals to other health care organizations, and contributions to our community benefit goals. We believe sharing our experience as a large health care organization in creating a welcoming and affirming environment will help others provide excellent care to every patient, every time.

Education and Learning in a World of Difference

International Service Learning for Developing Globally Competent Educators: The Muffled Voices of the Children of Batey 7

Dr. Tonya Huber,
Elizabeth R. Sanmiguel,
Lorena P. Cestou,
Mayra L. Hernandez,

University students had the opportunity to experience authentic learning by engaging in international service learning during an alternative spring break with children of Haitian heritage who live in modern-day, slavery-like conditions on the sugarcane plantations in the Dominican Republic. To accomplish the goal of becoming more globally competent, the students engaged in teaching children that were from backgrounds extremely different from theirs. As two bilingual graduate students from the border community of Laredo, Texas, USA, and Nuevo Laredo, Tamaulipas, Mexico, discovered the language that had marginalized them at home was an asset on the plantations where the Spanish language is seen as a way to move upward in the socio-economic order. The ISL's framework was based on the concepts of liberatory pedagogy (Freire, 1968/1986), critical analysis through clips and captions (Huber, 2002, 2011), and ethnogenetic levels of causation (Tharp, 1994), as well as standards from the Organisation for Economic Co-operation and Development (OECD, 2016), InTASC with NAFSA Global Lens, and the NAFSA Cultural Awareness Profile. Further analysis of this experience facilitated the realization that international service learning education enables authentic learning opportunities since passionate and lived approaches are more meaningful than passive and artificial approaches.

Education and Learning in a World of Difference

Culturally Responsive Early Literacy Instruction with Native American Communities

Matthew Gillispie,

This paper introduces a framework for culturally responsive teaching/instruction and services, and demonstrates its application to Native American children within the provision of early language and literacy services and support. Culturally Responsive Early Literacy Instruction: American Indian/Alaska Native (CRELI) is a personnel preparation project at the University of Kansas and funded by the U.S. Department of Education: Office of Special Education Programs (OSEP). CRELI addresses the personnel needs for speech-language pathologists with knowledge and experiences in early literacy instruction as well as cultural competency for serving American Indian/Alaska Native (AI/AN) people. CRELI relies on the collaboration of project faculty, graduate student scholars, and two nearby educational entities: Prairie Band Potawatomi Nation Early Childhood Center and Little Nations Academic Center at Haskell Indian Nations University. CRELI scholars, leaders, and partners have developed several four-day language and literacy units around published, tribally-specific storybooks. The author will provide rationale and components of culturally responsive teaching/instruction, especially as it generally applies to diverse NA communities. They will also discuss the role and responsibilities of speech-language pathologists in reading and writing, with focus on emergent and early literacy. Last, the author will share the development, components, and lessons from some of the culturally-specific language and literacy units that CRELI has developed and implemented with NA children and the CRELI education partners. Attendees will be encouraged to identify the need and development of culturally responsive literacy units specific to the cultural groups in their community.

Education and Learning in a World of Difference

Friday, 8 June

13:05-13:50 **PARALLEL SESSIONS**

The Influence of English Language Learning on Identity Construction and Reconstruction of Minority Kazakh Students at Universities in China

Sharapat ,
 This study focuses on a cohort of Kazakh minority students, exploring their English language learning experiences at Chinese universities and its impact on their identity (re)construction. The interest for this topic derives from my personal experience as a Kazakh minority person who grew up in Xinjiang, China. I have experienced identity confusion as someone in-between, neither fully accepted by Kazakh ethnic community since my proficiency in native Kazakh language was very low nor by Chinese majority group because I am ethnically identified as a Kazakh. The English language learning offered me the option to rethink this confused identity as not bound to either of those groups but transcend these ethnic and national identities to act inter-culturally as a multicultural man. The study is designed within the conceptual framework offered by Norton (2013) as "Imagined community, investment and identity." The minority group is always found in the unequal position compared with the dominant group in the society, with the investment in English learning, they have chance to reposition themselves from the unequal and marginalized position and reformat their identities as they imagine themselves as belonging to communities as "elite identity," "global citizen," "modernity," and so on. Based on the qualitative interview-based research design, I have conducted interviews with ten participants who are Kazakh minority students in Chinese universities. The findings suggest that those minority students view the English language as the opportunity to resist the feelings of inferiority and discrimination and accepted by the dominant group.

Identity and Belonging

Skin Color as a Predictor of Mental Health in Young Latino Children

Jaimie O'gara,
 Dr. Esther Calzada,
 Yeonwoo Kim,
 This study investigates the association between skin color and externalizing and internalizing problems in young Latino children. Using a longitudinal study of Mexican- and Dominican-origin children (N=750), regression models were conducted to examine the direct effect of skin color on internalizing and externalizing problems in first grade. Interaction effects between skin color and behavior problems at baseline on behavior problems at first grade were also tested. Half of the children were rated as "moderately dark," followed by "honorary white" (35%), and "collective black" (11%). Collective black children had greater mother-rated aggression at first grade compared to honorary white peers ($\beta=.28$). Moreover, the association between externalizing behaviors at baseline and first grade was stronger for collective black children compared to honorary white children, controlling for other predictors. Our findings suggest that color-based discrimination, in which negative traits are associated with darker skin (Hunter, 2016), may put darker-skinned Latino children at increased risk for more severe and/or more persistent mental health problems. Future research is needed to examine experiences of discrimination directed at young Latino children in order to develop intervention strategies to counteract the effects of colorism.

Identity and Belonging

Room 3 Focused Discussions

Do I Really Belong Here?: Pacific Island Boys' Sense of Belonging Experiences in Secondary School

Fuapepe Rimoni, Lecturer, Victoria University of Wellington
 The benefits of achieving and gaining secondary school qualifications are numerous, including stronger foundations for life-long learning, easier access to tertiary education, and access to a wider range of opportunities in the job market. However, in New Zealand, there is little evidence available that informs both educators and educational institutes of whether a sense of belonging has a part to play in being identified as an academic achiever in secondary school. In this paper, I introduce a case study, which has been identified through "talanoa" (conversations) with young Samoan male students in secondary school, of their perceptions on "sense of belonging" and achieving at school. A case study approach is often used to build up a rich picture of an entity, using different kinds of data collection and gathering the views, perceptions, experiences, and/or ideas of diverse individuals relating to the case. I discuss some of the initial factors that have been identified by the young male students, asking if New Zealand secondary schools are catering to Pacific male students both spiritually, physically, and emotionally. Underpinned by the use of a Pacific conceptual framework called Fa'afaletui, the Samoan male students share their stories from the perspectives of being identified as a "tama Samoa" (Samoan boy), a tama Samoa son, a tama Samoa friend, and a tama Samoa as a student in the secondary school.

Education and Learning in a World of Difference

13:50-13:55 **Transition Break**

13:55-15:10 **PARALLEL SESSIONS**

Room 1 Institutional Competencies

Friday, 8 June

13:55-15:10

PARALLEL SESSIONS

Diversity in the German Youth Service: Effects of Diversity on Colleagues and Clients

Timo Schreiner,

Youth service is part of Germany's welfare system and has a monitoring and counseling function. Within this current research, youth service is seen as an organisation with its own culture and rituals. Using organisational pedagogy, how diversity is defined and handled shall be analysed. The case study is based on the Grounded Theory and designed as a mixed method research. Interviews on all levels of the organisation were implemented. No fixed term of "diversity" was set, so the definition of diversity comes from members of the organisation itself. All employees of the organisation were asked with a questionnaire about their (social-)demographic data (age, gender, migration, etc.). The data were combined and first results shown. Migration Background e.g. is seen as a strategy to get into contact with the clients but the rate of migration within the organisation is very low, far beneath the communal average. Furthermore, diversity is seen as very positive and indicated as a factor for a good work climate, but there is also a very high identification with the own department and a high demarcation to the rest of the organisation. These results show that the effects of diversity were occasionally seen and interpreted contradictorily.

Organizational Diversity

Using Evidence to Increase Cultural Competence during a Disaster Cycle: Educational Initiative for Healthcare Providers

Dr. Stephanie Pierce,

This program was developed at the Center for Emergency Preparedness and Disaster Response at a school of Nursing. The importance of training and educating health care providers in emergency preparedness and disaster response, and the need for cultural sensitivity in disasters has been well documented in the literature. The strengthening of the current state of emergency preparedness among health care professionals in Louisiana is still necessary twelve years after Hurricane Katrina. The training programs provide leadership, management skills, and policy development focused specifically on culturally competent nursing care during emergencies and disasters. The training programs are designed using various online and distance learning modalities as well as face-to-face educational programs for undergraduate and graduate student nurses and practicing registered nurses. Three core courses and ten specialty courses focus on increasing knowledge, understanding, and judgment to minimize health hazards and life-threatening damage to vulnerable populations during disasters. Courses offered online use materials to disseminate best practices on emergency preparedness and disaster management with the outcome of developing leaders that can create work environments that are educated on culturally competent interventions using a all hazards approach. Participation in the programs prepare nurses to lead and transform the health care delivery system through training, research, and utilization of resources and technology. The project directly impacts the Preparedness objective outlined in Healthy People 2020.

Education and Learning in a World of Difference

Connected Learning: Opportunities and Obstacles for Negotiating Intercultural Competency

Terra Gargano,

Through a lens grounded in the six foundational characteristics of connected learning (interest-powered, production centered, peer supported, shared purpose, academically oriented, and openly-networked) this study will identify how online mediated learning through networked sites, in combination with professional training and personal experiences, influence the development of intercultural competency in graduate students. Questionnaires and interviews illuminate insights into how groups, platforms, resources, support structures, and relationships influence the negotiation of intercultural competency and cultural empathy. This research lies at the intersection of higher education, intercultural competency, and connected learning by examining why students participate and persist in the development of intercultural competency, what challenges students face along the way, how students reconcile conflict and create opportunities, and how students define salient learning outcomes.

Education and Learning in a World of Difference

Room 2 Community Profiles

When Does Residential Isolation Adversely Affect Health?: The Decline of White America

Lee Mobley,

The most segregated white communities exhibit significantly higher rates of late-stage breast cancer diagnosis, which is associated with greater disease morbidity and mortality than diagnoses at early stages. We examine all breast cancer cases in the US and see an emerging trend over more recent time. Living in the most segregated Black or Hispanic communities is not associated with this increased health risk. With the white mortality rate increasing faster than the rate for other races and ethnicities, we look to the psychological and the social science literatures to examine this phenomenon in the context of social disorder and disease. This research was conducted using the entire US Cancer Statistics database inside the secure Federal Research Data Center at the Atlanta CDC.

Identity and Belonging

Room 3 Learning Communities

Friday, 8 June

13:55-15:10	PARALLEL SESSIONS
	<p>From Diversity to Inclusion: Integrating Elements of Diversity into Curriculum and Facilitation that Fosters an Inclusion Learning Community Dr. Jalin B. Johnson, Dr. Laura M. Galloway, Dr. Monica Shukla, Dr. Sheila Lakshmi Steinberg, In both the synchronous and asynchronous settings, course design and facilitation that focuses on enhancing inclusive educational experiences must consider that diversity is defined by the participants of the shared learning environment. This type of inclusive learning environment can create deep, meaningful, and transformative learning experiences for each student. Inclusivity means that one must consider the role of culture, space, and place in creating a community of learners. In this discussion, factors such as diversity of thought, culture, background, knowledge, opinion, and personal and professional experience are necessary when designing and facilitating for inclusion. For example, the role of culture is often neglected in regards to teaching and learning. Different geographic areas throughout the country set the demographic backdrop for diverse cultures and societies. In this paper we discuss the importance of culture and place as an additional factor to be considered when designing and facilitating learning. Furthermore, we will deliberate tools and resources used to offer a varied platform for students and instructors to focus on an array of pertinent issues to be used in both the in-person and the online driven pedagogy models. Different students possess varying learning styles so here we try to account for this diversity in learning through employing multi-modal teaching approaches. Overall, this approach of integrating diversity in the framework of the curriculum leads to educational and social outcomes that further support the students' professional development as a global citizen.</p> <p><i>Identity and Belonging</i></p> <p>Diversity and Inclusion: A Case in Practice Sandra Healy, As Head of Diversity and Inclusion for Dublin City University, Ireland, I bring a wealth of experience from my career spanning twenty years in the Telecoms Industry. My paper explores how to effectively connect academia with industry to build best practice solutions on diversity and inclusion (D&I). This will include examples on the following: Collaborating with, and securing research funding from Industry; Drawing on expertise across a distributed community (By-in, Structure, etc.); Developing policies and practice documents for D&I; and Diversity & Inclusion Toolkits for People Managers (both Academia & Industry).</p> <p><i>Organizational Diversity</i></p>
15:10-15:25	Coffee Break
16:40-17:10	Closing Session and Awards Ceremony