Sixteenth International Conference on
Diversity in Organizations, Communities, and Nations

Human Diversity and the Environment - Mapping Difference in the Era of the Anthropocene

27–29 JULY 2016 | THE UNIVERSITY OF GRANADA | GRANADA, SPAIN | ONDIVERSITY.COM
Sixteenth International Conference on Diversity in Organizations, Communities & Nations


The University of Granada | Granada, Spain | 27–29 July 2016

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Dear Diversity in Organizations, Communities & Nations Delegates,

Welcome to Granada and to the Sixteenth International Conference on Diversity in Organizations, Communities & Nations. The Diversity in Organizations, Communities & Nations Knowledge Community—its conference, journal collection, and book imprint—is brought together by a shared interest in human differences and diversity, and their varied manifestations in organizations, communities, and nations.

Founded in 2000, the Inaugural Diversity Conference was first held in Sydney, Australia; then Melbourne, Australia in 2001; University of Hawai‘i, Manoa, Honolulu, USA, in 2003; University of California, Los Angeles, Los Angeles, USA, in 2004; Institute of Ethnic Administrators, Beijing, China, in 2005; Xavier University and Louisiana State University, New Orleans, USA, in 2006; OZW-School of Health, Amsterdam, the Netherlands, in 2007; HEC Montréal, Montréal, Canada, in 2008; Riga International School of Economics and Business Administration (RISEBA) in Riga, Latvia, 2009; Queen’s University Belfast, Belfast, Northern Ireland, 2010; the University of Western Cape, Cape Town, South Africa, in 2011; the University of British Columbia, Vancouver, Canada, in 2012; Charles Darwin University, Darwin, Australia, in 2013; Vienna University of Economics and Business, Vienna, Austria, in 2014; and the University of Hong Kong, Hong Kong SAR, China, in 2015. Next year, we are honored to hold the conference at the University of Toronto in Toronto, Canada.

Conferences can be ephemeral spaces. We talk, learn, get inspired, but these conversations fade with time. This Knowledge Community supports a range of publishing modes in order to capture these conversations and formalize them as knowledge artifacts. We encourage you to submit your research to the Diversity in Organizations, Communities & Nations Journal Collection. We also encourage you to submit a book proposal to the Diversity in Organizations, Communities & Nations Book Imprint.

In partnership with our Editors and Community Partners the Diversity in Organizations, Communities & Nations Knowledge Community is curated by Common Ground Publishing. Founded in 1984, Common Ground Publishing is committed to building new kinds of knowledge communities, innovative in their media and forward thinking in their messages. Common Ground Publishing takes some of the pivotal challenges of our time and builds knowledge communities which cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of humanities, the nature of interdisciplinarity, the place of the arts in society, technology’s connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations. Common Ground is a meeting place for people, ideas, and dialogue. However, the strength of ideas does not come from finding common denominators. Rather, the power and resilience of these ideas is that they are presented and tested in a shared space where differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. These are the kinds of vigorous and sympathetic academic milieus in which the most productive deliberations about the future can be held. We strive to create places of intellectual interaction and imagination that our future deserves.

Thank you to everyone who has poured such a phenomenal amount of work into this conference including our co-organizers, the University of Granada. I’d also like to thank my Common Ground colleagues, Monica Hillison, Caitlyn Schmid, Homer Stavely, and Jessica Weinhold-Brokish, who have put such a significant amount of work into this conference.

We wish you the best for this conference and hope it will provide you every opportunity for dialogue with colleagues from around the corner and around the globe. We hope you will join us at next year’s Diversity in Organizations, Communities & Nations Conference, 26–28 July 2017, in Toronto, Canada.

Yours sincerely,

Homer Stavely
Host, Common Ground Publishing
Our Mission
Common Ground Publishing aims to enable all people to participate in creating collaborative knowledge and to share that knowledge with the greater world. Through our academic conferences, peer-reviewed journals and books, and innovative software, we build transformative knowledge communities and provide platforms for meaningful interactions across diverse media.

Our Message
Heritage knowledge systems are characterized by vertical separations—of discipline, professional association, institution, and country. Common Ground identifies some of the pivotal ideas and challenges of our time and builds knowledge communities that cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of the humanities, the nature of interdisciplinarity, the place of the arts in society, technology’s connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations. Common Ground is a meeting place for these conversations, shared spaces in which differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. We strive to create the places of intellectual interaction and imagination that our future deserves.

Our Media
Common Ground creates and supports knowledge communities through a number of mechanisms and media. Annual conferences are held around the world to connect the global (the international delegates) with the local (academics, practitioners, and community leaders from the host community). Conference sessions include as many ways of speaking as possible to encourage each and every participant to engage, interact, and contribute. The journals and book series offer fully-refereed academic outlets for formalized knowledge, developed through innovative approaches to the processes of submission, peer review, and production. The knowledge community also maintains an online presence—through presentations on our YouTube channel, monthly email newsletters, as well as Facebook and Twitter feeds. And Common Ground’s own software, Scholar, offers a path-breaking platform for online discussions and networking, as well as for creating, reviewing, and disseminating text and multi-media works.
Diversity in Organizations, Communities & Nations
Knowledge Community

Exploring the forms and futures of human difference and diversity
The Diversity in Organizations, Communities & Nations Knowledge Community is brought together by a shared interest in diversity in one or another of its manifestations, in organizations, communities, and nations. The community interacts through an innovative, annual face-to-face conference, as well as year-round online relationship, peer reviewed journal and book imprint—exploring the affordances of the new digital media.

**Conference**

The conference is built upon four key features: Internationalism, Interdisciplinarity, Inclusiveness, and Interaction. Conference delegates include leaders in the field as well as emerging scholars, who travel to the conference from all corners of the globe and represent a broad range of disciplines and perspectives. A variety of presentation options and session types offer delegates multiple opportunities to engage, to discuss key issues in the field, and to build relationships with scholars from other cultures and disciplines.

**Publishing**

The Diversity in Organizations, Communities & Nations Knowledge Community enables members to publish through two media. First, community members can enter a world of journal publication unlike the traditional academic publishing forums—a result of the responsive, non-hierarchical, and constructive nature of the peer review process. The Diversity Collection provides a framework for double-blind peer review, enabling authors to publish into an academic journal of the highest standard. The second publication medium is through the book imprint, Diversity in Organizations, Communities & Nations, publishing cutting edge books in print and electronic formats. Publication proposals and manuscript submissions are welcome.

**Community**

The Diversity in Organizations, Communities & Nations Knowledge Community offers several opportunities for ongoing communication among its members. Any member may upload video presentations based on scholarly work to the community YouTube channel. Monthly email newsletters contain updates on conference and publishing activities as well as broader news of interest. Join the conversations on Facebook and Twitter. Or explore our new social media platform, Scholar.
**Theme 1: Identity and Belonging**

- Classified as exclusionary, either on a person to person affective basis, or through systemic or structural exclusion—hence classifications such as racism, sexism
- Inclusive remedies are prescribed to the injustices of differences, including equity, access, multiculturalism, tolerance, and recognition
- Dimensions of individual differences (ethnicity, gender, race, socio-economic, indigenous, religion, sexual orientation, disability)
- Cultural history, oral history, and cultural ‘renaissance’
- Dynamics of diversity (inclusion, exclusion, assimilation, integration, pluralism)
- Social justice, injustice, and redress
- Media representations of identities or groups
- Intercultural relations
- Experiences with “the other” (tourism, travel, exchanges, aid missions)
- Exclusionary ‘isms’: racism, sexism, heterosexism, ageism, ableism, nationalism, capitalism
- The ‘-isms’ with agendas: feminism, anti-racism, multiculturalism, socialism

**Theme 2: Education and Learning in a World of Differences**

- Learner differences cross dimensions that are material (social class, geographical locale, and family), corporeal (age, race, sex and sexuality, and physical and mental capacities) and symbolic (culture or ethnicity, language, gender, affinity, and persona)
- Strategies for negotiating these differences, from the microdynamics of pedagogy, to the agendas of curriculum, the nuances of assessment, the organizational structures of the educational institution and its relations with the communities it services
- Dimensions of individual differences in learning
- Inclusive education
- Educational policies and practices related to diversity
- Curricular and instructional frameworks for addressing diversity
- Educating teachers, administrators, community members in diversity
- The role of ethics in education
- Language diversity and learning new languages
- Service or experiential learning and intercultural understanding
- Multicultural, cross-cultural, international, and global education
Theme 3: Organizational Diversity

- Organizational diversity in private, public, and community organizations, including workplace culture, recruitment and promotion, human resource development, team work and relationships with diverse clienteles
- Explorations of the impact of government and regulatory policies on the workplace
- Local and global diversity, as well as the full range of issues of diversity arising in workplaces, from gender, to sexual orientation, to culture and language, to disability
- Management: employment policies and practices
- Beyond legislative and regulatory compliance: disabilities, workplace harassment, discrimination
- Design issues related to access and accommodation of diverse needs
- Mediation: cultural assumptions and practical outcomes
- Markets and diversity: niche markets, customization and service values
- Leveling the playing field: global economics, fair trade, outsourcing, and equal opportunity

Theme 4: Community Diversity and Governance

- Consequences of global human movement (e.g., immigrants, refugees) on local communities
- The development in response of multicultural policies and practices
- Community self-governance and community capacity development
- Democracy and diversity: questions of representation and voice
- Defining human necessities and insuring access: housing, medicine, food, water
- Human rights, civil rights
- ‘Mainstreaming’ or ‘integration’ versus services based on unique cultural identities
- The politics of community leadership: challenges for local government
- The globalization of human rights and local sovereignty
Human Diversity and the Environment: Mapping Difference in the Era of the Anthropocene

Scientists have recently begun to speak of a new era in geological time, 'the Anthropocene', or an era in which the destiny of the earth’s ecosystems is determined by a single species, homo sapiens. Often lost in these discussions, however, are the differences in orientation to the environment of different human groups—according to culture, gender, (dis)ability, and a myriad of other dimensions of human diversity. As we address some of the greatest ecological challenges that humanity has ever faced, in what ways are we required to factor in ecological diversity into traditions of thinking about human diversity? How might we need to build senses of identity and belonging that account for our species-embeddedness in ecosystems? What are the demands for environmental education that run parallel to demands to understand the dimensions of human diversity? What are the implications for communities and modes of governance as they map onto the cartographies of ecosystems? Finally, how are we forced to deal with the interface of the local and global, for instance local bio-systems in relation global climate change? Taken as a whole, how can principles of inclusion and diversity inform programs of action that can do justice to human and cultural diversity, nevertheless be sensitive to ecological or biological diversity? The very future of our planetary existence may depend on addressing these integrated questions.
Diversity and Identity

In an earlier modernity, organizations, communities, and nations tried to ignore differences. When they could not be ignored, they were pushed over to the other side of a geographical border, or an institutional boundary, or the normative divide of ‘deviance’. Difference was addressed via categorization and separation. In slightly more open moments stringent rules of conditional entry were imposed, such as assimilation or integration. In both instances, however, singular similarity was posited as the norm for successful community.

Here is a typical catalog of dimensions of difference: material conditions (social class, locale, family); corporeal attributes (age, race, sex, sexual orientation, and physical and mental abilities); and symbolic differences (affinity and persona, culture, language, and gendre—this concept capturing an amalgam of gender and sexual identification). These were the categories that marked out lines of separation or exclusion in the past.

Increasingly today, these categories have become the focus of agendas of recognition-in-difference or programs that redress historic and persisting injustice. They present themselves in our late modernity as insistent demographic realities. These differences have become living and normative realities, buttressed by an expanded conception of human rights.

However, as soon as we begin to negotiate differences in good faith, we find ourselves confounded by these very categories. We discover that the gross demographic groupings used in the first instance to acknowledge differences are too simple for our needs. We find that we are instead dealing with an inexhaustible range of intersectional possibilities—where gender and race and class meet, for instance. We face real-world specificities which artificially align people who would formally seem to fit within the ostensible categorical norm.

In fact, if you take on any one of the categories, you will find that the variation within that group is greater than the average variation between groups. There are no straightforward norms. Rather, you find yourself in the presence of differences which can only be grasped at a level that defies categorization: different life narratives (experiences, places of belonging, networks), different personae (attachments, orientations, interests, stances, values, worldviews, dispositions, sensibilities); and different styles (aesthetic, epistemological, learning, discursive, interpersonal).

The gross demographics might tell of larger historical forces, groupings and movements. But they don’t tell enough to provide a sufficiently subtle heuristic or guide for our everyday interactions. The gross demographic categories also find themselves in lists which, in times so sensitive to difference, all-too-often come to sound like a glib litany.

So what do we do to rise above the glibness and the sometimes justified accusations of platitudinous ‘political correctness’? For history’s sake, we need to address the gross demographics, but also today, a lot more.

Diversity as a Program of Action

Difference is the stuff of identities, human realities to be found in the social world. Diversity is a program of action. It is the stuff of normative agendas, where difference becomes the basis of social projects aimed at inclusion. This is where difference, the insistent reality, becomes diversity the agent of change. Many an historical and contemporary response to difference is hardly worthy of the name ‘diversity’—racism, discrimination and systematic inequity. As a normative agenda and social program, diversity stands in contradistinction to systems of exclusion, separation or assimilation.
Diversity in Organizations, Communities & Nations

Scope and Concerns

Divergence and Agency
And another distinction. ‘Difference’ is a found social object. ‘Diversity’ is the mode of recognition of that object.
‘Divergence’ describes a dynamic peculiar to some social contexts, such as the societies of ‘first peoples’ and the just-
now unfolding phase of modernity. These are places where there is an endogenous, systematic, active, and continuous
tendency for individual social agents and groups to differentiate themselves. This is in direct contrast to the earlier
modern societies where homogenization was the norm, or at best tokenistic recognition of differences.

We live today in a time affording greater scope for agency, and this allows us to make ourselves more different. And
because we can, we do. Take for instance the rainbow of gender identifications and expressions of sexuality in the newly
plastic body; or the shades of ethnic identity and the juxtapositions of identity which challenge our inherited conceptions
of neighborhood; or the locale that highlights its peculiarities to tourists; or the panoply of identities supported by the
new, participatory media; or the bewildering range of products anticipating any number of consumer identities and
product reconfigurations by consumers themselves.

Globalization and Diversity
The normative agenda of diversity has become all the more pressing as we enter a moment we might call ‘total
globalization’. This is the moment when the global becomes a primary domain of action and representation of commerce,
governance, and personality. There have been other moments of globalization, to be sure. First, there was a moment
when gathering and hunting societies came to live across and speak about most of the earth’s habitable lands. Then
came a moment of farming, writing, and the formation of societies on four continents so unequal that their rulers could
afford to order buildings substantial enough to leave the ruins of ‘civilization’. Later, there was modern imperialism,
industrialism, and nationalism. Then now, is this a new moment?

If there is a new moment, it is one on which there is no place that cannot be reached in person by modern transport, in
conversation through modern communications, in representation through modern media, or by products and services
through modern markets. And because they can be reached, almost invariably they are reached. The incipient fact of total
globalization brings with it a normative agenda for diversity: the agenda of globalism.

Today’s agendas of difference, diversity, divergence, and globalization play themselves through the heartlands of the
emerging world order—the heartlands of commerce, governance, and personality. Here we find paradoxes at play across
the world of differences: the paradox of convergence which fosters divergence and the paradox of universalization which
accentuates difference.
Scope and Concerns

Economics of Diversity
In the domain of production, distribution, and exchange, diverse labor forces work in organizations that increasingly defy national borders and strive to take their capital and commodities to the ends of the earth. Far from the founding logic of industrialism (mass production, mass markets, the lowest common denominator logic of deskillcd workforces, and one-size-fits-all view of consumers), the new commerce talks of mass customization, complementarities amongst the persons on diverse teams, catering to niche markets, and staying close to customers in all their variability.

We could go so far as to claim that a new systems logic might be emerging in this, a kind of ‘productive diversity’. To make such a claim would be to go way beyond, or even dispense with, regimes of affirmative action and demographically defined regulatory compliance. It would also be to set an equity agenda for productive life, in which even minimalist approaches to diversity and incremental approaches to inequality are, as a general rule, an improvement on unreflective discrimination.

Governing Diversity
In the realm of civic life, local and national communities daily negotiate the differences resulting from immigration, refugee movement, settlement, and indigenous claims to prior ownership and sovereignty. At the same time, communities increasingly recognize and negotiate a plethora of other intersecting and sometimes contrary differences.

Going beyond multiculturalism at the local and national level, it may be possible in this moment to create a kind of ‘civic pluralism’, a new way of living in community based on multiple layers of sovereignty and multiple citizenship. Not only does this transcend the old civic—the nation-state of more or less interchangeable identical individuals and its legitimating rhetoric of nationalism. It also promises to move beyond trivializing and marginalizing forms of multiculturalism, and to address afresh the nature and forms of ‘human rights’.

Diverse Personalities
Difference sits deep in our consciousness, our epistemologies, our subjectivities, and our means of production of meaning. No longer can we assume there to be a universal personality (normal or deviant but remediable), because the universal today is a humanity of personalities emphatically in the plural (the range of our differences), and also in the multiple (the layered complexity of the differences within us—for every individual the unique intersection of attributes, the nature and sources of which may often be ascribed to groups and socialization). This bit of gender, that bit of race, the other bit of socio economic group—this is the stuff of our personalities in the plural and the multiple. Together, these manifest themselves as the complexity of our dispositions, our sensibilities, our identities.
About
The Diversity in Organizations, Communities & Nations Knowledge Community is dedicated to the concept of independent, peer-led groups of scholars, researchers, and practitioners working together to build bodies of knowledge related to topics of critical importance to society at large. Focusing on the intersection of academia and social impact, the Diversity in Organizations, Communities & Nations Knowledge Community brings an interdisciplinary, international perspective to discussions of new developments in the field, including research, practice, policy, and teaching.

Membership Benefits
As a Diversity in Organizations, Communities & Nations Knowledge Community member you have access to a broad range of tools and resources to use in your own work:

- Digital subscription to the Diversity in Organizations, Communities & Nations Journal Collection for one year.
- Digital subscription to the book imprint for one year.
- One article publication per year (pending peer review).
- Participation as a reviewer in the peer review process, with the opportunity to be listed as an Associate Editor after reviewing three or more articles.
- Subscription to the community e-newsletter, providing access to news and announcements for and from the knowledge community.
- Option to add a video presentation to the community YouTube channel.
- Free access to the Scholar social knowledge platform, including:
  - Personal profile and publication portfolio page;
  - Ability to interact and form communities with peers away from the clutter and commercialism of other social media;
  - Optional feeds to Facebook and Twitter;
  - Complimentary use of Scholar in your classes—for class interactions in its Community space, multimodal student writing in its Creator space, and managing student peer review, assessment, and sharing of published work.
Engage in the Community

Present and Participate in the Conference
You have already begun your engagement in the community by attending the conference, presenting your work, and interacting face-to-face with other members. We hope this experience provides a valuable source of feedback for your current work and the possible seeds for future individual and collaborative projects, as well as the start of a conversation with community colleagues that will continue well into the future.

Publish Journal Articles or Books
We encourage you to submit an article for review and possible publication in the journal. In this way, you may share the finished outcome of your presentation with other participants and members of the community. As a member of the community, you will also be invited to review others’ work and contribute to the development of the community knowledge base as an Associate Editor. As part of your active membership in the community, you also have online access to the complete works (current and previous volumes) of journal and to the book imprint. We also invite you to consider submitting a proposal for the book imprint.

Engage through Social Media
There are several ways to connect and network with community colleagues:

- **Email Newsletters**: Published monthly, these contain information on the conference and publishing, along with news of interest to the community. Contribute news or links with a subject line ‘Email Newsletter Suggestion’ to support@ondiversity.com.

- **Scholar**: Common Ground’s path-breaking platform that connects academic peers from around the world in a space that is modulated for serious discourse and the presentation of knowledge works.

- **Facebook**: Comment on current news, view photos from the conference, and take advantage of special benefits for community members at: http://www.facebook.com/OnDiversity

- **Twitter**: Follow the community @ondiversity and talk about the conference with #ICDOCN16

- **YouTube Channel**: View online presentations or contribute your own at http://commongroundpublishing.com/support/uploading-your-presentation-to-youtube.
The principal role of the Advisory Board is to drive the overall intellectual direction of the Diversity in Organizations, Communities & Nations Knowledge Community and to consult on our foundational themes as they evolve along with the currents of the field. Board members are invited to attend the annual conference and provide important insights on conference development, including suggestions for speakers, venues, and special themes. We also encourage board members to submit articles for publication consideration to Diversity in Organizations, Communities & Nations Journal Collection as well as proposals or completed manuscripts to the Diversity in Organizations, Communities & Nations Book Imprint.

We are grateful for the continued service and support of these world-class scholars and practitioners.

- Ien Ang, Director, Institute for Cultural Research, University of Western Sydney, Sydney, Australia
- Samuel Aroni, Director, UCLA International Institute, University of California, Los Angeles, Los Angeles, USA
- Vivienne Bozalek, Director, Teaching and Learning, University of the Western Cape, Cape Town, South Africa
- Susan Bridges, Assistant Dean, Curriculum Innovation, University of Hong Kong, Pok Fu Lam, Hong Kong
- Duane Champagne, University of California, Los Angeles, Los Angeles, USA
- Jock Collins, University of Technology, Sydney, Australia
- Leonard Edmonds, Arizona State University, Phoenix, USA
- Grethe van Geffen, Managing Director, Seba Culturmanagement, Amsterdam, The Netherlands
- Jackie Huggins, University of Queensland, Brisbane, Australia
- Andrew Jakubowicz, University of Technology, Sydney, Australia
- Paul James, University of Western Sydney, Sydney, Australia
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- Fethi Mansouri, Alfred Deakin Research Institute for Citizenship and Globalisation, Deakin University, Geelong, Australia
- Joe Melcher, Xavier University of Louisiana, New Orleans, USA
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- José Luis Ortega Martín, University of Granada, Granada, Spain
- Peter Phipps, RMIT University, Melbourne, Australia
- Javier Villoria Prieto, University of Granada, Granada, Spain
- Michael Shapiro, University of Hawai’i at Manoa, Honolulu, USA
- David S. Silverman, Kansas Wesleyan University, Salina, USA
- Roger Slee, Victoria University, Melbourne, Australia
- Crain Soudien, University of Cape Town, Cape Town, South Africa
- Terry Threadgold, Head, Cardiff School of Journalism, Cardiff University, Cardiff, UK
- Rob Walker, Keele University, Keele, UK
- Ning Wang, Tsinghua University, Beijing, China
A Social Knowledge Platform
Create Your Academic Profile and Connect to Peers
Developed by our brilliant Common Ground software team, Scholar connects academic peers from around the world in a space that is modulated for serious discourse and the presentation of knowledge works.

Utilize Your Free Scholar Membership Today through
• Building your academic profile and list of published works.
• Joining a community with a thematic or disciplinary focus.
• Establishing a new knowledge community relevant to your field.
• Creating new academic work in our innovative publishing space.
• Building a peer review network around your work or courses.

Scholar Quick Start Guide
2. Enter a “blip” (a very brief one-sentence description of yourself).
3. Click on the “Find and join communities” link located under the YOUR COMMUNITIES heading (On the left hand navigation bar).
4. Search for a community to join or create your own.

Scholar Next Steps – Build Your Academic Profile
• About: Include information about yourself, including a linked CV in the top, dark blue bar.
• Interests: Create searchable information so others with similar interests can locate you.
• Peers: Invite others to connect as a peer and keep up with their work.
• Shares: Make your page a comprehensive portfolio of your work by adding publications in the Shares area - be these full text copies of works in cases where you have permission, or a link to a bookstore, library or publisher listing. If you choose Common Ground’s hybrid open access option, you may post the final version of your work here, available to anyone on the web if you select the ‘make my site public’ option.
• Image: Add a photograph of yourself to this page; hover over the avatar and click the pencil/edit icon to select.
• Publisher: All Common Ground community members have free access to our peer review space for their courses. Here they can arrange for students to write multimodal essays or reports in the Creator space (including image, video, audio, dataset or any other file), manage student peer review, co-ordinate assessments, and share students’ works by publishing them to the Community space.
A Digital Learning Platform
Use Scholar to Support Your Teaching

Scholar is a social knowledge platform that transforms the patterns of interaction in learning by putting students first, positioning them as knowledge producers instead of passive knowledge consumers. Scholar provides scaffolding to encourage making and sharing knowledge drawing from multiple sources rather than memorizing knowledge that has been presented to them.

Scholar also answers one of the most fundamental questions students and instructors have of their performance, “How am I doing?” Typical modes of assessment often answer this question either too late to matter or in a way that is not clear or comprehensive enough to meaningfully contribute to better performance.

A collaborative research and development project between Common Ground and the College of Education at the University of Illinois, Scholar contains a knowledge community space, a multimedia web writing space, a formative assessment environment that facilitates peer review, and a dashboard with aggregated machine and human formative and summative writing assessment data.

The following Scholar features are only available to Common Ground Knowledge Community members as part of their membership. Please email us at support@cgscholar.com if you would like the complimentary educator account that comes with participation in a Common Ground conference.

- Create projects for groups of students, involving draft, peer review, revision and publication.
- Publish student works to each student’s personal portfolio space, accessible through the web for class discussion.
- Create and distribute surveys.
- Evaluate student work using a variety of measures in the assessment dashboard.

Scholar is a generation beyond learning management systems. It is what we term a Digital Learning Platform—it transforms learning by engaging students in powerfully horizontal “social knowledge” relationships. For more information, visit: http://knowledge.cgscholar.com.
Diversity in Organizations, Communities & Nations Journal Collection

Committed to being a definitive resource exploring the forms and futures of human difference and diversity
About

The Diversity in Organizations, Communities & Nations Journal Collection creates a space of discussion for anyone with an interest in, and concern for, mediating cultural difference and diversity. The collection examines the realities of difference and diversity today, empirically and critically as well as optimistically and strategically, touching upon the topics of globalization, identity, and social group formation. At a time of virulent reactions to difference and globalization (ethno-nationalism, racist backlash, parochialism, and protectionism), there is a pressing need to reflect critically on the shape and the possibilities of the normative agendas of diversity and globalism. They aim to be a place for thinking about and discussing these pressing matters, and in ways that range from the “big picture” and the theoretical to the practical and everyday business of negotiating difference and diversity in organizations, communities, and civic life.

The collection is relevant for academics, educators, and research students in the fields of globalization, nationalism, anthropology and cultural studies, tourism studies, ethnic studies, indigenous studies, gender studies, disability studies, gay and lesbian studies, diversity management, public administrators and policy-makers, private and public sector leaders, diversity management, equal employment opportunity, human resource development, and workplace trainers and change agents—anyone with an interest, and concern for, mediating cultural difference.

Collection Editor

Jock Collins, Cosmopolitan Civil Societies Research Center, University of Technology, Sydney, Australia

Associate Editors

Articles published in the Diversity in Organizations, Communities & Nations Journal Collection are peer reviewed by scholars who are active members of the Diversity in Organizations, Communities & Nations Knowledge Community. Reviewers may be past or present conference delegates, fellow submitters to the collection, or scholars who have volunteered to review papers (and have been screened by Common Ground’s editorial team). This engagement with the knowledge community, as well as Common Ground’s synergistic and criterion-based evaluation system, distinguishes the Diversity in Organizations, Communities & Nations Journal Collection’s peer review process from journals that have a more top-down approach to refereeing. Reviewers are assigned to papers based on their academic interests and scholarly expertise. In recognition of the valuable feedback and publication recommendations that they provide, reviewers are acknowledged as Associate Editors in the volume that includes the paper(s) they reviewed. Thus, in addition to the collection’s Editors and Advisory Board, the Associate Editors contribute significantly to the overall editorial quality and content of the collection.
The International Journal of Diversity in Organizations, Communities & Nations: Annual Review

ISSN: 1447-9532 (print) | 1447-9583 (online)
DOI: 10.18848/1447-9532/CGP

Indexing: Genamics Journal Seek, Management Directory (Cabell’s), Scopus, SocINDEX (EBSCO), SocINDEX with Full Text (EBSCO), Sociology Source International (EBSCO), The Australian Research Council (ERA), Ulrich’s Periodicals Directory

About: The International Journal of Diversity in Organizations, Communities, and Nations: Annual Review features the best articles from the Diversity Collection and mediates cultural difference and diversity in today’s societies.

The International Journal of Community Diversity

ISSN: 2327-0004 (print) | 2327-2147 (online)
DOI: 10.18848/2327-0004/CGP

Indexing: Genamics Journal Seek, Management Directory (Cabell’s), Scopus, SocINDEX (EBSCO), SocINDEX with Full Text (EBSCO), Sociology Source International (EBSCO), Ulrich’s Periodicals Directory

About: The International Journal of Community Diversity examines the processes of governance and democracy in diverse communities. It explores the consequences of global human movement (e.g., immigrants, refugees) on local communities, and, in response, the development of multicultural policies and practices. It also investigates community self-governance and community capacity development.

The International Journal of Diverse Identities

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DOI: 10.18848/2327-7866/CGP

Indexing: Educational Psychology & Administration Directory (Cabell’s), Genamics Journal Seek, Management Directory (Cabell’s), Scopus, SocINDEX (EBSCO), SocINDEX with Full Text (EBSCO), Sociology Source International (EBSCO), Ulrich’s Periodicals Directory

About: The International Journal of Diverse Identities exposes the social, historical, cultural, and psychological dynamics of identity.
The International Journal of Diversity in Education
ISSN: 2327-0020 (print) | 2327-2163 (online)
DOI: 10.18848/2327-0020/CGP
Indexing: Educational Psychology & Administration Directory (Cabell’s), Education Source (EBSCO), Genamics Journal Seek, Management Directory (Cabell’s), Scopus, Ulrich’s Periodicals Directory
About: The International Journal of Diversity in Education compares strategies for negotiating cultural differences in the classroom, from the microdynamics of pedagogy, to the agendas of curriculum and assessment.

The International Journal of Organizational Diversity
ISSN: 2328-6261 (print) | 2328-6229 (online)
DOI: 10.18848/2328-6261/CGP
Indexing: Business Source Corporate Plus (EBSCO), Business Source Complete (EBSCO), Business Source International (EBSCO), Genamics Journal Seek, Management Directory (Cabell’s), Scopus, Ulrich’s Periodicals Directory
About: The International Journal of Organizational Diversity includes analyses of the impact of government and regulatory policies on workplace diversity and discusses various management practices that promote and encourage inclusivity.
Journal Collection Submission Process and Timeline
Below, please find step-by-step instructions on the journal article submission process:

1. Submit a conference presentation proposal.

2. Once your conference presentation proposal has been accepted, you may submit your article by clicking the “Add a Paper” button on the right side of your proposal page. You may upload your article anytime between the first and the final submission deadlines. (See dates below)

3. Once your article is received, it is verified against template and submission requirements. If your article satisfies these requirements, your identity and contact details are then removed, and the article is matched to two appropriate referees and sent for review. You can view the status of your article at any time by logging into your CGPublisher account at www.CGPublisher.com.

4. When both referee reports are uploaded, and after the referees’ identities have been removed, you will be notified by email and provided with a link to view the reports.

5. If your article has been accepted, you will be asked to accept the Publishing Agreement and submit a final copy of your article. If your paper is accepted with revisions, you will be required to submit a change note with your final submission, explaining how you revised your article in light of the referees’ comments. If your article is rejected, you may resubmit it once, with a detailed change note, for review by new referees.

6. Once we have received the final submission of your article, which was accepted or accepted with revisions, our Publishing Department will give your article a final review. This final review will verify that you have complied with the Chicago Manual of Style (16th edition), and will check any edits you have made while considering the feedback of your referees. After this review has been satisfactorily completed, your paper will be typeset and a proof will be sent to you for approval before publication.

7. Individual articles may be published “Web First” with a full citation. Full issues follow at regular, quarterly intervals. All issues are published 4 times per volume (except the annual review, which is published once per volume).

Submission Timeline
You may submit your article for publication to the journal at any time throughout the year. The rolling submission deadlines are as follows:

- Submission Round 1 – 15 January
- Submission Round 2 – 15 April
- Submission Round 3 – 15 July
- Submission Round 4 (final) – 15 October

Note: If your article is submitted after the final deadline for the volume, it will be considered for the following year’s volume. The sooner you submit, the sooner your article will begin the peer review process. Also, because we publish “Web First,” early submission means that your article may be published with a full citation as soon as it is ready, even if that is before the full issue is published.
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International Award for Excellence
The Diversity in Organizations, Communities & Nations Journal Collection presents an annual International Award for Excellence for new research or thinking in the area of diversity. All articles submitted for publication in the Diversity in Organizations, Communities & Nations Journal Collection are entered into consideration for this award. The review committee for the award is selected from the International Advisory Board for the collection and the annual International Conference on Diversity in Organizations, Communities & Nations. The committee selects the winning article from the ten highest-ranked articles emerging from the review process and according to the selection criteria outlined in the reviewer guidelines.

Award Winner, Volume 15
Dr. Fayyaz Vellani, University of Pennsylvania, Philadelphia, USA

For the Article

Abstract
Based on fieldwork in Cairo, this paper reflects on ways of seeing and engaging with the city. Locating research as a cultural activity which necessitates reflexivity and enables those conducting it to carefully consider how they see the city—acknowledging the multi-faceted relationships between researcher and subject—the paper elucidates these processes of reflection in a city in flux. While all cities are fluid and changing, these processes are more immediately apparent in present day Cairo than they were before January 2011 or than they might be in other less transitional places. In part, this is due to the volatile nature of revolutionary movements, but it is also about how we see Cairo in light of representations of it, an undertaking which requires sensitivity given the various competing claims and discourses about this city.
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Diversity in Organizations, Communities & Nations
Book Imprint

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- Sample chapters or complete manuscript
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Diversity in Organizations, Communities & Nations

Education for Workplace Diversity – What Universities and Enterprises Can Do to Facilitate Intercultural Learning in Work Placements Abroad

Gabriele Abermann and Maria Tabuenca-Cuevas

Do you think that communicating across cultural boundaries is a necessary skill in today’s globalized economy? Do you believe that immersion in another culture automatically means becoming interculturally competent? Have you ever wondered why students sometimes come back from their placement abroad with negative stereotypes confirmed? What can universities do to ensure that students develop these skills? If these are issues you want to address, then reading this book may help you in finding relevant answers.

This book provides a theory-based insight on why intercultural competence acquisition does not happen automatically when a student is exposed to a different organizational and host country culture environment, but requires well-designed intervention measures. The chapters present a comprehensive, but scalable support structure for students on work placements abroad based on the outcomes of the university-enterprise cooperation project SKILL2E. In this project seven universities and five enterprises from Austria, Finland, Spain, Romania, Turkey, the UK and the US have collaborated in designing a framework that supports intercultural learning for students on work placements abroad. These intervention measures include pre-departure training to raise awareness regarding sensitive issues in different organizational and host country cultures, guided reflection during and after the placement to trigger deeper learning, a model for cultural mentoring, and an evaluation concept to measure the effectiveness of the interventions in order to continuously improve. Real examples demonstrate how universities can prepare graduates for the networked workplace of tomorrow and how enterprises can integrate and benefit from the innovation and productivity potential of diversity.

Author Bios:

Dr. Abermann is senior lecturer for social skills and intercultural communication at the Salzburg University of Applied Sciences. She has served as vice rector for teaching and internationalization and director of international relations. Dr. Abermann has extensive teaching experience in Austria and abroad. She has coordinated the university-enterprise cooperation project, SKILL2E, which aimed at enhancing the intercultural competence acquisition of students on transnational placements and intensifying the dialogue between universities and enterprises. As one of the Austrian national experts for the European Higher Education Area, she has advised universities across all sectors on the implementation of Bologna Reform issues such as student-centered learning or internationalization.

Dr. Tabuenca-Cuevas holds a PhD in education research in language and literature and has twenty years of teaching experience in Spain and abroad. Dr. Tabuenca-Cuevas is currently a lecturer at the Universidad Católica de Murcia. She has participated on several European projects in project management and international placements. She has coordinated the Spanish participation of the university-enterprise cooperation project SKILL2E, where she acted as the educational expert in designing the pre-departure training concept. She has participated in conferences and published articles in the areas of language acquisition and the development of intercultural competence.

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Community Website:
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Planning, Funding, and Community Action: The Area Assistance Story

Judy Bamforth, Barbara Gapps, Robin Gurr, Amanda Howard, Jenny Onyx, and Margot Rawsthorne

This book celebrates the enormous achievement of the Area Assistance Scheme over its 30-year history in encouraging and resourcing community and social infrastructure, networks, support systems, and innovation. In sharing the history of the AAS in Western Sydney (where it began) and on the Central Coast, this book also provides community workers, activists, students, scholars, and policy makers with ideas, processes, and lessons for working collaboratively and respectfully with local communities.

Including eye witness accounts, extensive research, analysis, and discussion, the book connects influential ideas and perspectives shaping social policy and resource allocation with practical examples of how this can and does happen using different funding models.

If you work in the community sector, are part of a local group or organisation, or are interested in learning about work with local communities, this book will provide you with valuable examples of how participatory planning can be supported. If you are a policy maker, academic, student, or politician, this book will provide a critical analysis, which links key policy ideas with the practicalities of implementation at a local level. It answers the questions, what is possible when community participation is at the centre of planning and funding decisions, and what are the processes required to encourage this kind of participation?

Authors:

All the authors of this book have had a lifelong and passionate commitment to enhancing the life opportunities of regional communities such as Western Sydney and the Central Coast. All have been policy actors—within State government, academia, local government, and community-based organisations—involved in planning, funding, and implementing community projects.

For more information please contact Margot Rawsthorne (margot.rawsthorne@sydney.edu.au) or Robin Gurr (robgurr@tpg.com.au).
Privileging Australian Indigenous Knowledge:
Sweet Potatoes, Spiders, Waterlilies, and Brick Walls

Nerida Blair

Lilyology contributes to what Denzin and Lincoln refer to as a new and vibrant theorising space, and as such, it is an act of intellectual self-determination that develops new analyses and methodologies to decolonise the author, communities, and institutions that impact our daily lives.

Indigenous Knowings are fundamentally different to Western Knowledges. Many Indigenous researchers/educators struggle in finding their place within the framework of Western Knowledge. At the same time, non-Indigenous researchers/educators are challenged to understand and contextualise Indigenous Knowings as ontologies and epistemologies in their own right. This book hypothesizes this difference by navigating a space of colliding trajectories urging forward the author and other Indigenous researchers/educators to pursue alternate ways to express, operate within, and find ways to play in this space. This book uses metaphor, story, and imaging to embody the author’s own Knowing through the crafting of Lilyology with waterlilies, sweet potatoes, spiders, and brick walls. Thus it reclaims and repositions Indigenous Knowings as a path ahead that makes sustainable and good choices (Younghblood Henderson- 2000, 274).

Author Bio:

Nerida Blair was born in the Kulin Nation, lives in Darkinjung Country on the Central Coast of NSW, and works in Kuringai Country at the Australian Catholic University. Nerida has spent three decades working in universities in NSW and Victoria and over a decade in the Public Service Canberra: Department of Education, Department of Foreign Affairs, and with the Human Rights and Equal Opportunity Commission in Sydney. Education is her passion and she believes education is the most powerful tool that indigenous peoples have to fully engage in a safe and fulfilling lifestyle—education that is participatory, imagined, creative, holistic, sensual, and story-based.
After Survival: Resilience Among Sudanese Young People in Australia

Dr. Michael John Wilson

The increasing prevalence of populations affected by war and other disasters makes a revised understanding of human resilience, now more than ever, a vital area of public and academic significance. As we enter the 21st century, humankind will inevitably be faced with a series of traumas, many of which are as yet unimagined. To meet these challenges, we, as a global collective, will need to develop specific capacities and resources for coping, enduring, innovating, and creating hope, all of which are involved in the formation of resilience. This book explores the unique, unexpected and life-affirming ways that young Sudanese refugees in Western Sydney have responded to a particular kind of adversity and how their accumulated capacities of resilience has contributed to their ability to settle effectively in Australia. Critiquing the early psychological discourse on resilience that defines the phenomenon largely as an individual trait or set of behaviours, this book highlights the dialogical interaction between the individual and the social aspects of resilience. After Survival investigates the formation of resilience in the everyday lives of young Sudanese men and women in contemporary Australia. The book’s critical interdisciplinary approach to the question of resilience will appeal to an international market and have far-reaching implications for the ways in which resilience is hereafter conceived. If resilience can be accumulated at the level of the individual it follows that it can be accumulated as a form of capital at the communal, national, and international levels in very real and meaningful ways.

Author Bio:
Michael John Wilson is an independent researcher at Macquarie University, Sydney, Australia. He is passionate about and committed to understanding and improving the lives of people from disadvantaged backgrounds such as refugee and displaced populations. He is a firm believer in the value of interdisciplinary research and the power of cultural critique to generate new perspectives on old problems. In order to meet the personal and collective challenges that people face in today’s world, Michael believes that we must seek to engender a socially inclusive, culturally nuanced and empathetic worldview and style of intellectual inquiry.
Disability and Culture: An International and Inter-professional Perspective

Patricia Smith (ed.)

This book is the first of its kind to specifically look at the issues of how disability is culturally placed and contextualized in different societies. Within, it covers a range of professional, inter-professional, and international perspectives of culture and disability. It also begins to look at the cultural considerations when researching culture and disability. These cutting edge chapters written by leading practitioners, researchers, and academics raise questions and provide answers to some of the critical issues around disability and culture. In their writings, they highlight current and seminal work on this topic while providing clarity on the meaning of disability and culture in a way that opens up debate and provides resolution. This book provides a positive outlook on the topic and makes it accessible to not only academics and professionals, but also service users and students alike. The authors throughout this book largely agree that those living with disability need to be provided for in society and that this is achieved through a cultural understanding of disability in society and an understanding of self. The importance of their comments relating to these concepts are to be noted.

Editor Bio:

Dr. Patricia Smith is a senior lecturer at the University of East London.

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184 Pages

Community Website:
ondiversity.com

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Welfare, Social Work and an Indigenous Community: Mission to Town

Dr. Meaghan Katrak

This book explores the development and engagement of welfare and social work with an Indigenous community in north west Victoria Australia, from the late 1960’s onwards. Drawing on the narrative and lived experience of one Indigenous community and placed within the historical context of legislation, policy, and practice, it explores the complexities of how welfare and social work’s development has been shaped by the assimilationist policies of the time and how this has continued to inform social work practice. Placing this story within the context of broader Australian government policies enables parallels and learnings to be drawn for social work practice beyond this time and place.

Most importantly this book privileges the often unacknowledged lived experiences of strength, resilience, survival, and advancement of the Aboriginal community, despite successive government policies of displacement, oppression, and social control.

Author Bio:
Dr Meaghan Katrak is a social worker with over 30 years experience working across a range of social work roles from direct practice, counselling, management and academia. She lectures within the School of Social Work at the Australian College of Applied Psychology and is a conjoint fellow with the University of Newcastle. Meaghan is particularly committed to community development and working alongside Indigenous people and communities.
Diversity in Organizations, Communities & Nations Conference

Curating global interdisciplinary spaces, supporting professionally rewarding relationships
Conference History

Founded in 2000, the International Conference on Diversity in Organizations, Communities & Nations has a history of bringing together scholarly, government, and practice-based participants with an interest in the issues of diversity and community. The conference examines the concept of diversity as a positive aspect of a global world and globalized society. Diversity is in many ways reflective of our present world order, but there are ways of taking this further without necessarily engendering its alternatives: racism, conflict, discrimination, and inequity. Diversity as a mode of social existence can be projected in ways that deepen the range of human experience. The conference seeks to explore the full range of what diversity means and to explore modes of diversity in real-life situations of living together in community, supporting a move away from simple affirmations that ‘diversity is good’ to a much more nuanced account of the effects and uses of diversity on differently situated communities in the context of our current epoch of globalization. In addition to linguistic, cultural, ethnic, and ‘racial’ diversity, the conference pursues its well-established interest in other aspects of diversity, including the intersecting dynamics of gender, sexual orientation, (dis)ability, locale, and socio-economic background.

The International Conference on Diversity in Organizations, Communities & Nations is built upon four key features: Internationalism, Interdisciplinarity, Inclusiveness, and Interaction. Conference delegates include leaders in the field as well as emerging scholars, who travel to the conference from all corners of the globe and represent a broad range of disciplines and perspectives. A variety of presentation options and session types offer delegates multiple opportunities to engage, to discuss key issues in the field, and to build relationships with scholars from other cultures and disciplines.

Past Conferences

2000 - University of Technology, Sydney, Australia
2001 - Deakin University, Woolstores Campus, Geelong, Australia
2003 - East-West Center, University of Hawaiʻi at Manoa, Honolulu, USA
2004 - University of California, Los Angeles, USA
2005 - The Central Institute of Ethnic Administrators, Beijing, China
2006 - New Orleans, USA
2007 - VU University Amsterdam, Amsterdam, The Netherlands
2008 - HEC Montreal, Montreal, Canada
2009 - Riga International School of Economics and Business Administration, Riga, Latvia
2010 - Queen’s University Belfast, Belfast, Northern Ireland
2011 - University of the Western Cape, Cape Town, South Africa
2012 - University of British Columbia, Vancouver, Canada
2013 - Charles Darwin University, Darwin, Australia
2014 - Institute for Gender and Diversity in Organizations, Vienna University of Economics and Business, Vienna, Austria
2015 - The University of Hong Kong, Hong Kong SAR, China
Plenary Speaker Highlights

The International Conference on Diversity in Organizations, Communities & Nations has a rich history of featuring leading and emerging voices from the field, including:

- Regine Bendl, Vienna University of Economics and Business, WU Vienna, Vienna, Austria (2014)
- Douglas Brinkley, Tulane University, New Orleans, USA (2006)
- Mick Dodson, Australian Institute of Aboriginal and Torres Strait Islander Studies, Acton, Australia (2000)
- Halleh Ghorashi, Free University of Amsterdam, Amsterdam, The Netherlands (2007)
- Paul James, RMIT University, Melbourne, Australia (2003)
- Hon. Joan Kirner, former Premier of Victoria, Australia (2001)
- Marcia Langton, University of Melbourne, Melbourne, Australia (2000)
- Walter Mignolo Duke University, Durham, USA (2003)
- Aihwa Ong, University of California, Berkeley, Berkeley, USA (2005)
- Ronald Prins, City of Amsterdam, Amsterdam, The Netherlands (2007)
- Crain Soudien, University of Cape Town, Cape Town, South Africa (2011)
- Rob Walker University of Victoria, Victoria, Canada (2005)
Past Partners:
The International Conference on Diversity in Organizations, Communities & Nations had the pleasure of working with the following organizations:

Australian Multicultural Foundation, Carlton, Australia (2001)

Centre for Citizenship and Globalisation, Deakin University, Burwood, Australia (2004–2007)

Charles Darwin University, Darwin, Australia (2013)

City of Amsterdam, Amsterdam, The Netherlands (2007)

City of Montreal, Montreal, Canada (2008)

Louisiana State University, Baton Rouge, USA (2006)

Ministère de l’immigration et des communautés culturelles du Québec, Quebec, Canada (2008)

RMIT University, Melbourne, Australia (2000–2010)

The Globalization Research Center, University of Hawai’i at Manoa, Honolulu, USA (2003)

The University of Hong Kong, Hong Kong, SAR, China (2015)

Ulster University, Coleraine, UK (2010)

University of Technology, Sydney, Australia (2000–2001)

University of the Western Cape, Cape Town, South Africa (2011)

Victorian Multicultural Commission, Melbourne, Australia (2001)

Vienna University of Economics and Business, Vienna, Austria (2014)

Xavier University of Louisiana, New Orleans, USA (2006)
Conference Principles and Features

The structure of the conference is based on four core principles that pervade all aspects of the knowledge community:

**International**

This conference travels around the world to provide opportunities for delegates to see and experience different countries and locations. But more importantly, the Diversity in Organizations, Communities & Nations Conference offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 35 countries are in attendance, offering a unique and unparalleled opportunity to engage directly with colleagues from all corners of the globe.

**Interdisciplinary**

Unlike association conferences attended by delegates with similar backgrounds and specialties, this conference brings together researchers, practitioners, and scholars from a wide range of disciplines who have a shared interest in the themes and concerns of this community. As a result, topics are broached from a variety of perspectives, interdisciplinary methods are applauded, and mutual respect and collaboration are encouraged.

**Inclusive**

Anyone whose scholarly work is sound and relevant is welcome to participate in this community and conference, regardless of discipline, culture, institution, or career path. Whether an emeritus professor, graduate student, researcher, teacher, policymaker, practitioner, or administrator, your work and your voice can contribute to the collective body of knowledge that is created and shared by this community.

**Interactive**

To take full advantage of the rich diversity of cultures, backgrounds, and perspectives represented at the conference, there must be ample opportunities to speak, listen, engage, and interact. A variety of session formats, from more to less structured, are offered throughout the conference to provide these opportunities.
Ways of Speaking

Plenary
Plenary speakers, chosen from among the world’s leading thinkers, offer formal presentations on topics of broad interest to the community and conference delegation. One or more speakers are scheduled into a plenary session, most often the first session of the day. As a general rule, there are no questions or discussion during these sessions. Instead, plenary speakers answer questions and participate in informal, extended discussions during their Garden Conversation.

Garden Conversation
Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.

Talking Circles
Held on the first day of the conference, Talking Circles offer an early opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and then engage in extended discussion about the issues and concerns they feel are of utmost importance to that segment of the community. Questions like “Who are we?”, “What is our common ground?”, “What are the current challenges facing society in this area?”, “What challenges do we face in constructing knowledge and effecting meaningful change in this area?” may guide the conversation. When possible, a second Talking Circle is held on the final day of the conference, for the original group to reconvene and discuss changes in their perspectives and understandings as a result of the conference experience. Reports from the Talking Circles provide a framework for the delegates’ final discussions during the Closing Session.

Themed Paper Presentations
Paper presentations are grouped by general themes or topics into sessions comprised of three or four presentations followed by group discussion. Each presenter in the session makes a formal twenty-minute presentation of their work; Q&A and group discussion follow after all have presented. Session Chairs introduce the speakers, keep time on the presentations, and facilitate the discussion. Each presenter’s formal, written paper will be available to participants if accepted to the journal.

Colloquium
Colloquium sessions are organized by a group of colleagues who wish to present various dimensions of a project or perspectives on an issue. Four or five short formal presentations are followed by a moderator. A single article or multiple articles may be submitted to the journal based on the content of a colloquium session.
Focused Discussion
For work that is best discussed or debated, rather than reported on through a formal presentation, these sessions provide a forum for an extended “roundtable” conversation between an author and a small group of interested colleagues. Several such discussions occur simultaneously in a specified area, with each author’s table designated by a number corresponding to the title and topic listed in the program schedule. Summaries of the author’s key ideas, or points of discussion, are used to stimulate and guide the discourse. A single article, based on the scholarly work and informed by the focused discussion as appropriate, may be submitted to the journal.

Workshop/Interactive Session
Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate—all involving substantial interaction with the audience. A single article (jointly authored, if appropriate) may be submitted to the journal based on a workshop session.

Poster Sessions
Poster sessions present preliminary results of works in progress or projects that lend themselves to visual displays and representations. These sessions allow for engagement in informal discussions about the work with interested delegates throughout the session.

Virtual Lightning Talk
Lightning talks are 5-minute “flash” video presentations. Authors present summaries or overviews of their work, describing the essential features (related to purpose, procedures, outcomes, or product). Like Paper Presentations, Lightning Talks are grouped according to topic or perspective into themed sessions. Authors are welcome to submit traditional “lecture style” videos or videos that use visual supports like PowerPoint. Final videos must be submitted at least one month prior to the conference start date. After the conference, videos are then presented on the community YouTube channel. Full papers can based in the virtual poster can also be submitted for consideration in the journal.

Virtual Poster
This format is ideal for presenting preliminary results of work in progress or for projects that lend themselves to visual displays and representations. Each poster should include a brief abstract of the purpose and procedures of the work. After acceptance, presenters are provided with a template, and Virtual Posters are submitted as a PDF or in PowerPoint. Final posters must be submitted at least one month prior to the conference start date. Full papers can based in the virtual poster can also be submitted for consideration in the journal.
### Daily Schedule

#### Wednesday, 27 July

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00–9:00</td>
<td>Conference Registration Desk Open</td>
</tr>
<tr>
<td>9:00–9:20</td>
<td>Conference Opening—Dr. Homer Stavely, Host, Common Ground Publishing, USA</td>
</tr>
<tr>
<td>9:20–9:50</td>
<td>University of Granada Welcome Address—Pilar Aranda Ramírez, Rector, University of Granada</td>
</tr>
</tbody>
</table>
| 9:50–10:25    | Plenary Session—Dr. José Luis Ortega Martín, University of Granada, Granada, Spain  
“Diversity in Education in Spain” |
| 10:25–10:55   | Garden Conversation and Coffee Break                                 |
| 10:55–11:40   | Talking Circles                                                     |
| 11:40–11:50   | Transitional Break                                                  |
| 11:50–13:05   | Parallel Sessions                                                   |
| 13:05–14:10   | Lunch                                                               |
| 14:10–15:50   | Parallel Sessions                                                   |
| 15:50–16:05   | Coffee Break                                                        |
| 16:05–17:20   | Parallel Sessions                                                   |

#### Thursday, 28 July

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30–9:00</td>
<td>Conference Registration Open</td>
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<tr>
<td>9:00–9:15</td>
<td>Daily Update—Dr. Homer Stavely, Host, Common Ground Publishing, USA</td>
</tr>
</tbody>
</table>
| 9:15–9:50     | Plenary Session—Dr. Marcus Colchester, Director of Forest Peoples Programme, Moreton-in-Marsh, UK  
“Indigenous Peoples’ Rights and the Preservation of the World” |
| 9:50–10:20    | Garden Conversation & Coffee Break                                    |
| 10:20–12:00   | Parallel Sessions                                                   |
| 12:00–13:00   | Lunch                                                               |
| 13:00–13:45   | Parallel Sessions                                                   |
| 13:45–13:55   | Transitional Break                                                  |
| 13:55–15:35   | Parallel Sessions                                                   |
| 15:35–15:50   | Coffee Break                                                        |
| 15:50–17:05   | Parallel Sessions                                                   |
### Friday, 29 July

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<td>Plenary Session—Assia Hussain, Bradford College, Bradford, UK</td>
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<td><strong>“Promoting Equality in Adversity: Bradford College’s (UK) Approach to Tackling the Threat of Terrorism through Cohesive Initiatives”</strong></td>
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<td>14:50–16:30</td>
<td>Parallel Sessions</td>
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<tr>
<td>16:30–17:00</td>
<td>Special Event: Closing &amp; Awards Ceremony</td>
</tr>
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</table>
Featured Sessions
Publishing Your Article or Book with Common Ground
Thursday, 28 July | 13:00–13:45 and Friday, 29 July | 10:20–11:05
Caitlyn Schmid, Community Editor, Common Ground Publishing

Description: In this session, the Community Editor for the Diversity in Organizations, Communities & Nations Journal Collection will present an overview of Common Ground’s publishing philosophy and practices. She will also offer tips for turning conference papers into journal articles, present an overview of journal publishing procedures, and provide information on Common Ground’s book proposal submission process. Please feel free to bring questions—the second half of the session will be devoted to Q&A.

Featured Events: Meet the Author Sessions
Common Ground Publishing is excited to announce the book launches for its newest publications within the Diversity in Organizations, Communities & Nations Book Imprint. During these sessions, the authors will be presenting an overview of their books, and delegates will have the unique opportunity to meet and speak with authors after the presentations.

“Diversity in the College Classroom” by Fay Akindes and Roseann Mason; Chapter Writers Linda Crafton, Damian Evans, and Dean Yohnk
Thursday, 28 July | 13:55–14:40

“Privileging Australian Indigenous Knowledges” by Nerida Blair
Thursday, 28 July | 14:50–15:35

Special Events
Pre-conference Tour: Alhambra Palace Guided Tour
Tuesday, 26 July

Description: Overlooking the picturesque city of Granada and boasting breathtaking palaces, aromatic gardens, and unparalleled architecture, the world-famous Alhambra has drawn visitors from around the globe for centuries. The tour takes delegates on a guided visit of this UNESCO World Heritage Site on the day before the conference begins, and covers the Moorish history of Granada and the vast complex dating back more than 600 years.

Conference Dinner
Wednesday, 27 July | 20:00

Description: Join your fellow delegates for a delicious, traditional, Spanish dinner where we’ll dine under the stars and take in the magnificent views of one of the world’s most iconic palaces - the Alhambra. Located in the historic Moorish neighborhood of the Albaicin, the dinner will take place at one of Granada’s premier dining establishments.
Walking Tour: Carmens of the Albaicin  
Thursday, 28 July | 18:30

**Description:** Known by its nickname, the “City of the Carmens,” Granada has over 100 of these Moorish rustic homes that dot the historic Albaicin district and overlook the grand palace of the Alhambra. Join your fellow delegates and a local guide on a walking tour of the Albaicin district where you’ll visit several of these homes and their gardens, along with a stroll by the palatial houses of the old town.

*The conference walking tour and dinner are optional activities and prior registration is required to attend. Please visit the registration desk to inquire about pricing and space availability.*
Marcus Colchester

“Indigenous Peoples’ Rights and the Preservation of the World”

Marcus Colchester is English and received his doctorate in social anthropology from the University of Oxford. He is Director of the Forest Peoples Programme. Colchester has over 35 years of experience working with forest peoples in the humid tropics. His expertise is in indigenous peoples, social and political ecology, standard setting, human rights, environment, development, land tenure, policy reform and advocacy, FPIC, and conflict resolution. He has served on several committees of the Roundtable on Sustainable Palm Oil. Colchester has worked intensively on logging, plantations, palm oil, extractive industries, dams, colonization, and protected areas.

José Luis Ortega Martín

“Diversity in Education in Spain”

José Luis Ortega Martin is a principal lecturer at the University of Granada (TEFL) and was formerly vice dean in charge of international relations from 2004 to 2008. He has served as the head of in-service training at UGR from 2011 to 2015 and was the head teacher of a private school in Granada from 1994 to 2003, as well as the external evaluator of the Spanish Agency for the Quality on University Studies (ANECA). Martin has also served as secretary of the local organizing committee for the International Conference on Learning in both 2005 (Granada, Spain) and 2006 (Montego Bay, Jamaica), as well as for the International Conference on Interdisciplinary Social Sciences, held in Granada, Spain, in 2007. He is a member of the scientific committee of several international journals, has given conferences and taught at more than 10 European and American universities, and has authored and contributed to more than 10 books and chapters, as well as published several papers in the areas of TEFL, teacher training, classroom management, motivation, and bilingualism, amongst others. He also serves on the Diversity in Organizations, Communities & Nations Advisory Board.

Assia Hussain

“Promoting Equality in Adversity: Bradford College’s (UK) Approach to Tackling the Threat of Terrorism through Cohesive Initiatives”

Assia Hussain was born in Pakistan but raised and educated in West Yorkshire. She studied at Oxford specializing in Theology and has 16 years of teaching and training experience working across the education sector; FE, HE, and Secondary. Hussain has been a key player in raising awareness through innovative approaches and strategies around the themes of inclusion, integration, and the Prevent (Prevention of Violent Extremism) Agenda at a local, national, and international level. She is a fully qualified and experienced WRAP Trainer (Workshop to Raise Awareness of Prevent) and also the Prevent Operational Lead at Bradford College. In 2013, she was the National Lead for the LSIS Community Cohesion Partnerships Project and since then she has developed various highly regarded teaching resources and guidance in association with the Education and Training Foundation and Bradford College, focusing on the prevention of violent extremism and the promotion of British values and diversity. Hussain has delivered sessions on the implementation of the Prevent Duty at various high profile national educational conferences, including Association of Colleges, Inside Government, Further Education, and Tutorial Network.
Graduate Scholar Awardees

Bianca Mercedes Anderson

Bianca Mercedes Anderson is a passionate educator with expertise in communication, curriculum development, and racial equity. Anderson utilizes her unique skill set and innovative teaching techniques to create a classroom environment that motivates and challenges her students, while fostering trust and building relationships. She strives to effectively equip her students with tools that encompass both social justice and social emotional learning. As a teacher for more than seven years, she has become well-versed in collaborating with fellow educators, parents, and members of the community to ensure that her students receive a transformational educational experience. As the middle school Equity and Inclusion Coordinator for Greenhill School, she continually advocates for students and advises her colleagues regarding strategies that they can implement to effectively meet the needs of a diverse community of learners. Anderson loves children and enjoys creating environments in which every child feels safe, smart, and significant.

Christiana Chau

Christiana Chau was born in Shanghai, China, brought up in Hong Kong, and is currently a PhD candidate at Griffith University in Australia. Her specific interests include ageing population, cultural competency, and integrating the Biomedical model with the Traditional Chinese Medicine approach. She practices Chinese medicine, dietary therapy, craniosacral therapy, and pastoral counselling. She has also conducted health promotion workshops as a public speaker in Brisbane and Singapore. Chau has received multidisciplinary training by acquiring various academic degrees including a Bachelor of Applied Science in built environment, Bachelor of Traditional Chinese Medicine, Bachelor of Health Science in nutrition, graduate diploma of training and development, Master of Social Science, Master of Education in early childhood, and a Master of Traditional Chinese Medicine in acupuncture.

Sonia Peña Garcia

Sonia Peña Garcia has a bachelor’s degree in English language and a master’s degree in teacher training in secondary and upper secondary education, vocational training, and languages. She also holds a master’s degree in curriculum and education research and a certification in innovation. Currently she is in the third year of her doctoral studies in education at the University of Granada. She really enjoys learning and sharing information about different cultures and languages.

Regina Quero Hermosilla

Regina Quero Hermosilla is a PhD student of didactics of language teaching at the University of Granada and focuses on higher studies of foreign language with a specialization in research, innovation, and didactics intervention of foreign languages. She is a member of the bilingual project “The Effects of Bilingual Programs in an Educational Center,” for the British Council in collaboration with the University Administration for the Guarantee of Quality at the University of Granada, as well as the Spanish government’s Ministry of Education, Culture, and Sports. Hermosilla is an author of various articles and presentations, a member of the System of Scientific Information of Andalusia, and of a research group of Didactics of Language and Literature at the University of Granada.
Beatriz López
Beatriz López completed both her degree in translation and interpreting (2012) and her master’s degree in secondary education, vocational training, and language teaching (2015) at the University of Granada. It was from her experience of teaching in different contexts that she became deeply interested in students with specific learning difficulties, especially dyslexia. In fact, her master’s dissertation, entitled “On a Dyslexic Student’s Shoes,” deals with the challenges that these individuals face when learning a foreign language. Her future research is aimed at implementing the multisensory structured language approach in a group of Spanish learners of English to prove its effectiveness compared to traditional teaching.

Donlisha Moahi
Donlisha Moahi is a PhD student in the Visual Arts Department at Stellenbosch University, Western Cape South Africa, where she completed her Bachelor of Arts in visual arts (visual communication design) and Masters in visual art (art education). She was a recipient of the Strategic Merit Award in her academic career. Moahi also holds a teaching diploma from Hillside Teachers’ College, Zimbabwe, and her professional experience includes teaching art at Junior Secondary School in Botswana. Having relocated from Zimbabwe to Botswana and studying in South Africa, she has developed an interest in understanding values and processes behind the framing, claiming, and realizing of rights. Her research explores visual art as a learning platform to negotiate social and cultural meanings, as well as inform understandings of self.

Alberto Quevedo Ortiz
Passionate for foreign languages and cultures, Alberto Quevedo Ortiz completed a bachelor degree in translation and interpreting at the University of Granada and spent an academic year as an Erasmus student at London Roehampton University. Afterwards, his first job in the field of education was as a Spanish language assistant in Oxfordshire (UK). Thanks to this experience, he decided to study a master’s degree in teaching Spanish as a foreign language, which he completed in 2015. He is currently working on his second master’s degree in teaching English as a foreign language as well as completing an internship in a secondary and upper secondary school in Granada.

Tatjana Portnova
Tatjana Portnova is PhD student at the University of Granada in the Faculty of Pedagogical Sciences, and her research is on the impact of creativity on language learning. She is working as a creative writing teacher at the University of Granada’s Cultural Center - Casa de Porras. She is also a Russian language teacher at the University of Granada’s Russian Center. Her interest in learning and teaching languages led her to work on a project based on a creative writing program designed to improve writing skills for students learning English, Spanish, or Russian as a second language.

Silvia Corral Robles
Silvia Corral Robles is currently a doctoral student at the University of Granada where she is working on a comparative study of CLIL and Non-CLIL Spanish learners of English focused on their written competence. She earned a degree in English philology from the University of Granada in 2012. Within the two years that followed, she completed both her master’s degree in teacher training in secondary and upper secondary education, vocational training and languages (2013), and her master’s degree in research and innovation (2014). Since 2015, she has been teaching private English and French lessons at a private language school in Granada.
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<td>8:00-9:00</td>
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<td>CONFERENCE OPENING</td>
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<tr>
<td>9:20-9:50</td>
<td>UNIVERSITY OF GRANADA WELCOME ADDRESS</td>
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<td>9:50-10:25</td>
<td>PLENARY SESSION</td>
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<td>10:25-10:55</td>
<td>GARDEN CONVERSATION &amp; COFFEE BREAK</td>
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<td>TRANSITIONAL BREAK</td>
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<td>11:50-13:05</td>
<td>PARALLEL SESSIONS</td>
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**Room 1: Diversity Education through Experiential Education**

- **Street Level Learning: Engaging Diversity through Transformative Pedagogy**
  - Dr. Brandi Lawless, Department of Communication Studies, University of San Francisco, San Francisco, USA
  - Overview: This paper explores the transformative pedagogy strategies used by a San Francisco nonprofit to engage students in understanding various issues of diversity.
  - Theme: Education and Learning in a World of Difference
- **Students Working to Address Health Disparities in the Rural United States: A Case Study**
  - Wilma Cordova, School of Social Work, Stephen F. Austin State University, Nacogdoches, USA
  - Overview: College students participate in a class project in the rural United States to address health disparities and implement a strengths-based approach by mapping community assets and linking resources.
  - Theme: Education and Learning in a World of Difference
- **International Student Identity**
  - Paula O’Brien, Lincoln Business School, University of Lincoln, Lincoln, UK
  - Overview: Higher education is seen as a site of identity construction for the individual. This research project provides an opportunity to explore international identity.
  - Theme: Education and Learning in a World of Difference

**Room 2: Cultural Studies: Representations and Their Impacts**

- **The Lives of Dead Girls: An Analysis of Young Adult Literature**
  - Dr. Fiona Nelson, Department of Sociology, University of Calgary, Calgary, Canada
  - Overview: This paper examines how the “dead girl” sub-genre of YA literature constitutes “dead” as a viable subject position for young women, nurturing a culture of bullying, suicide, and sexual inequality.
  - Theme: Identity and Belonging
- **Views of Cross-dressing on Hong Kong Television versus Reality**
  - Assoc. Prof. Arlene Caney, Community College of Philadelphia, Philadelphia, USA
  - Overview: Cross-dressing has appeared in Asian theater, film, and television for many years. Hong Kong society views the reality of cross-dressing in real life differently than its presentation in art.
  - Theme: Identity and Belonging
**Wednesday, 27 July**

| Room 3 | Parallel Sessions | Negotiating Diversity between Past and Future: The Case of Rhodes Island  
Prof. Panagiotis Kiniourlis, Department of Primary Education, University of Aegean, Rhodes, Greece  
Dr. Giorgos Kokkinos, Department of Primary Education, University of Aegean, Rhodes, Greece  
Dr. Ioannis Papageorgiou, Rhodes Project SCE, Rhodes, Greece  
Overview: This paper interrogates the possibilities of using social relations developed to handle the embedded diversity of the Muslim community in Rhodes as a paradigm for the integration of immigrants.  
Theme: Community Diversity and Governance  
Successful Black Immigrant Women  
Prof. Dalil Yassour-Borochowitz, Department of Human Services, Max Stern Academic College of Enek Yarzeel, Afula, Israel  
Dr. Varda Wasserman, Department of Economics and Management, Open University, Raanana, Israel  
Overview: This study reviews immigrant women from Ethiopia’s relationship with the Ethiopian community, the barriers the community’s expectations pose upon their careers, and their coping strategies facing these expectations and barriers.  
Theme: Identity and Belonging  
Child Protection Policy and Practice for Racialized and Immigrant Families in Multicultural Western Contexts: Balancing Safety, Respecting Diversity  
Dr. Sarah Mather, School of Social Work, Faculty of Liberal Arts and Professional Studies, York University, Toronto, Canada  
Overview: Using Canada as an example, this paper explores struggles of child protection workers when providing services to newcomer immigrant and refugee families and the consequences for children and families.  
Theme: Identity and Belonging |
| Room 4 | Minority Interventions and Investigations in the Workplace  
Exploring Gender Diversity in Senior Positions through the Lens of Culture  
Kristina Aryan, Institute of Management Studies, Goldsmiths, University London, London, UK  
Overview: This paper examines the link between national and organizational culture and career promotions in the context of gender diversity.  
Theme: Organizational Diversity  
Women Chefs’ Experiences: Kitchen Barriers and Success Factors  
Majd Haddad, Business Management Department, Polytechnic University of Valencia, Valencia, Spain  
Dr. Jose Alborn-Garrigós, Business Management Department, Polytechnic University of Valencia, Valencia, Spain  
Dr. Purificación García-Sigovia, Food Technology Department, Polytechnic University of Valencia, Valencia, Spain  
Overview: This research explores gender barriers and facilitators in order to achieve the chefs’ position in the “Haute Cuisine” field, a male-typed occupation despite the feminine connotation of the task.  
Theme: Organizational Diversity  
Age Diversity Management: Current Challenges for Organizations  
Prof. Sara Ramos, Human Resources and Organizational Behavior Department, Lisbon University Institute, Lisbon, Portugal  
Prof. Joana Alexandre, Social and Organizational Psychology Department, Lisbon University Institute, Lisbon, Portugal  
Inês Couto, Lisbon University Institute, Lisbon, Portugal  
Overview: Aging is a demographic trend and one of the most common forms of discrimination in organizations. This paper stresses the need to develop age-friendly management practices to a diverse workforce.  
Theme: Organizational Diversity |
| Room 5 | Faculty and Teacher Diversity and Education  
Teacher Professional Development in Education for Diversity  
Dr. Patricia Eaton, Teaching and Learning, Teacher Education, Stranmillis University College, Belfast, UK  
Lisa McKenute, Stranmillis University College, Belfast, UK  
Overview: This paper explores the impact on teachers of professional development in the area of diversity and community relations in Northern Ireland.  
Theme: Education and Learning in a World of Difference  
Cultivating Global Competencies in a Diverse World: A Faculty Professional Development Program at Borough of Manhattan Community College  
Dr. Eva Kolbusz, Department of Speech, Communication, and Theatre Arts, Borough of Manhattan Community College, New York, USA  
Vincent (Tzu-Wen) Cheng, Department of Speech, Communication, and Theatre Arts, Borough of Manhattan Community College, New York, USA  
Overview: This paper reflects on a professional development program assisting participating faculty across disciplines in revising pedagogical strategies to cultivate students’ global competencies.  
Theme: Education and Learning in a World of Difference  
This Is Home? Cultivating Underrepresented Minority Faculty’s Sense of Belonging at Institutions of Higher Education  
Dr. Newtona (Tina) Johnson, Office of the Provost, Middle Tennessee State University, Murfreesboro, USA  
Overview: I advance the view that adopting an approach that centers on developing faculty’s sense of belonging can facilitate creating a substantial mass of minority faculty at institutions of higher education.  
Theme: Education and Learning in a World of Difference |

| Room 1 | Parallel Sessions | Human Diversity and the Environment: Mapping Difference in the Era of the Anthropocene  
Ecopedagogy and Critical Multicultural Education: A Framework for Teacher Education  
Dr. Michael A. Raffanti, Ph.D., Program in Interdisciplinary Studies, Union Institute and University, Tacoma, USA  
Overview: This paper addresses how ecopedagogy and multicultural education might combine in teacher education programs to prepare educators who can effectively address issues of sustainability within a framework of human diversity.  

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<td>11:50-13:05</td>
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<td>Lunch</td>
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## Wednesday, 27 July

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<td>14:10-15:50</td>
<td>Workshops</td>
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<td><strong>Room 2</strong></td>
<td>Mobilizing School and Community Engagement to Implement Disability-inclusive Education through Action Research: Fiji, Samoa, Solomon Islands, and Vanuatu&lt;br&gt;Prof. Suzanne Carrington, School of Cultural and Professional Learning, Queensland University of Technology, Kelvin Grove, Australia&lt;br&gt;Overview: This workshop will share the capacity building activities developed in an Australian Aid funded action research project in Fiji, Samoa, Solomon Islands, and Vanuatu working with disabled children in schools.&lt;br&gt;Theme: Education and Learning in a World of Difference&lt;br&gt;Rethinking Workplace Diversity Strategy: Disrupting Culture to Achieve Real Change through a Generational Shift in Practice&lt;br&gt;Wendy Lundgaard, Win-Win Workplace Strategies, Melbourne, Australia&lt;br&gt;Overview: Emerging practice shows distinct generational shifts in strategy critical to accelerate sustainable change. This workshop provides insights on strategy as distinct evolutionary phases, enabling practitioners to develop strategy that “sticks.”&lt;br&gt;Theme: Organizational Diversity</td>
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<td><strong>Room 3</strong></td>
<td>Anti-racism in a “White” Landscape: Attitudes of Classroom Teachers to Cultural Diversity and Multicultural Education in Country New South Wales, Australia&lt;br&gt;Dr. James Forrest, Department of Environment and Geography, Macquarie University, Sydney, Australia&lt;br&gt;Overview: This study explores educators’ perceptions of anti-racism as a social and cultural landscape in the Australian context, highlighting the importance of cultural competence in education.</td>
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<td>Educators, Perceptions, and Diversity Implementation&lt;br&gt;Dr. Kevin Dunn, School of Social Sciences and Psychology, Western Sydney University, Sydney, Australia&lt;br&gt;Overview: Multicultural education and anti-racism initiatives in country schools are set in a largely “white” landscape into which the Australian government is seeking to locate immigrants from non-English speaking backgrounds.&lt;br&gt;Theme: Education and Learning in a World of Difference&lt;br&gt;Diversity in Israel’s Higher Education: Faculty Members’ Perceptions of Their Influence on Campus Climate&lt;br&gt;Yael Maayam, Haifa University, Qiriat Tivon, Israel&lt;br&gt;Overview: This study explores Arab and Arab culture on Israeli campuses and examines the way faculty members perceive their ability to influence the climate on campus.&lt;br&gt;Theme: Education and Learning in a World of Difference&lt;br&gt;Educators’ Perceptions of Indian Education for All: A Tribal Critical Race Theory Ethnography&lt;br&gt;Antonio Ortiz Martínez, Art as a Way to Pray to Promote Inclusive Values&lt;br&gt;Overview: This paper focuses on the concept of safety in the teaching of anti-oppression content to understand how instructors operationalize the concept of safety with and for their students.&lt;br&gt;Theme: Education and Learning in a World of Difference&lt;br&gt;Facilitating Challenging Classroom Conversations: Promoting Inclusion and Addressing Microaggressions&lt;br&gt;Varsha Na, End Violence Against Women, Los Angeles, USA&lt;br&gt;Overview: This workshop highlights how to effectively serve immigrant survivors of domestic violence worldwide by addressing prejudices, cultural myths, and stereotypes, offering techniques to improve cross-cultural communication with diverse populations.&lt;br&gt;Theme: Community Diversity and Governance&lt;br&gt;Emerging practice shows distinct generational shifts in strategy critical to accelerate sustainable change. This workshop provides insights on strategy as distinct evolutionary phases, enabling practitioners to develop strategy that “sticks.”&lt;br&gt;Theme: Organizational Diversity&lt;br&gt;Schools’ Organizational Perceptions of and Approaches toward Diversity&lt;br&gt;Dr. Ann Marie Garran, Diane Grodney, Facilitating Challenging Classroom Conversations: Promoting Inclusion and Addressing Microaggressions&lt;br&gt;Overview: A series of research projects grounded on the Diversity in Organizations: Perceptions and Approaches (DOPA) model regarding teachers’ and school counselors’ reports will be introduced, analyzed, and discussed.&lt;br&gt;Theme: Education and Learning in a World of Difference</td>
<td>15:50-16:05</td>
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<td><strong>Room 4</strong></td>
<td>Immigrant Survivors of Domestic Violence around the World: Effective Management Utilizing Cross-cultural Communication&lt;br&gt;Varsha Na, End Violence Against Women, Los Angeles, USA&lt;br&gt;Overview: This engaging workshop highlights how to effectively serve immigrant survivors of domestic violence worldwide by addressing prejudices, cultural myths, and stereotypes, offering techniques to improve cross-cultural communication with diverse populations.&lt;br&gt;Theme: Community Diversity and Governance&lt;br&gt;Facilitating Challenging Classroom Conversations: Promoting Inclusion and Addressing Microaggressions&lt;br&gt;Diane Goodney, Human Behavior in the Social Environment, New York University Silver School of Social Work, New York, USA&lt;br&gt;Overview: This workshop illustrates how a travel study exchange between Germany and the United States enables students to learn about intersectionality and identity within the context of historical and current-day oppression.&lt;br&gt;Theme: Education and Learning in a World of Difference&lt;br&gt;Travel Study Exchange: The Exploration of Intersectionality and Identity&lt;br&gt;Lisa Werkenmeister Rozas, School of Social Work, University of Connecticut, West Hartford, USA&lt;br&gt;Overview: This paper illustrates how a travel study exchange between Germany and the United States enables students to learn about intersectionality and identity within the context of historical and current-day oppression.&lt;br&gt;Theme: Education and Learning in a World of Difference&lt;br&gt;Art as a Way to Promote Inclusive Values&lt;br&gt;Antonio Ortiz Martínez, Fine Arts Faculty, University of Murcia, Murcia, Spain&lt;br&gt;Overview: This is a work on interdisciplinary research/innovation, which deals with the development of a tutorial action unit. The focus is on the power of art to promote inclusive values.&lt;br&gt;Theme: Education and Learning in a World of Difference</td>
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<td><strong>Room 5</strong></td>
<td>“But Someone Will Get Mad At Me If I Say the Wrong Thing”: Conceptualizations of Safety in the Anti-oppression Classroom&lt;br&gt;Dr. Ann Marie Garran, School of Social Work, University of Connecticut, West Hartford, USA&lt;br&gt;Overview: This paper focuses on the concept of safety in the teaching of anti-oppression content to understand how instructors operationalize the concept of safety with and for their students.&lt;br&gt;Theme: Education and Learning in a World of Difference&lt;br&gt;Travel Study Exchange: The Exploration of Intersectionality and Identity&lt;br&gt;Lisa Werkenmeister Rozas, School of Social Work, University of Connecticut, West Hartford, USA&lt;br&gt;Overview: This paper illustrates how a travel study exchange between Germany and the United States enables students to learn about intersectionality and identity within the context of historical and current-day oppression.&lt;br&gt;Theme: Education and Learning in a World of Difference&lt;br&gt;Art as a Way to Promote Inclusive Values&lt;br&gt;Antonio Ortiz Martínez, Fine Arts Faculty, University of Murcia, Murcia, Spain&lt;br&gt;Overview: This is a work on interdisciplinary research/innovation, which deals with the development of a tutorial action unit. The focus is on the power of art to promote inclusive values.&lt;br&gt;Theme: Education and Learning in a World of Difference</td>
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<td>Room 1</td>
<td>Dynamics of Group Identity</td>
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<td><strong>Overview:</strong></td>
<td>The responses to the slogan “Je suis Charlie” following the January 2015 Paris attacks show that the meaning of the slogan was more complex and far less inclusive than intended.</td>
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<td><strong>Theme:</strong></td>
<td>Identity and Belonging</td>
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<td><strong>Title:</strong></td>
<td>“I Am Not Charlie.”: Identification and Dis-identification after the Paris Attacks</td>
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<td><strong>Presenter:</strong></td>
<td>Prof. Jean-Philippe Maltry, Department of French, Program in Comparative and World Literature, University of Illinois, Urbana, USA</td>
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<td><strong>Room:</strong></td>
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<tr>
<th>Room 2</th>
<th>New Directions in Diversity Education</th>
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<tr>
<td><strong>Overview:</strong></td>
<td>Scholarship based on socio-cultural theories of learning has informed action research on educating diverse students in an Australian university, valuing students’ cultural life-worlds, and challenging traditional pedagogies and deficit discourses.</td>
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<tr>
<td><strong>Theme:</strong></td>
<td>Education and Learning in a World of Difference</td>
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<tr>
<td><strong>Title:</strong></td>
<td>Using Diverse Students’ Cultural Lifeworlds as Assets for Disciplinary Learning</td>
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<tr>
<td><strong>Presenter:</strong></td>
<td>Dr. Angela Daddow, College of Arts, Victoria University, Footscray, Australia</td>
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<td><strong>Room:</strong></td>
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<tr>
<th>Room 3</th>
<th>Community Interaction, Diversity, and Contemporary Societies</th>
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<tr>
<td><strong>Overview:</strong></td>
<td>This work examines the philosophical category of the “city” and its relationship with diversity, focusing in the works of Muslim philosophers and also Spencer, Durkheim, and others.</td>
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<tr>
<td><strong>Theme:</strong></td>
<td>Identity and Belonging</td>
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<tr>
<td><strong>Title:</strong></td>
<td>The Philosophical Category of the City as a Source of Individual and Social Diversity</td>
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<tr>
<td><strong>Presenter:</strong></td>
<td>Luis Gonzaga Roger Castillo, Centre of Byzantine, Modern Greek, and Cypriot Studies, Granada, Spain</td>
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<td><strong>Room:</strong></td>
<td>Room 3</td>
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<tr>
<th>Room 4</th>
<th>Cultural Well-being and Sustainability: Mapping Difference in the Era of the Anthropocene</th>
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<tr>
<td><strong>Overview:</strong></td>
<td>This study is an analysis of diverse cultural urban growth models, causing different integration of the industrial heritage environments in growing city landscapes.</td>
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<td><strong>Theme:</strong></td>
<td>Community Diversity and Governance</td>
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<tr>
<td><strong>Title:</strong></td>
<td>Industrial Heritage Integration in Growing Urban Landscapes: Different Landscape Results for Diverse Cultural Urban Growth Models</td>
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<tr>
<td><strong>Presenter:</strong></td>
<td>Dr. Agustín Castillo-Martínez, Research Group of Industrial Heritage, University of Granada, Granada, Spain</td>
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<td><strong>Room:</strong></td>
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<td><strong>Room 5</strong></td>
<td>Organizational Practices Influencing Diversity</td>
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<td><strong>The Classic Look of Discrimination: Abercrombie and Fitch’s Struggle to Manage Diversity</strong></td>
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<tr>
<td>Dr. Kathryn Canas, Management Department, University of Utah, Salt Lake City, USA</td>
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<td>Dr. Aaron Phillips, Management Department, University of Utah, Salt Lake City, USA</td>
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<td>Dr. Georgi Rausch, Management Department, University of Utah, Salt Lake City, USA</td>
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<td>Overview: This case discusses how Abercrombie and Fitch developed their brand by systematically creating their image to be young, athletic, beautiful, and white, leading to organizational crises and lawsuits.</td>
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<td>Theme: Organizational Diversity</td>
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<td><strong>Diversity as a Key Enabler of Social Leadership</strong></td>
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<td>Dr. Stephen James Duns, School of Psychology, Deakin University, Melbourne, Australia</td>
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<td>Overview: The ability of a leader to generate collective wisdom from a diversity of information sources, and then articulate that wisdom clearly, is a critical skill for social leadership.</td>
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<td>Theme: Organizational Diversity</td>
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<td><strong>Colorism in Mexico: Exclusionary Workplace Practices that Disempower Latinas</strong></td>
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<td>Dr. Cynthia Sims, Department of Workforce Education and Development, Southern Illinois University, Carbondale, USA</td>
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<td>Overview: Colorism is preferential treatment of fair-skinned people. Interviews of nine Latinas in Mexico revealed that colorism exists during pre-employment and within workplaces. Diversity programming and equitable recruitment/hiring policies are recommended.</td>
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<td>Theme: Identity and Belonging</td>
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| 17:20-17:25 | END OF DAY |


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<th>Time</th>
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<tr>
<td>8:30-9:00</td>
<td><strong>CONFERENCE REGISTRATION OPEN</strong></td>
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<td>9:00-9:15</td>
<td>DAILY UPDATE</td>
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<td>9:15-9:50</td>
<td><strong>PLENARY SESSION</strong></td>
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<td>9:50-10:20</td>
<td>GARDEN CONVERSATION &amp; COFFEE BREAK</td>
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<td>10:20-12:00</td>
<td><strong>PARALLEL SESSIONS</strong></td>
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**Room 1: Colloquium**

**Diversity in the College Classroom: Knowing Ourselves, Our Students, Our Disciplines**
- Dr. Linda K Crafton, Communication Department, University of Wisconsin-Parkside, Kenosha, USA
- Dr. Fay Yokonimo Akindes, Communication Department, University of Wisconsin-Parkside, Kenosha, USA
- Dr. Eugene Fujimoto, Educational Leadership Department, California State University, Fullerton, Fullerton, USA
- Roseann Mason, Sociology, University of Wisconsin-Parkside, Kenosha, USA
- Damian J. Evans, University of Wisconsin-Parkside, Kenosha, USA

Overview: Based on an edited volume of scholarly articles, this colloquium brings to life the struggles and successes of individuals within one institution seeking to transform teaching in support of diversity.

Theme: Identity and Belonging

**Room 2: Diversity Curriculum and Instruction**

**Building Bridges across Diverse Student Constituencies**
- Prof. Lyn M. Buchheit, English Department, Liberal Studies Division, Community College of Philadelphia, Philadelphia, USA
- Linda Fellaq, English Department, Liberal Studies Division, Community College of Philadelphia, Philadelphia, USA
- Dr. Girja Nagaswami, English Department, Liberal Studies Division, Community College of Philadelphia, Philadelphia, USA

Overview: An urban college’s “diversity imperative” extends from institutional to instructional levels. Authors discuss initiatives aimed at bridging divides across diverse groups, including grant-funded projects, professional development, celebrations, and cross-cultural curricula.

Theme: Education and Learning in a World of Difference

**Intergroup Dialogue Program Model at a Small Liberal Arts College**
- Dr. Anita Purushotham Chikaniwja, Department of Educational Studies, Critical Conversations Program, Carleton College, Northfield, USA

Overview: This paper examines the goals, accomplishments, and challenges of an intergroup dialogue program at a United States college. The program includes a facilitator training course and a peer-facilitated course.

Theme: Education and Learning in a World of Difference

**Developmental Math in the Twenty-first Century Classroom**
- Dr. Parveen Ali, Department of Developmental Studies, College of Education and Educational Technology, Indiana University of Pennsylvania, Indiana, USA

Overview: This paper explores the redesigning of developmental math courses using adaptive interacting software called ALEKS. The different phases of redesign and the preliminary associated outcomes will be discussed.

Theme: Education and Learning in a World of Difference

**Enhancing Intercultural Competency through Co-curricular Activities in Higher Education: Three Examples from an American University**
- Dr. Wendy Green, Department of Counseling, Administration, Supervision, and Adult Learning, College of Education and Human Services, Cleveland State University, Cleveland, USA
- Valerie De Cruz, Greenfield Intercultural Center, Vice Provost for University Life, University of Pennsylvania, Philadelphia, USA

Overview: This study examines three co-curricular programs as separate cases of intercultural learning activities, linking theory to practice.

Theme: Education and Learning in a World of Difference

**Room 3: Analysis and Strategies of Organizational Diversity**

**The Complex Impact of Using Social Networking Sites in Employee Selection Processes on Organizational Diversity**
- Dr. Shani Kuna, Department of Human Resource Management Studies, Sapir Academic College, Gevvin, Israel
- Dr. Ronit Nadiv, Department of Human Resource Management Studies, Sapir Academic College, Gevvin, Israel

Overview: We explore the role of staffing agencies in promoting organizational diversity. Findings suggest that staffing agencies implement varied strategies in order to overcome resistance to recruit socially diverse job candidates.

Theme: Organizational Diversity

**Outsourcing Discrimination: Can Staffing Agencies Increase Organizational Diversity?**
- Dr. Shani Kuna, Department of Human Resource Management Studies, Sapir Academic College, Gevvin, Israel

Overview: We explore the impact on organizational diversity of using social networks. While such tools may have a positive potential on achieving organizational diversity, HR practitioners typically abuse them.

Theme: Organizational Diversity

**The Dynamics between Religious Freedom and Employment Contract: A Juridical Chronicle**
- Susana Sousa Machado, University of Santiago de Compostela, Porto, Portugal

Overview: This paper addresses the fundamental right to religious freedom within the employment contract and all the heterogeneous network of reflexes that occur therein.

Theme: Organizational Diversity
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<td>10:20-12:00</td>
<td><strong>PARALLEL SESSIONS</strong></td>
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<tr>
<td>Room 4</td>
<td><strong>Community Dynamics and Diversity</strong></td>
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<td>Constructing Group Identity: Symbolism and Function of Candy in Diverse Religious Traditions</td>
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<td>Prof. Constance Kirker, College of Art and Architecture, Penn State Brandywine, Philadelphia, USA</td>
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<td>Overview: This paper explores how the innate and universal human preference for sweets/candy manifests itself in varied and diverse religious practices and traditions, which, in turn, create and define group identity.</td>
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<td>Theme: Identity and Belonging</td>
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<td>Room 5</td>
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<td>Cultural Intelligence: Understanding Yourself to Better Understand Others</td>
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<td>Shiva Roofeh, Learning and Development, The Intern Group, Intern Madrid, Madrid, Spain</td>
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<td>Overview: This workshop discusses how to use cultural intelligence to learn about yourself and your frustrations in life and work, and how to reconcile the differences that lead to those frustrations.</td>
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<td>Your Final Opinion: Cultural Relativism or Ethnocentrism?</td>
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<td>Dr. Ronald Evans, Department of Natural and Applied Sciences, Bentley College, Waltham, USA</td>
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<td>Overview: Do you or do you not judge other cultures when you believe their behavior in a particular situation may differ from yours? Find out using cultural relativism or ethnocentrism concepts.</td>
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<td>12:00-13:00</td>
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<td><strong>PARALLEL SESSIONS</strong></td>
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<tr>
<td>Room 1</td>
<td><strong>Workshop</strong></td>
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<td>Diverse Learners and Health in Higher Education: Self-regulation Using Group Reflective Practices</td>
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<td>Dr. Kay D. Dístel, Lismore, Australia</td>
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<td>Overview: Student vulnerability in higher education depends on their reactions to habitus, bodymind regulation, and disability status. Exploring these aspects using action learning can help students value and modify affect regulation.</td>
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<td>Theme: Education and Learning in a World of Difference</td>
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<td>Room 2</td>
<td><strong>Workshop</strong></td>
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<td>Reflecting, Rethinking, Reframing</td>
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<td>Prof. Nancy Mennyman, Education Department, Mount Mercy College, Cedar Rapids, USA</td>
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<td>Overview: Diversity in children, families, and workforce are issues in education. Participants will explore the interplay of personal stories with directed learning activities as components of reflective practice and community leadership.</td>
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<td>Room 4</td>
<td>Publishing Your Article or Book with Common Ground Publishing</td>
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**Theme:** Education and Learning in a World of Difference
Embracing Diversity: A Collaborative Work Experience of Literary Education in the Teacher Training Classroom
Dr. Miquel A. Oltra Albiach, Department of Language and Literature Education, University of Valencia, Valencia, Spain
Overview: This study reports on an experiment carried out in a teacher training classroom, based on the need to educate on diversity. It incorporates literature, drama, and puppets as a tool.
Theme: Education and Learning in a World of Difference

The Diversity Gap: A Comparison between Canadian Military Colleges and Civilian Post-secondary Institutions
Dr. Grazia Scoppio, Division of Continuing Studies, Department of Defence Studies, Royal Military College of Canada, Kingston, Canada
Dr. Ilka Luyt, Writing Centre, Queen’s University, Kingston, Canada
Overview: This paper investigates the diversity gap between Canadian military colleges and civilian universities and colleges and provides a pathway for future change.
Theme: Education and Learning in a World of Difference

Facilitating the Success of Underrepresented Canadian-born Filipino Males in Higher Education: A Constructivist Grounded Theory Study
Christa Sato, Faculty of Social Work, University of Calgary, Calgary, Canada
Dr. David Clarence Este, Faculty of Social Work, University of Calgary, Canada
Overview: This study is focused on understanding processes that enabled Canadian-born Filipino men to complete university and on recommendations for policies and practices that are more inclusive of these underrepresented learners.
Theme: Education and Learning in a World of Difference

Economic Migration and the Quest for Integrative Community
Akadet Chaichanavichakit, Graduate School of Asia-Pacific Studies, Waseda University, Tokyo, Japan
Overview: With surging inflow of workers from its neighboring countries, Thailand needs integrative community development to avoid potential conflicts between the locals and migrant workers.
Theme: Community Diversity and Governance

Accessing Information and Desired Support in an Emergency Situation among People from a Culturally and Linguistically Diverse Background: An Exploratory Study on Needs among Japanese Individuals in the Greater Boston Area
Naomi Shimizu, School of Nursing, Osaka Prefecture University, Habikino, Japan
Dr. Megumi Inoue, Department of Social Work, George Mason University, Fairfax, USA
Overview: This study investigates types of information sources and means to access information that Japanese people in the Greater Boston area utilized during the Boston Marathon Bombing events.
Theme: Community Diversity and Governance

Swimming Upstream: Sharing Experiences of Addressing Cultural Bias in Youth Development Programs
Lynn Schmitt-McQuitty, Agriculture and Natural Resources, 4-H Youth Development Program, University of California, Hollister, USA
Dr. Katherine Soule, Agriculture and Natural Resources, 4-H Youth Development Program, University of California, San Luis Obispo, USA
Diego Matiscal, Agriculture and Natural Resources, 4-H Youth Development Program, University of California, Santa Rosa, USA
Andres Ambrose, Agriculture and Natural Resources, University of California, Oakland, USA
Ricardo Diaz, University of Illinois at Urbana-Champaign, Champaign, USA
Darcy Tessman, 4-H Youth Development, University of Arizona, Sierra Vista, USA
Elver Pardo, 4-H Youth Development Program, University of Florida, Orlando, USA
Diversity Workgroup, University of California, Davis, USA
Overview: Youth development professionals in the United States address cultural bias that exists in their programming focusing on program content, program sustainability, professional development, community partnerships, and organizational structure.
Theme: Organizational Diversity

Dr. Hitomi Naganuma, JB Line, Inc., Lexington, USA
Dr. Megumi Inoue, Department of Social Work, George Mason University, Fairfax, USA
Dr. Margaret Lombe, Department of Social Work, Boston College, Boston, USA
Overview: We investigate if and how different types of social capital had a positive effect on the Japanese community in the Greater Boston area following the Boston Marathon bombing in 2013.
Theme: Identity and Belonging
### Room 3 Virtual Lightning Talks

**Diversity: Social Constructions of Race and Ethnicity by Police Officers and Probation Officers in Urban Los Angeles**
Dr. Saul Lankster, Criminal Justice Administration and Law, School of Professional Studies, National University, Huntington Beach, USA
Overview: This paper explores how police officers perceive diversity when interacting with adult males as compared to probation officers when recommending sentencing for convicted individuals across race and ethnicity.
Theme: Community Diversity and Governance

**The Role of Counter Narratives in the Re(negotiation) of Identity**
Dr. Elix Lyle, Faculty of Education, Leadership Department, Yorkville University, Oromocto, Canada
Overview: Drawing from the literature of personal identity theory, I situate identity as a narrative construct to examine the role of counter narratives in the renegotiation of identity.
Theme: Identity and Belonging

**Gendered Identities: Asian Indian Women**
Dr. Shital Bhattacharyya, Curriculum and Instruction, Ruth Ammon School of Education, Adelphi University, Port Washington, USA
Sudeshna Chatterjee, Euro School, Mumbai, India
Overview: This ethnographic research study examines an individual's identity is transformed with their newly constructed cultural and social experiences and focuses on identity issues of Asian Indian women in India.
Theme: Identity and Belonging

**Organizational Culture and Organizational Communication: Where Do They Meet?**
Dr. Sonia Silva, Institute of Social Sciences, University of Minho, Braga, Portugal
Gisela Gonçalves, College of Arts and Letters, University of Beira Interior, Covilha, Portugal
Overview: This study analyzes and relates the concepts of organizational culture and communication, understanding its relevance in the context of organizations.
Theme: Organizational Diversity

**Communication and Culture as Key Elements of Organizational Dynamics: The Relationship between the Culture of the Organization and Communication of Its Leaders**
Rita Andreia Monteiro Mourão, University Institute of Lisbon, Beira Interior University, Lisboa, Portugal
Sandra Lopes Miranda, School of Sociology and Public Policy, Centre for Research and Studies in Sociology, University Institute of Lisbon, Lisboa, Portugal
Gisela Gonçalves, University of Beira Interior, Lisbon, Portugal
Overview: This study explores the consequences of the type of organizational culture in relation to the communication that leaders and subordinates establish between themselves.
Theme: Organizational Diversity

**Bilingual Educators and Administrators as Advocates**
Dr. Edith Esparza Young, Bilingual Educators and Administrators as Advocates
Overview: This paper addresses how educators and administrators can help document immigrant presence in schools.
Theme: Education and Learning in a World of Difference

**Dilemmas in Service Learning: (Missed) Opportunities for Transformation**
Genevieve Adalio, Health Sciences Program, Ateneo de Manila University, Quezon City, Philippines
Dr. Norman Dennis Marquez, Health Sciences Program, Ateneo de Manila University, Quezon City, Philippines
Overview: Probing undergraduate students' representations of one's presence in a service learning community, this study examines dilemmas confronted in establishing transformative partnerships in such university-community collaboration in a primary healthcare setting.
Theme: Education and Learning in a World of Difference

### Room 4 Diversity in the Foreign Language Classroom

**Foreign Language Classroom Context: Diversity in Students' Comprehensible Output**
Patricia Amaiz-Castro, Specific Didactics Department, University of Las Palmas de Gran Canaria, Las Palmas de Gran Canaria, Spain
Overview: This qualitative study examines the possibilities for A2 level learners to notice errors in their inter-language production in a high school English classroom in Spain.
Theme: Education and Learning in a World of Difference

**In a Dyslexic Student's Shoes**
Beatriz López, University of Granada, Baza, Spain
Dr. José Luis Ortega-Martín, Department of Language Didactics and Literature, Faculty of Educational Sciences, University of Granada, Granada, Spain
Overview: This study provides an overview on the methods, techniques, and strategies supported by research to accommodate dyslexic students in the foreign language classroom.
Theme: Education and Learning in a World of Difference

**Language Learning and Linguistic Diversity in Primary Schools in Northern Ireland**
Dr. Sharon Jones, Teacher Education, Stranmillis University College, Belfast, UK
Overview: Do languages matter? A study of language learning in Northern Ireland’s increasingly multicultural and multilingual primary schools.
Theme: Education and Learning in a World of Difference

**Diversity in the Classrooms of English as a Foreign Language**
Carmen Jessyka Musso Buendia, Junta de Andalucía, Granada, Spain
Overview: This research deals with diversity in the foreign language classroom concerning the task that teachers have to cope with at different levels.
Theme: Education and Learning in a World of Difference
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<th>Time</th>
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| 13:55-15:30 | PARALLEL SESSIONS | **Room 1** Diversity Studies and Higher Education  
*The Persistence of Privilege in Community-based Research: Self Reflections of an Applied Sociologist in an Era of Racial Change and Strife*
Dr. Jeffry Will, Northeast Florida Center for Community Initiatives, Department of Sociology and Anthropology, University of North Florida, Jacksonville, USA  
Overview: We explore how efforts to foster diversity, both in NGO operations and research teams, have allowed for community partnerships to flourish.  
Theme: Education and Learning in a World of Difference
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*White Absence in Social Work Journals: Testing Reality*
Dr. Graciel M. Castex, Department of Social Work, Lehman College, City University of New York, New York City, USA  
Overview: United States social work journals lack comprehensive discussions of Whites. Only forty-six out of 5128 articles surveyed used “White” in the title, confirming a significant absence with manifold implications.  
Theme: Education and Learning in a World of Difference
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*Academia in Action: A Joint Adventure among the University, Social Enterprises, and Aboriginal Tribes toward Just Development*
Dr. Ching-Ping Tang, Department of Political Science, National Chengchi University, Taipei, Taiwan  
Overview: This paper examines how a university can practice promoting an alternative and just development in neighboring communities, and how the encountered challenges can be managed.  
Theme: Community Diversity and Governance
| 15:35-17:05 | PARALLEL SESSIONS | **Room 2** Struggles for Social Inclusion  
*Rejecting the Racialized Ontology of the African American Female Professor: I Am an Angry Black Woman*
Dr. Lisa M. Minnewether, Department of Educational Leadership, University of North Carolina at Charlotte, Charlotte, USA  
Overview: Mischaracterizations of Black female professors’ personhood result in oppressive spaces. To thrive in the academy, they must reject such characterizations and nurture their authentic ontological identities.  
Theme: Identity and Belonging
---
*Que(e)rying the Closet in Diversity Management: “Coming-Out” as an Authentic (and Successful) LGBT Employee*
Olimpia Burchiellaro, Westminster Business School, University of Westminster, London, UK  
Overview: This paper will “que(e)ry” “coming-out” as constructed by LGBT-diversity experts to advance our understanding of the relation between the social justice and business case for inclusion.  
Theme: Identity and Belonging
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*The Secret Life of Black Girls: Where Insecurity and Pain Thrive*
Bianca Anderson, Middle School English, Greenhill School, Addison, USA  
Overview: A lack of validation, acknowledgment, and representation fuels systematic forms of oppression, causing many black girls in school in the United States to feel hopeless and engage in detrimental activities.  
Theme: Education and Learning in a World of Difference
| 17:05-18:30 | PARALLEL SESSIONS | **Room 3** Minorities in the Workplace  
“One of Them Is One Too Many”: Emotions, Experiences, and Exchanges from the Front Line of Diversity Training
Kusminder Chahal, Centre for Trust, Peace, and Social Relations, Coventry University, Coventry, UK  
Overview: Taking an autobiographical approach we explore diversity training through the lens of the trainer, discussing the disruptions, dilemmas, and emotional work training creates and exploring responses to challenging participants.  
Theme: Organizational Diversity
---
Multicultural Learning and Teaching  
*Teaching Practice in Multicultural Classrooms from the Perspective of Experienced Teachers*
Prof. Maria del Carmen López, University of Granada, Granada, Spain  
Aida Fernández López, University of Granada, Granada, Spain  
Overview: This paper analyzes the perception of a group of experienced primary education teachers on their teaching in multicultural classrooms.  
Theme: Education and Learning in a World of Difference
---
*Diverse Universe: The Law of Equity*
Dr. Indira V. Junghare, Institute of Linguistics, University of Minnesota, Saint Paul, USA  
Overview: Drawing upon India’s intellectual tradition, an educational philosophy of all-inclusive diversity, i.e. both biological and ecological, has been proposed for inclusion in educational programs.  
Theme: Education and Learning in a World of Difference
---
*The Intercultural Effectiveness of University Students*
Dr. Hugo González, University of Notre Dame Australia, Sydney, Australia  
Overview: This study ascertains how interculturally effective university students are as they progress towards the completion of their degree at the University of Notre Dame, Australia.  
Theme: Education and Learning in a World of Difference
### Room 5

#### A German University’s Experience with Governmental Grant Programs to Increase the Percentage of Female Professors
Jessica Klab, Diversity Office, Reutlingen University, Reutlingen, Germany
Dr. Kerstin Reich, Reutlingen University, Reutlingen, Germany
Overview: The German government has tried various approaches to increase the number of female professors. One program which focuses on offering sizeable grants for hiring female professors will be critically analyzed.
Theme: Organizational Diversity

#### Indigenous Presence in Higher Education: Focusing on Academic Institutional Culture and Orthodoxy
H. Monty Montgomery, Faculty of Social Work, University of Regina, Saskatoon, Canada
Dr. Margaret E. Kovach, College of Education, University of Saskatchewan, Saskatoon, Canada
Overview: This study explores the implications of initiatives aimed at increasing engagement with Indigenous communities, faculty, administrators, and students in Canadian Universities.
Theme: Education and Learning in a World of Difference

#### Factors Affecting the Recruitment of Visible Minorities in the Canadian Armed Forces
Dr. Phyllis Browne, Department of National Defence, Director General Military Personnel Research and Analysis, Ottawa, Canada
Overview: The Employment Equity Act requires visible minorities’ proportion of Canada’s population be reflected in its military membership. This paper introduces results of a three-phase study conducted to understand recruitment challenges.
Theme: Organizational Diversity

### 17:05-17:10 END OF DAY
## Friday, 29 July

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30-9:00</td>
<td>CONFERENCE REGISTRATION OPEN</td>
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<tr>
<td>9:00-9:15</td>
<td>DAILY UPDATE</td>
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<tr>
<td>9:15-9:50</td>
<td>PLENARY SESSION</td>
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<tr>
<td>9:15-9:50</td>
<td>Assia Hussain, Bradford College, Bradford, UK</td>
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<td>&quot;Promoting Equality in Adversity: Bradford College’s (UK) Approach to Tackling the Threat of Terrorism through Cohesive Initiatives&quot;</td>
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<tr>
<td>9:50-10:20</td>
<td>GARDEN CONVERSATION &amp; COFFEE BREAK</td>
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<tr>
<td>10:20-12:00</td>
<td>PARALLEL SESSIONS</td>
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<tr>
<td>Room 1</td>
<td>Inclusive Education Strategies and Struggles</td>
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<td>10:20-12:00</td>
<td>Narrative Creativity in a Multicultural Classroom in Comparison with a Monocultural Classroom</td>
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<td>Tatjana Portnova, Faculty of Educational Sciences, University of Granada, Granada, Spain</td>
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<td>Dr. José Luis Ortega-Martín, Faculty of Educational Sciences, University of Granada, Granada, Spain</td>
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<td>Overview: This classroom study found that creative narrative indexes amplitude between the extreme groups in a multicultural classroom is less than in a monocultural classroom.</td>
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<td>Theme: Education and Learning in a World of Difference</td>
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<td>Experiential Media and Disabilities in Education: Enabling Learning through Immersive, Interactive, and Customizable Digital Platforms</td>
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<td>Dr. John Pavlik, Rutgers University, New Brunswick, USA</td>
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<td>Overview: Emerging experiential media platforms are enabling persons across a diverse array of disabilities to increasingly engage in customizable, interactive, immersive, and multi-sensory globally connected and mobile learning environments.</td>
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<td>Theme: Education and Learning in a World of Difference</td>
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<td>&quot;Withdrawal Syndrome&quot;: The Effects of Classroom Racism on Visible Minority Students</td>
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<td>Charles Gyan, Lyle S. Hallman Faculty of Social Work, Wilfrid Laurier University, Kitchener, Canada</td>
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<td></td>
<td>Bibi Bibah, Lyle S. Hallman Faculty of Social Work, Wilfrid Laurier University, Kitchener-Waterloo, Canada</td>
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<td></td>
<td>Wenjuan Song, Lyle S. Hallman Faculty of Social Work, Wilfrid Laurier University, Kitchener-Waterloo, Canada</td>
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<td>Overview: This paper provides an understanding of the effects of classroom racism on visible minority students. In essence it reveals how classroom interactions impact visible minority students.</td>
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<td>Theme: Education and Learning in a World of Difference</td>
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<td>School Inclusion of Students with Attention-deficit/Hyperactivity Disorder: A Study of the Organizational and Curricular Conditions of Ordinary Classrooms of Primary Education in Rural Areas</td>
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<td>Dr. Beatriz Estévez, Rube Servicios Pedagógicos, S.L.L., Granada, Spain</td>
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<td>Prof. Maria José León, University of Granada, Granada, Spain</td>
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<td>Overview: This paper is a study of the organizational and curricular conditions which characterize the educational response to students with ADHD in ordinary classrooms of primary education in rural areas.</td>
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<td>Theme: Education and Learning in a World of Difference</td>
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<tr>
<td>Room 2</td>
<td>Immigration, Assimilation, and Identity Construction</td>
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<td>10:20-12:00</td>
<td>The French Who Retire in Asia: The Case of Nha Trang, Vietnam</td>
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<td></td>
<td>Dr. Anne Raffin, Department of Sociology, National University of Singapore, Singapore, Singapore</td>
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<td>Overview: I study French retirees in Vietnam and show the theme of north-south inequality through these life courses and the progression of individualism.</td>
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<td>Theme: Identity and Belonging</td>
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<td>From Indonesia to Taiwan: Cross-border Marriages and Hakka Identity in the Remaking</td>
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<td>Fen-fang Tsai, Department of Hakka Language and Social Sciences, National Central University, Jhongli, Taiwan</td>
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<td></td>
<td>Li-Jung Wang, Department of Hakka Language and Social Sciences, National Central University, Jhong-Li, Taiwan</td>
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<td>Overview: This study explores whether Indonesian Hakka female immigrants experienced a change of ethnic identity in the process of cross-border marriage with Taiwanese Hakka men.</td>
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<td>Theme: Identity and Belonging</td>
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**FRIDAY, 29 JULY**

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<tr>
<th>12:00-12:55</th>
<th><strong>PARALLEL SESSIONS</strong></th>
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<tbody>
<tr>
<td><strong>Room 3</strong></td>
<td>Politics of Diversity</td>
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| Disclosure Stigma from a French Perspective: Why Do Students with Disability Take the Step toward Institutional Disclosure?  
Richard Sarah, Organizational Behavior and Human Resources Management, EM Strasbourg Business School, Strasbourg, France  
Overview: This study focuses on understanding the disability disclosure dilemma faced by disabled students before entering the workplace. This study enlightens individual and environmental factors affecting the decision.  
Theme: Community Diversity and Governance |
| Right-wing Authoritarianism and Industrial Workers Changing Attitudes  
Prof. George Lundsland, College of Liberal Arts and Sciences, Grand Valley State University, Allendale, USA  
Prof. Brian Phillips, College of Liberal Arts and Sciences, Grand Valley State University, Allendale, USA  
Overview: This paper reviews the changing attitudes of workers’ views of society and how their responses differ from previous studies.  
Theme: Community Diversity and Governance |
| Crowdsourcing as a Tool in Ethnic Conflict Resolution: Myanmar and Its Ethnic Minority Rebels  
Dr. Maha Hosain Aziz, Program in International Relations, Graduate School of Arts and Sciences, New York University, New York, USA  
Overview: Many ethnic conflicts today are rooted in governments’ recurring failure to represent minority groups’ interests. Traditional conflict resolution techniques keep failing. Could crowdsourcing technology in policymaking reduce such tensions?  
Theme: Community Diversity and Governance |
| Publishing Your Article or Book with Common Ground Publishing  
In this session, the Community Editor for the Diversity in Organizations, Communities, and Nations Collection will present an overview of Common Ground’s publishing philosophy and practices. She will also offer tips for turning conference papers into journal articles, present an overview of journal publishing procedures, and provide information on Common Ground’s book proposal submission process. Please feel free to bring questions - the second half of the session will be devoted to Q&A.  
Theme: Organizational Diversity |
| **Room 4**  | Workshops |
| An Anti-oppressive Framework for Diversity, Inclusion, and Anti-racist Practices within Organizations  
Jayson K. Jones, McSilver Institute for Poverty Policy and Research, New York University Silver School of Social Work, New York, USA  
Zoila Del-Villar, New York University Silver School of Social Work, New York, USA  
Birana González, New York University Silver School of Social Work, New York, USA  
Amanda Alcantara, New York University Silver School of Social Work, New York, USA  
Overview: The Anti-Oppressive Steering Committee (AOSC) is a taskforce to combat oppressive practices within an organization. The AOSC framework can be adapted to create more diverse, equitable, anti-racist, and anti-oppressive organizations.  
Theme: Organizational Diversity |
| **Room 5**  | Teaching Cultural Diversity in the Foreign Language Classroom |
| Exploring Preconceptions about Diversity: Trainee Teachers’ Ideas on Including the Topic of “Stereotypes” in English as a Foreign Language Curriculum  
Dr. Jose Medina, Department of Specific Didactics, University of Las Palmas de Gran Canaria, Las Palmas de Gran Canaria, Spain  
Overview: This study introduces a thematic narrative analysis of the ideas that a group of trainee teachers have concerning the inclusion of the topic of “stereotypes” in EFL curriculum.  
Theme: Education and Learning in a World of Difference |
| The Cultural Component in a Diverse Community of Learners  
Dr. Irina Ustinova, English Department, Southeast Missouri State University, Cape Girardeau, USA  
Overview: This paper addresses whether it is appropriate to teach culture juxtaposed with foreign language teaching for a diverse community of learners.  
Theme: Education and Learning in a World of Difference |
| Integrating Ethnic Minorities in Teaching English as a Foreign Language: A Teaching Proposal for the Spanish Bachillerato Stage  
Alberto Quevedo Ortiz, University of Granada, Granada, Spain  
Overview: Stereotypes and textbooks determine students’ perception of British culture. This paper integrates the five largest British ethnic minorities in TEFL to provide a fair representation of the country.  
Theme: Education and Learning in a World of Difference |
| Bilingual and Intercultural Education: A Tool for Diversity  
Dr. M. Elena Gómez Parra, Department of English and German Philology, University of Córdoba, Córdoba, Spain  
Overview: Bilingual and intercultural education is a powerful tool to cope with diversity in an appropriate way. The implementation of a correct educational approach is the assurance of our future.  
Theme: Education and Learning in a World of Difference |

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**12:00-12:55 LUNCH**

**12:55-14:35 PARALLEL SESSIONS**
<table>
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<tr>
<th>Room 2</th>
<th>Cultural Studies: Confronting the &quot;Other&quot;</th>
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<td>Leigh Whippier: African American &quot;Western&quot; Actor</td>
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<td></td>
<td>Dr. Roger Hardaway, Department of Social Sciences, Northwestern Oklahoma State University, Aka, USA</td>
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<td>Overview: This paper will examine the career of African American actor Leigh Whippier (1876-1875) who acted in, among others, six movies with &quot;western&quot; themes.</td>
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<td>Theme: Identity and Belonging</td>
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<td>An Author Tours Indian Territory, 1832</td>
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<td></td>
<td>Sarah Hardaway, Cherokee Strip Regional Heritage Center, Enid, USA</td>
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<td>Overview: This paper discusses American author Washington Irving’s tour of Indian Territory in 1832 and his perceptions of American Indians. It will also briefly discuss the diversity of his works.</td>
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<td>Theme: Community Diversity and Governance</td>
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<td>Identity and Belonging in Orhan Pamuk’s Istanbul-centered Novels: A Focus on &quot;White Castle&quot;</td>
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<td>Dr. Fatma Aylin Baynakceken Akın, Department of Translation and Interpretation, Faculty of Humanities and Letters, Bilkent University, Ankara, Turkey</td>
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<td>Overview: Considering Orhan Pamuk’s Istanbul-centered novels, this paper shows how Pamuk portrays versions of Turkish identity that challenge implicitly conventional understandings of multiculturalism and East/West relations.</td>
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<td>Theme: Identity and Belonging</td>
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<td>Before and Beyond the Anthropocene: Humans and the Other in Lovecraft</td>
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<td>Dr. Luz Elena Ramirez, Department of English, California State University, San Bernardino, San Bernardino, USA</td>
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<td>Overview: My paper investigates Lovecraft's imagination of a subterranean civilization in the Antarctic in his sci-fi adventure, &quot;At the Mountains of Madness.&quot;</td>
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<tr>
<th>Room 3</th>
<th>Negotiating Diversity in Health Care</th>
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<td></td>
<td>Anti-racism, Anti-oppression, and Equity: Factoring the Determinants of Health on Services Delivered to Survivors of Violence in Canada</td>
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<td>Monica Ruttor, Peel Institute on Violence Prevention, Family Services of Peel, Peel Institute on Violence Prevention, Mississauga, Canada</td>
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<td>Overview: While the Belgian government wants to facilitate integrated eldercare services, first-generation Turkish and Moroccan migrants only want to use culture-specific services. Second-generation migrants accept integrated eldercare.</td>
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<td>Theme: Community Diversity and Governance</td>
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<td>Elder Care Services for First-generation Migrants: A Case Study in a Former Mining Belgian Town</td>
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<td>Prof. Veetea Draulans, Gender Studies, Centre for Sociological Research, University of Leuven, Leuven, Belgium</td>
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<td>Dr. Wouter De Tavernier, Centre for Comparative Welfare Studies, Aalborg University Denmark, University of Leuven, Aalborg, Denmark</td>
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<td>Overview: While the Belgian government wants to facilitate integrated eldercare services, first-generation Turkish and Moroccan migrants only want to use culture-specific services. Second-generation migrants accept integrated eldercare.</td>
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<td>Theme: Community Diversity and Governance</td>
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<td>The Health Needs of Overseas Born Chinese Baby Boomers in Brisbane, Australia</td>
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<td></td>
<td>Christians Chau, Centre for Environment and Population Health, School of Environmental Health, Griffith University, Nathan Campus, Brisbane, Australia</td>
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<td>Overview: This study explores health needs of overseas born Chinese baby boomers, in order to build community capacity and design health programs that support their cultural beliefs and health practices.</td>
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<td>Theme: Community Diversity and Governance</td>
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<td>Factors Affecting Utilization of Mental Health Services among Chinese People in England</td>
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<td></td>
<td>Dr. Echo, Yuet-Wah Young, Faculty of Education, Community, and Health, Liverpool John Moores University, Liverpool, UK</td>
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<td>Overview: Late presentation to and underutilization of mental health services are common among Chinese people in England. This paper discusses factors affecting their use of mental health services.</td>
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<td>Theme: Community Diversity and Governance</td>
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<th>Room 4</th>
<th>Workshops</th>
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<td>Developing Systemic Competences for Leadership in Diverse Teams: A Workshop Based on Prototypical Diversity Challenges in Teams</td>
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<td>Dr. Kerstin Reich, Reutlingen University, Reutlingen, Germany</td>
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<td>Dr. Carmen Fischer, Reutlingen University, Reutlingen, Germany</td>
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<td>Overview: This workshop introduces a new way of addressing generational diversity issues in teams. Systemic Constellation brings new insights into existing relationships thus offering new solutions.</td>
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<td>Theme: Organizational Diversity</td>
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<td>A Multilayered Diversity Research, Education, and Training Program: A Holistic Model of Community Programming and Professional Development at the University of Maryland Extension</td>
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<td>Lisa Gonzalez, Family and Consumer Sciences, University of Maryland Extension, Derwood, USA</td>
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<td>Overview: This workshop introduces a multilayered approach to diversity education. Participants engage in a hands-on design mapping exercise to deepen their understanding of the development process of diversity programs.</td>
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<td>Theme: Education and Learning in a World of Difference</td>
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<td>12:55-14:35</td>
<td><strong>Parallel Sessions</strong></td>
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<td>14:35-14:50</td>
<td><strong>Coffee Break</strong></td>
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<td>14:50-16:30</td>
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<td>15:30-17:10</td>
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### Room 3
**Politics of Belonging: National and Ethnic Identities**

- **The Multiple Identities of the Members of the Slovak National Minority in Serbia**
  - Dr. Svetluša Surová, Department of Political Science, Faculty of Philosophy, Comenius University, Bratislava, Slovakia
  - **Overview:** This paper explores the multiple memberships, identities, and loyalties of the members of the Slovak national minority in Serbia.
  - **Theme:** Community Diversity and Governance

- **Religious Conflict in Pluralist Societies: The Contemporary Indian Scenario**
  - Dr. George-Peter Pandimakil, School of Conflict Studies, Faculty of Human Sciences, Saint Paul University, Ottawa, Canada
  - **Overview:** This paper examines the contemporary religious diversity and conflicts in India after independence. It examines the implicit Hindutva agenda threatening the secular structure and values of contemporary Indian democracy.
  - **Theme:** Community Diversity and Governance

- **The Shifting Meaning of Tolerance: Value Change Portrayed in the Dutch Media**
  - Laura Kurth, International Centre for Integrated Assessment and Sustainable Development, Maastricht University, Maastricht, Netherlands
  - Dr. Pieter Glasbergen, Maastricht University, Maastricht, Netherlands
  - **Overview:** This paper examines how the concept of tolerance has changed meaning throughout the Dutch Islam debate and what this implies for future debates about multicultural tensions.
  - **Theme:** Community Diversity and Governance

- **2014 Parliamentary Elections in India: A Study of Muslims**
  - Prof. Mirza Asmer Beg, Political Science, Aligarh Muslim University, Aligarh, India
  - **Overview:** This paper explores the electoral behavior of Muslims in the 2014 Parliamentary Elections in India and explains the context and underlying reasons.
  - **Theme:** Community Diversity and Governance

### Room 4
**Politics of Diversity, Belonging, and Social Change**

- **Promoting Sense of Belonging and Bonding among Parents of Children with Autism in a Facebook Social Support Group in Malaysia**
  - Hema Mustafa, Faculty of Education, University of Tasmania, Mowbray, Australia
  - Dr. Megan Short, Faculty of Education, University of Tasmania, Newnham, Australia
  - Dr. Si Fan, Faculty of Education, University of Tasmania, Newnham, Australia
  - **Overview:** This study looks into the benefits of Facebook social support group for parents of children with autism in Malaysia which include sense of belonging and bonding.
  - **Theme:** Identity and Belonging

- **Exploring Traditional Male Initiates at Initiation Schools in Limpopo Province, South Africa: Cultural and Health Perspectives**
  - Dr. Mabatho Sedibe, Educational Psychology, University of Johannesburg, Johannesburg, South Africa
  - **Overview:** This paper explores a cultural practice of initiation in schools in Limpopo Province, South Africa, exposing its dangers and calling for policy and social change.
  - **Theme:** Identity and Belonging

- **The “Few” and the “Others”: Exploring Dispossession and Renewal through Helen Ward and Marc Craste’s Multimodal Narratives**
  - Dr. Cristina Pérez Valverde, Department of Language and Literature Didactics, Faculty of Education, University of Granada, Granada, Spain
  - **Overview:** This paper analyzes Helen Ward and Marc Craste’s picturebook “Varmints,” as well as its film version, through the lens of both postcolonial theory and multimodality.
  - **Theme:** Identity and Belonging

- **Super Dads and Enactment of Positive Masculinity: Defying Patriarchal Identity to Empower Women and Girls in Rural Bangladesh**
  - Dr. Imtiaz Sayed Md Saikh, Department of Women and Gender Studies, University of Dhaka, Dhaka, Bangladesh
  - **Overview:** This paper discusses how some fathers in rural Bangladesh have successfully challenged the conventional prescriptions of patriarchy and are engaged in practices enacting positive masculinity that empower women and girls.
  - **Theme:** Identity and Belonging

### SPECIAL EVENT: CLOSING & AWARDS CEREMONY

- **Host:** Homer Stavely, Common Ground Publishing, USA
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<tr>
<th>Name</th>
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<td>Point Loma Nazarene University</td>
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List of Participants

Draulans Veerle KU Leuven Belgium
Duns Stephen James Deakin University Australia
Eaton Patricia Stranmillis University College UK
Emmanouilidou Maria Aristotle University of Thessaloniki Greece
Esparza Young Edith Colorado State University USA
Estévez Beatrix Rube Servicios Pedagógicos, SLL Spain
Evans Damian J. University of Wisconsin-Parkside USA
Evans Ronald Bentley College USA
Faitar Gheorghita D’Youville College USA
Fellag Linda Community College of Philadelphia USA
Fernández López Aida University of Granada Spain
Finckh Carmen University of Reutlingen Germany
Forrest James Macquarie University, Sydney Australia
García Sonia University of Granada Spain
Garran Ann Marie University of Connecticut USA
Gonzales Hugo University of Notre Dame Australia
Gonzalez Lisa University of Maryland Extension USA
González Gijón Gracia University of Granada Spain
Greco Barbara University of Granada Spain
Green Wendy Cleveland State University USA
Grodney Diane New York University USA
Gross Barbara Free University of Bozen-Bolzano Italy
Gudipati Lakshmi Community College of Philadelphia USA
Gómez Parra M. Elena Universidad de Córdoba Spain
Habich Matthew California State University San Bernardino USA
Haddaji Majd Universitat Politècnica de Valencia Spain
Haggerty Johnna Iowa AEYC USA
Hardaway Roger Northwestern Oklahoma State University USA
Hardaway Sarah Cherokee Strip Regional Heritage Center USA
Hinojo Lucena Mª Angustias Universidad de Córdoba Spain
Hosain Aziz Maha New York University USA
Hussain Assia Bradford College UK
Inoue Megumi George Mason University USA
Johnson Tina Middle Tennessee State University USA
Jones Jayson K. New York University Silver School USA
Jones Linda Deakin University Australia
Jones Sharon Stranmillis University College UK
Julius Steven University of Granada Spain
Junghare Indira Y. University of Minnesota USA
Karmas Cristina Graceland University USA
Kenyon Kimberly Cornell University USA
Khan Ishrat University of Dhaka Bangladesh
Kiran Elif Namık Kemal University Turkey
Kirker Constance Penn State University USA
Kirman  Şıvganur Namik Kemal University Turkey
Klab Jessica Reutlingen University Germany
Kolbusz Eva Borough of Manhattan Community College USA
Kovach Margaret University of Saskatchewan Canada
Kuna Shani Sapir Academic College Israel
Kurth Laura Maastricht University Netherlands
Lankster Saul National University USA
Lawless Brandi University of San Francisco USA
Leggon Cheryl Georgia Institute of Technology USA
LeGros Nadine Wilfrid Laurier University Canada
León María José Universidad de Granada Spain
Lundgaard Wendy Win-Win Workplace Strategies P/L Australia
Lyle Ellyn Yorkville University Canada
López Nuñez Juan Antonio University of Granada Spain
López Beatriz University of Granada Spain
López María del Camen University of Granada Spain
Maayam Yael Haifa University Israel
Mackay Karin University of Western Sydney Australia
Madrid Daniel University of Granada Spain
Maiter Sarah York University Canada
Mandell Deena Wilfrid Laurier University Canada
Martínez Pisón María University of Granada Spain
Mason Roseann University of Wisconsin, Parkside USA
Mathy Jean-Philippe University of Illinois USA
McKenzie Lisa Stranmillis University College UK
Medina Jose University of Las Palmas de Gran Canaria Spain
Merriweather Lisa University of North Carolina at Charlotte USA
Merryman Nancy Mount Mercy University USA
Moahí Donlisha Stellenbosch University South Africa
Monteiro Mourão Rita Instituto Universitário de Lisboa Portugal
Montgomery H. Monty University of Regina Canada
Muff Aline Queen's University Belfast UK
Musso Buendía Carmen Jessyka Junta de Andalucía Spain
Mustafa Hema University of Tasmania Australia
Na Varsha End Violence Against Women International USA
Nadiv Ronit Sapir Academic College Israel
Naganuma Hitomi JB Line, Inc. USA
Nelson Fiona University of Calgary Canada
O’Brien Paula University of Lincoln UK
Olmedo Moreno Eva University of Granada Spain
Oltra Albiach Miquel A. University of Valencia Spain
Orr Wendy Standard Bank South Africa
Ortega-Martín José Luis University of Granada Spain
Osborne Randall E. Texas State University, San Marcos USA
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Eleventh International Conference on Interdisciplinary Social Sciences
Imperial College London
London, UK | 2–5 August 2016
www.thesocialsciences.com/2016-conference

Eleventh International Conference on The Arts in Society
University of California, Los Angeles
Los Angeles, USA | 10–12 August 2016
www.artsinsociety.com/2016-conference

Sixth International Conference on The Image
Art and Design Academy, Liverpool John Moores University
Liverpool, UK | 1–2 September 2016
www.ontheimage.com/2016-conference

Inaugural Communication & Media Studies Conference
University Center Chicago
Chicago, USA | 15–16 September, 2016
www.oncommunicationmedia.com/2016-conference

Ninth International Conference on the Inclusive Museum
National Underground Railroad Freedom Center
Cincinnati, USA | 16–18 September 2016
www.onmuseums.com/2016-conference

Aging & Society: Sixth Interdisciplinary Conference
Linköping University
Linköping, Sweden | 6–7 October 2016
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Sixth International Conference on Food Studies
University of California at Berkeley
Berkeley, USA | 12–13 October 2016
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Sixth International Conference on Health, Wellness & Society
Catholic University of America
Washington D.C., USA | 20–21 October 2016
www.healthandsociety.com/2016-conference

Spaces & Flows: Seventh International Conference on Urban & ExtraUrban Studies
University of Pennsylvania
Philadelphia, USA | 10–11 November 2016
www.spacesandflows.com/2016-conference

Thirteenth International Conference on Environmental, Cultural, Economic & Social Sustainability
Greater Rio de Janeiro, Brazil | 19–21 January 2017
www.on sustainability.com/2017-conference

Eleventh International Conference on Design Principles & Practices
Institute without Boundaries at George Brown College
Toronto, Canada | 2–4 March 2017
www.designprinciplesandpractices.com/2017-conference

Second International Conference on Tourism & Leisure Studies
UBC Robson Square
Vancouver, Canada | 6–7 April 2017
www.tourismandleisurestudies.com/2017-conference

Seventh International Conference on Religion & Spirituality in Society
Imperial College London
London, UK | 17–18 April 2017
www.religioninsociety.com/2017-conference

Seventeenth International Conference on Knowledge, Culture, and Change in Organizations
Charles Darwin University
Darwin, Australia | 20–21 April 2017
www.organization-studies.com/2017-conference

Ninth International Conference on Climate Change: Impacts & Responses
Anglia Ruskin University
Cambridge, UK | 21–22 April 2017
www.on-climate.com/2017-conference
Seventh International Conference on The Constructed Environment
International Cultural Centre
Krakow, Poland | 25–26 May 2017
www.constructedenvironment.com/2017-conference

Thirteenth International Conference on Technology, Knowledge & Society
University of Toronto
Toronto, Canada | 26–28 May 2017
www.techandsoc.com/2017-conference

Tenth International Conference on e-Learning & Innovative Pedagogies
University of Toronto
Toronto, Canada | 27 May 2017
www.ubi-learn.com/2017-conference

Tenth Global Studies Conference
National University of Singapore
Singapore | 8–9 June 2017
www.onglobalization.com/2017-conference

Twelfth International Conference on The Arts in Society
Pantheon-Sorbonne University
Paris, France | 14–16 June 2017
www.artsinsociety.com/2017-conference

Fifteenth International Conference on New Directions in the Humanities
Imperial College London
London, UK | 5–7 July 2017
www.thehumanities.com/2017-conference

Fifteenth International Conference on Books, Publishing & Libraries
Imperial College London
London, UK | 7 July 2017
www.booksandpublishing.com/2017-conference

Eighth International Conference on Sport & Society
Imperial College London
London, UK | 10–11 July 2017
www.sportandsociety.com/2017-conference

Twenty-fourth International Conference on Learning
University of Hawaii at Manoa
Honolulu, USA | 19–21 July 2017
www.thelearner.com/2017-conference

Twelfth International Conference on Interdisciplinary Social Sciences
International Conference Center
Hiroshima, Japan | 26–28 July 2017
www.thesocialsciences.com/2017-conference

Seventeenth International Conference on Diversity in Organizations, Communities & Nations
University of Toronto – Chestnut Conference Centre
Toronto, Canada | 26–28 July 2017
www.ondiversity.com/2017-conference

Seventh International Conference on Health, Wellness & Society
University of Denver
Denver, USA | 5–6 October 2017
www.healthandsociety.com/2017-conference

Seventh International Conference on Food Studies
Roma Tre University
Rome, Italy | 26–27 October 2017
www.food-studies.com/2017-conference

Second International Conference on Communication & Media Studies
UBC Robson Square
Vancouver, Canada | 16–17 November 2017
www.oncommunicationmedia.com/2017-conference
Seventeenth Interdisciplinary Conference on Diversity in Organizations, Communities & Nations

Founded in 2000, the International Conference on Diversity in Organizations, Communities & Nations has a history of bringing together scholarly, government and practice-based participants with an interest in the issues of diversity and community. The conference examines the concept of diversity as a positive aspect of a global world and globalized society. Diversity is in many ways reflective of our present world order, but there are ways of taking this further without necessary engendering its alternatives: racism, conflict, discrimination, and inequity. Diversity as a mode of social existence can be projected in ways that deepen the range of human experience. The conference seeks to explore the full range of what diversity means and explore modes of diversity in real-life situations of living together in community, supporting a move away from simple affirmations that “diversity is good” to a much more nuanced account of the effects and uses of diversity on differently situated communities in the context of our current epoch of globalization.

We invite proposals for paper presentations, workshops/interactive sessions, posters/exhibits, colloquia, Virtual Lightning Talks, or Virtual Posters.

2017 Special Focus
Urban Diversity and Economic Growth

Returning Member Registration
We are pleased to offer a Returning Member Registration Discount to delegates who have attended the Diversity in Organizations, Communities & Nations Conference in the past. Returning community members receive a discount off the full conference registration rate.

26–28 July 2017
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Chestnut Conference Centre
Toronto, Canada