Seventeenth International Conference on Diversity in Organizations, Communities & Nations

“Urban Diversity and Economic Growth”

26–28 July 2017 | University of Toronto—Chestnut Conference Centre | Toronto, Canada

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Seventeenth International Conference on Diversity in Organizations, Communities & Nations
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Dear Diversity in Organizations, Communities & Nations Delegates,

Welcome to Toronto and to the Seventeenth International Conference on Diversity in Organizations, Communities & Nations. The Diversity in Organizations, Communities & Nations Research Network—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; University of Hong Kong, Hong Kong SAR, China, in 2015; and The University of Granada, Granada, Spain, in 2016. Next year, we are honored to hold the conference at the University of Texas at Austin, Texas, USA.

Conferences can be ephemeral spaces. We talk, learn, get inspired, but these conversations fade with time. This research network 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 Research Network Partners, the Diversity in Organizations, Communities & Nations Research Network is curated by Common Ground Research Networks. Founded in 1984, Common Ground Research Networks is committed to building new kinds of research networks, innovative in their media and forward thinking in their messages. Common Ground Research Networks takes some of the pivotal challenges of our time and builds research networks 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 prepared for this conference. A personal thank you goes to our Common Ground colleagues who have put such a significant amount of work into this conference: Grace Chang, Caitlyn D’Aunno, and Jessica Wienhold-Brokish.

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 on 6-8 June 2018 in Texas, USA.

Yours sincerely,

Homer (Tony) Stavely, PhD
Host, Common Ground Research Networks
Our Mission
Common Ground Research Networks 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 research networks 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 research networks 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 research networks 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 research network). 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 Research Network also maintains an online presence—through presentations on our YouTube channel, quarterly 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 Research Network

Exploring the forms and futures of human difference and diversity
The Diversity in Organizations, Communities & Nations Research Network is brought together by a shared interest in diversity in one or another of its manifestations, in organizations, communities, and nations. The research network 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 Research Network enables members to publish through two media. First, research network 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 Journal 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 Research Network offers several opportunities for ongoing communication among its members. Any member may upload video presentations based on scholarly work to the research network YouTube channel. Quarterly 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
Urban Diversity and Economic Growth

Urban spaces are uniquely, and intensely, diverse. In many ways, urban spaces provide an incubator for the safe acceptance of new kinds of diversities. What is the potential for the urban context to teach about action? How do urban spaces navigate the traditional categories of diversity in ways that are also open to new kinds of diversities? How can these diversities become productive for economic growth—not simply for the bottom line of cities but to able to invest in the social infrastructures that can nurture diverse identities and populations—and for the future of alternative diversities?
Difference 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 globalization.

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.
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 deskilled 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 Research Network 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 Research Network 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 Research Network 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 a Reviewer.
- Subscription to the research network e-newsletter, providing access to news and announcements for and from the Research Network.
- Option to add a video presentation to the research network 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 Network

Present and Participate in the Conference
You have already begun your engagement in the research network 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 research network 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 research network. As a member of the network, you will also be invited to review others’ work and contribute to the development of the research network knowledge base as a Reviewer. As part of your active membership in the research network, 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 research network colleagues:

- **Email Newsletters:** Published quarterly, these contain information on the conference and publishing, along with news of interest to the research network. 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 research network members at: http://www.facebook.com/OnDiversity

- **Twitter:** Follow the research network @ondiversity and talk about the conference with #ICDOCN17

- **YouTube Channel:** View online presentations or contribute your own at http://cgnetworks.org/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 Research Network 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
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- **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 Research Network 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 Research Network 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 Research Network 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

Reviewers

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 Research Network. 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 Research Network, 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 Reviewers in the volume that includes the paper(s) they reviewed. Thus, in addition to the collection’s Editors and Advisory Board, the Reviewers 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/CBP

**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/CBP

**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

**ISSN:** 2327-7866 (print) | 2327-8560 (online)

**DOI:** 10.18848/2327-7866/CBP

**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.

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**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.
Hybrid Open Access

All Common Ground Journals are Hybrid Open Access. Hybrid Open Access is an option increasingly offered by both university presses and well-known commercial publishers.

Hybrid Open Access means some articles are available only to subscribers, while others are made available at no charge to anyone searching the web. Authors pay an additional fee for the open access option. Authors may do this because open access is a requirement of their research-funding agency, or they may do this so non-subscribers can access their article for free.

Common Ground’s open access charge is $250 per article—a very reasonable price compared to our hybrid open access competitors and purely open access journals resourced with an author publication fee. Digital articles are normally only available through individual or institutional subscriptions or for purchase at $5 per article. However, if you choose to make your article Open Access, this means anyone on the web may download it for free.

Paying subscribers still receive considerable benefits with access to all articles in the journal, from both current and past volumes, without any restrictions. However, making your paper available at no charge through Open Access increases its visibility, accessibility, potential readership, and citation counts. Open Access articles also generate higher citation counts.

Institutional Open Access

Common Ground is proud to announce an exciting new model of scholarly publishing called Institutional Open Access.

Institutional Open Access allows faculty and graduate students to submit articles to Common Ground journals for unrestricted open access publication. These articles will be freely and publicly available to the whole world through our hybrid open access infrastructure. With Institutional Open Access, instead of the author paying a per-article open access fee, institutions pay a set annual fee that entitles their students and faculty to publish a given number of open access articles each year.

The rights to the articles remain with the subscribing institution. Both the author and the institution can also share the final typeset version of the article in any place they wish, including institutional repositories, personal websites, and privately or publicly accessible course materials. We support the highest Sherpa/Romeo access level—Green.

For more information on how to make your article Open Access, or information on Institutional Open Access, please contact us at support@cgnetworks.org.
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 16

Hitomi Naganuma, JB Line, Inc., USA
Megumi Inoue, George Mason University, USA
Margaret Lombe, Boston College, USA

For the Article


Abstract

Ethnic minority groups continue to be the most vulnerable population in the United States. This is especially evident during traumatic events such as terrorism and natural disaster. They often report difficulties in accessing and obtaining appropriate support from formal service providers. Reasons for this vary, and may include language, cultural barriers, and mistrust. In recent years, research has attempted to understand the role of community in mitigating outcomes for minority groups. Social capital (bonding, bridging, and linking), for example, has been identified as a survival strategy for ethnic minority groups during traumatic events. Building on this body of knowledge, we investigate if and how different types of social capital had an effect on the Japanese community in the greater Boston area following the Boston Marathon bombing of 2013. Results of this study suggest that individuals who only had bonding social capital tended to face more difficulties adjusting than people who had both bonding and bridging social capital following the bombing. Further, people who were in the United States for a short period of time, those who had low English proficiency, and those who came to the United States to study reported more difficulties adjusting after the incident. To conclude, we propose strategies for community actions with potential to enhance the types of social capital available to communities. The goal is to promote and strengthen survival mechanisms.
Network Membership and Personal Subscriptions

As part of each conference registration, all conference participants (both virtual and in-person) have a one-year digital subscription to the entire Diversity in Organizations, Communities & Nations Journal Collection. This complimentary personal subscription grants access to both the current volume of the collection as well as the entire backlist. The period of complimentary access begins at the time of registration and ends one year after the close of the conference. After that time, delegates may purchase a personal subscription.

To view articles, go to https://cgscholar.com/bookstore and select the “Sign in” option. An account in CG Scholar has already been made on your behalf; the username/email and password are identical to your CG Publisher account. After logging into your account, you should have free access to download electronic articles in the bookstore. If you need assistance, select the “help” button in the top-right corner, or contact support@cgscholar.com.

Journal Subscriptions

Common Ground offers print and digital subscriptions to all of its journals. Subscriptions are available to the full Diversity in Organizations, Communities & Nations Journal Collection, individual journals within the collection, and to custom suites based on a given institution’s unique content needs. Subscription prices are based on a tiered scale that corresponds to the full-time enrollment (FTE) of the subscribing institution.

For more information, please visit:
- http://ondiversity.com/journals/hybrid-open-access
- Or contact us at subscriptions@cgnetworks.org

Library Recommendations

Download the Library Recommendation form from our website to recommend that your institution subscribe to the Diversity in Organizations, Communities & Nations Journal Collection:
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Aiming to set new standards in participatory knowledge creation and scholarly production
Call for Books

Common Ground is setting new standards of rigorous academic knowledge creation and scholarly publication. Unlike other publishers, we’re not interested in the size of potential markets or competition from other books. We’re only interested in the intellectual quality of the work. If your book is a brilliant contribution to a specialist area of knowledge that only serves a small intellectual community, we still want to publish it. If it is expansive and has a broad appeal, we want to publish it too, but only if it is of the highest intellectual quality.

We welcome proposals or completed manuscript submissions of:

- Individually and jointly authored books
- Edited collections addressing a clear, intellectually challenging theme
- Collections of articles published in our journals
- Out-of-copyright books, including important books that have gone out of print and classics with new introductions

Book Proposal Guidelines

Books should be between 30,000 and 150,000 words in length. They are published simultaneously in print and electronic formats and are available through Amazon and as Kindle editions. To publish a book, please send us a proposal including:

- Title
- Author(s)/editor(s)
- Draft back-cover blurb
- Author bio note(s)
- Table of contents
- Intended audience and significance of contribution
- Sample chapters or complete manuscript
- Manuscript submission date

Proposals can be submitted by email to books@cgnetworks.org. Please note the book imprint to which you are submitting in the subject line.
Call for Book Reviewers

Common Ground Research Networks is seeking distinguished peer reviewers to evaluate book manuscripts.

As part of our commitment to intellectual excellence and a rigorous review process, Common Ground sends book manuscripts that have received initial editorial approval to peer reviewers to further evaluate and provide constructive feedback. The comments and guidance that these reviewers supply is invaluable to our authors and an essential part of the publication process.

Common Ground recognizes the important role of reviewers by acknowledging book reviewers as members of the Editorial Review Board for a period of at least one year. The list of members of the Editorial Review Board will be posted on our website.

If you would like to review book manuscripts, please send an email to books@cgnetworks.org with:

- A brief description of your professional credentials
- A list of your areas of interest and expertise
- A copy of your CV with current contact details

If we feel that you are qualified and we require refereeing for manuscripts within your purview, we will contact you.
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.

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.
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).
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 (Youngblood 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.
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
About the Conference

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 Hawai‘i 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
- 2016 – The University of Granada, Granada, Spain
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)

Become a Partner
Common Ground Research Networks has a long history of meaningful and substantive partnerships with universities, research institutes, government bodies, and non-governmental organizations. Developing these partnerships is a pillar of our Research Network agenda. There are a number of ways you can partner with a Common Ground Research Network. Contact us at support@ondiversity.com to become a partner.
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 Research Network:

**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.
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 research network 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.
### Wednesday, 26 July

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:00–9:00</td>
<td>Conference Registration Desk Open</td>
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<tr>
<td>9:00–9:20</td>
<td>Conference Opening—Dr. Homer Stavely, Host, Common Ground Research</td>
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<td>Networks, USA</td>
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<tr>
<td>9:20–9:55</td>
<td>Plenary Session—Lisa Coleman, Chief Diversity Officer and Special</td>
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<td>Assistant to the President, Harvard University, Cambridge, USA</td>
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<tr>
<td>9:55–10:25</td>
<td>Garden Conversation and Coffee Break</td>
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<tr>
<td>10:25–11:10</td>
<td>Talking Circles</td>
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<td>11:10–11:20</td>
<td>Transitional Break</td>
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<td>11:20–12:35</td>
<td>Parallel Sessions</td>
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<td>12:35–13:35</td>
<td>Lunch</td>
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<td>13:35–14:50</td>
<td>Parallel Sessions</td>
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<tr>
<td>14:50–15:05</td>
<td>Coffee Break</td>
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<tr>
<td>15:05–16:45</td>
<td>Parallel Sessions</td>
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<td>16:45–17:45</td>
<td>Reception</td>
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### Thursday, 27 July

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<tr>
<td>8:30–9:00</td>
<td>Conference Registration Desk Open</td>
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<tr>
<td>9:00–9:15</td>
<td>Daily Update—Dr. Homer Stavely, Host, Common Ground Research Networks,</td>
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<td>USA</td>
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<td>9:15–9:50</td>
<td>Plenary Session—Neha Bhargava, Project Manager, CivicAction, Toronto,</td>
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<td>Canada “Youthful Solutions to Hiring and Retention”</td>
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<td>9:50–10:20</td>
<td>Garden Conversation &amp; Coffee Break</td>
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<td>15:45–17:00</td>
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## Daily Schedule

### Friday, 28 July

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<tr>
<td>8:15–8:45</td>
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<tr>
<td>9:00–9:35</td>
<td>Plenary Session—Doina Oncel, Founder and CEO, hEr VOLUTION, Canada</td>
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<td></td>
<td>“Excuse me, can I disrupt?”</td>
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<td>9:35–10:05</td>
<td>Garden Conversation &amp; Coffee Break</td>
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<td>11:45–12:35</td>
<td>Lunch</td>
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<td>12:35–13:00</td>
<td>Publish Your Article or Book with Common Ground</td>
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<td>13:00–14:40</td>
<td>Parallel Sessions</td>
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<td>14:40–14:50</td>
<td>Coffee Break</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>
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Featured Sessions

Publishing Your Article or Book with Common Ground Research Networks
Friday, 28 July | 12:35–13:00 (12:35–1:00PM) | Plenary Room

Caitlyn D’Aunno, Managing Editor, Common Ground Research Networks

In this session, the Managing 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.

Risk Factors for Increased Anxiety among Japanese Individuals in the Greater Boston Area: Responses after the Boston Marathon Bombings
Thursday, 27 July | 13:00–13:45 (1:00–1:45 PM) | Room 2 (Virtual Poster)

Megumi Inoue, Department of Social Work, George Mason University, Fairfax, USA
Misato Nishijima, Arbour Counseling Services, Arbour Health System, Allston, USA

In this session, the authors investigate anxiety levels among Japanese people residing in the Greater Boston area two months after the Boston Marathon Bombings in 2013.

Special Events

Pre-Conference Tour: Walking and Tasting Tour of St. Lawrence Market
Tuesday, 25 July 2017 | 14:00–16:00 (2:00–4:00PM) | Meeting Location: Fountain Across from the St. Lawrence Market on Front Street (by the TD Canada Trust Bank)

Beginning across from the famous St. Lawrence Market, (established in 1803), join our private guide on a walk of the area to give you a sense of what the old Town of York was like and how the market developed over time to be one of the top attractions in this great city.

Upon entering the South Market Building, which houses the permanent vendors (unlike the seasonal vendors in the North Market Building), your guide will lead you to their very favorite spots and those that sell particular foods that tell the story of Canada’s settlement and the people who came from around the world to make this country their new home. Canadian food is very regional and this tour will cover the country coast to coast.

Highlights:
- Learn some history of the St Lawrence Market area
- Sample some amazing foods made in Canada (some vendors provide samples, beyond this, delegates are free to purchase food throughout the market as advised by our local guide)
- Meet some of the nicest vendors in the market
- Buy a variety of foods to sample and share
- Get to know the market with a local expert then explore more on your own until the market closes (6PM)
Conference Welcome Reception

Wednesday, 26 July 2017 | 16:45–17:45 (4:45–5:45PM) | Plenary Room

Common Ground Research Networks and the International Conference on Diversity in Organizations, Communities & Nations will be hosting a welcome reception at the University of Toronto - Chestnut Conference Centre. The reception will be held directly following the last parallel session on Wednesday, 26 July 2017. Join other conference delegates and plenary speakers for drinks, light hor d’oeuvres and a chance to converse. We look forward to hosting you!

Conference Dinner at Adega Restaurant

Thursday, 27 July 2017 | 18:00–19:30 (6:00–7:30PM) | Adega Restaurant (33 Elm St., Toronto, ON M5G 1H1)

Join other conference delegates and the plenary speakers for a conference dinner at the Adega Restaurante. The restaurant prides itself in its seafood and fine meats with a Portuguese and Mediterranean style of preparation. The conference has organized a set menu, so join us and savor Adega’s traditional recipes and cooking traditions that have modern flavors.

**Booking:** You may book your seat at the dinner by contacting us via the support form or sign up and pay for the dinner at the registration desk, if there is still room. If you have any dietary needs, please let us know as well. There is a vegetarian option on the menu already, so you will not need to notify us regarding that dietary restriction unless there is something that otherwise needs to be noted.
Lisa Coleman, Chief Diversity Officer and Special Assistant to the President, Harvard University, Cambridge, USA

Dr. Lisa M. Coleman is Harvard University’s inaugural Chief Diversity Officer and Special Assistant to the President, and is responsible for developing a strategic approach – and the supporting initiatives and platforms – for promoting diversity and inclusion (D&I) across Harvard University’s schools and programs. Dr. Coleman has worked with numerous organizations, universities, and colleges prior to Harvard, including the Association of American Medical Colleges, Merrill Lynch Inc., the City University of New York, the College of Wooster, Vassar College, and Tufts University. She directed the Africana program at Tufts University, and also served as that institution’s first senior D&I officer where she worked with the President, Provost, and other senior leaders to create and implement university-wide D&I strategies. Dr. Coleman has received numerous awards for teaching and academic leadership, and for her work on equity, inclusion, and diversity. Dr. Coleman earned her doctorate in Social and Cultural Analysis, American Studies from New York University, and three master’s degrees from the Ohio State University in African and African American Studies; Women’s, Gender, and Sexuality Studies; and Communication Studies.

Neha Bhargava, Project Manager, CivicAction, Toronto, Canada


Neha Bhargava is CivicActions’s Project Manager of Escalator, a cross-sector initiative to tackle the issue of unemployment for youth facing barriers. Prior to joining CivicAction, Neha led a strategic cross-sector partnership at Target with police services across Canada to build better and safer communities. Here she, developed a five day cross-sector fellowship program for promising future police leaders to give them access to skills and knowledge used in the private sector. In addition, she led a nation–wide program to help at-risk youth connect better with police officers to help break the barriers of communication between the two groups. Previously, she was Head of People & Brand at Paddle, and still serves as a Marketing Advisor to the Toronto-based tech startup that provides modern career advice to students and recent graduates. She has also served as the Director of Marketing & Communications for The InterSector Project, a non-profit empowering professionals to solve pressing social issues by collaborating across the private, public, and community sectors. Here she led the marketing, special events and global branding activities for the organization. In addition, Neha has also worked with Hill+Knowlton Strategies, where she led public relations campaigns for Microsoft, Government of India and Brand South Africa. Neha started her career working as a marketing specialist for Enablence Technologies, Agriculture and Agri-Food Canada and United Way Ottawa. She graduated from the Telfer School of Management with a B.Com from the University of Ottawa.

Doina Oncel, Founder and CEO, hEr VOLUTION, Canada

“Publishers and Social Media, the Search for Meaningful Engagement”

Doina Oncel is the Founder and CEO of hEr VOLUTION, a non-profit organization assisting young women from diverse backgrounds with access to STEM based education and employment opportunities in Canada. Doina stands strong behind her belief that women need to be integrated in more opportunities for our society at large to flourish. Additionally, Doina speaks on a variety of issues relating to women’s rights, including access or lack thereof to women in STEM education and employment in Canada. Furthermore, Doina is a devoted mentor to women in various industries and always ready to answer any questions for women transitioning from education to the work force.
Francesca Dansereau

Francesca Dansereau is a PhD candidate in Human Development at McGill University. She has worked as an integration technology specialist, an adaptive technology trainer for Microcomputer Science, and as an RDI certified consultant in private practice. Her research focuses on neurodevelopmental disabilities (e.g. Down syndrome, autism spectrum disorder, and intellectual disabilities), quality of life, and education technology. Expanding on her expertise, her dissertation focuses on career development and autism spectrum disorder. In relation to her dissertation, she recently founded The Social Tree Foundation, which opened a career center with a multidisciplinary team of professionals in Montreal.

Marilena Liguori

Marilena Liguori holds a Ph.D. in Urban Studies from INRS - Urbanisation Culture Société in Montréal, Canada. Her doctoral research focused on cultural diversity in cities and the experiences of recent immigrants. She is currently a postdoctoral fellow and course instructor at HEC Montréal where she is working on a project on diversity and inclusion in organizations.

Elizabeth Watters

Elizabeth Watters is a doctoral candidate in the Faculty of Social Work at Wilfrid Laurier University, Kitchener, Ontario, Canada. Her doctoral research explores the impact of precarious employment on the health of racialized immigrant women in Southwestern Ontario. She obtained her MSW degree at Wilfrid Laurier University, and her Honours BSc degree at York University, Toronto. She has approximately 10 years of professional work experience in health promotion, vocational rehabilitation, diversity, consulting, and university teaching. She has also assisted several graduate level courses and research projects respectively.

Gabrielle Rind

Gabrielle Rind is a student at Florida Atlantic University (FAU) and has recently completed a thesis for her work in Leukemia Immunotherapy. She previously held positions as Associate Director of Multicultural Programming and Vice Chair of the Multicultural Assembly at FAU for 2 years. In these roles, her focus included providing guidance to multicultural student organizations and assisting them towards their respective goals. She served on university-wide event planning committees relating to diversity and multiculturalism. Gabrielle’s executive methods in her term resulted in a record amount of co-sponsorships for the program. In 2017, she has presented at the FAU WeLead Diversity Matters Student Leadership Symposium, as well as at the Seventh International Conference for Religion & Spirituality in Society. Currently, she serves as FAU’s Director of Multicultural Programming and as Chair of the Multicultural Assembly.
Dawit Rumicha

Dawit Rumicha received two Bachelors of Science from Florida Atlantic University (FAU) in Biological Sciences and in Neuroscience/Behavior. Previously, Dawit served 2 years as FAU’s Director of Multicultural Programming and as Chair of the Multicultural Assembly. In his term, he actively utilized skills obtained from experiences in student leadership facilitation and achieved considerably increased outreach to the university student body. His strategic planning and efforts with his team lead to an average increase in active student participation of over 200%. Under his guidance, the program earned the Boca Raton Campus Program of the Year Award. This past April, he presented a workshop at the 2nd Annual FAU WeLead Diversity Matters Student Leadership Symposium. That same month, he also presented at the Seventh International Conference for Religion & Spirituality in Society held at Imperial College in London.

Amanda Saxe

Amanda is a PhD Candidate in the Department of Educational and Counseling Psychology at McGill University in Montreal, Canada. She is a member of the Social Policy, Advocacy, Research and Community (SPARC) lab, which develops action-based research projects focused improving the quality of life and self-determination of at-risk youth and individuals with disabilities. Amanda has worked as a course instructor within McGill’s Faculty of Education since 2014, and is a Universal Design for Learning project coordinator at the Office for Students with Disabilities. Her dissertation concerns employment barriers and employment needs of individuals with disabilities, and she hopes her research will contribute to the creation of work environments that are inclusive and accessible.

Kelli Selwyn

Kelli Selwyn is a Master of Public Health candidate at the University of Florida specializing in Social and Behavioral Sciences. She is also a Tobacco Treatment Specialist and Systems Change Coordinator with the Suwannee River Area Health Education Center. In addition, she obtained a Graduate Certificate in LGBT Health Policy and Practice from the George Washington University. She has researched the social determinants of LGBT smoking behaviors, community trauma and resilience, and healthcare education. She is also the creator of the L.I.O.N.S. Project, which is a continuing education program designed to empower healthcare professionals providing LGBT-inclusive obstetrics and nursing support.

Trishna Gajjar

Trishna is a PhD candidate at the University of Central Florida in the Rosen College of Hospitality Management. She received her Master of Science in Hospitality and Tourism Management from the University of Central Florida and her Bachelor of Science in Telecommunications from the University of Florida. Her research interests include organizational diversity management, human resources management, strategic management, and organizational behavior in the hospitality and tourism industry. She has presented her diversity management research at numerous international conferences. Currently, she teaches strategic human resources management at UCF, and hopes to work at a research university upon graduation.
Reshma Prashad is a PhD Candidate in the Faculty of Health at York University and also holds an Adjunct Faculty position at the University of Toronto. She completed an honors Bachelors of Health Informatics at York University in 2009, followed by the completion of a Masters of Health Informatics Degree at the University of Toronto in 2011. Reshma’s doctoral work focuses on the utilization of digital health technologies to engage, educate and empower patients to self-manage their chronic conditions. Additionally, she has a keen interest in organizational designs that support healthcare providers to proactively manage their chronically ill patients. In addition to her academic background, Reshma has over 10 years of Project Management experience in leading clinical systems implementations at various levels of the health system in Canada.

Alexander Yuriev earned a Master’s degree from Geneva University, Switzerland, where he studied standardization, social regulation and sustainable development. He is currently pursuing his PhD in the management department of Laval University, where he is working on issues related to employees’ involvement in eco-friendly activities, as well as on the integration of environmental certification in companies. Alexander actively participates in academic activities both within his institution and outside of it: being a member of TransAtlantic Doctoral Academy, hosted by the University of Saint Gallen; organizing conferences in relation to his research; and presenting results of his studies to the international community.

Charles Gyan is passionate about helping communities improve the lives of their members. As a researcher, an educator and social worker, his focus is helping to improve outcomes for communities and families through the development of programs, research, and innovation. He is adept at assessing needs, generating options, and implementing solutions in collaboration with clients and stakeholders. A dedicated and enthusiastic educator, he teaches social work courses such as ‘Diversity, Marginalization, and Oppression (DMO)’, ‘Program Development and Social Planning’, and ‘Social Policy’. He is currently a PhD candidate at the Lyle S. Hallman Faculty of Social Work, Wilfrid Laurier University, Canada.

Timo Schreiner is a PhD Candidate in the Department of Educational Science at Universität Gießen, Germany. He researches organizational pedagogy, focusing on diversity in the German welfare system as an example of youth service. Further, his research explores how diversity is handled and defined within youth service. Timo has several years of working experience as head of department within an NGO and in university teaching. Creating an inclusive environment is both of professional and personal interest to him.
WEDNESDAY, 26 JULY

8:00-9:00  CONFERENCE REGISTRATION DESK OPEN

9:00-9:20  CONFERENCE OPENING – DR. HOMER STAVELY, HOST, COMMON GROUND RESEARCH NETWORKS, USA

9:20-9:55  PLENARY SESSION - LISA COLEMAN, CHIEF DIVERSITY OFFICER AND SPECIAL ASSISTANT TO THE PRESIDENT, HARVARD UNIVERSITY, CAMBRIDGE, USA

"Inclusion and Belonging: Innovating Our Collective Futures"

9:55-10:25  GARDEN CONVERSATION AND COFFEE BREAK

10:25-11:10  TALKING CIRCLES

Room 1: 2017 Special Focus: Urban Diversity and Economic Growth
Room 2: Identity and Belonging
Room 3: Education and Learning in a World of Differences
Room 4: Organizational Diversity
Room 5: Community Diversity and Governance

11:10-11:20  TRANSITIONAL BREAK

11:20-12:35  PARALLEL SESSIONS

Room 1: Training Teachers and Parents in Diversity
Enhancing the Cultural Competency of Prospective Leaders via a Study Abroad Experience
Dr. Douglas Hermond, Department of Educational Leadership and Counseling, College of Education, Prairie View A&M University, Prairie View, USA
Mathia Vairez, Department of Educational Leadership and Counseling, Prairie View A&M University, Prairie View, USA
Tyrose Tanner, Department of Educational Leadership and Counseling College of Education, Prairie View A&M University, Prairie View, USA

Overview: This study determines whether the cultural intelligence of educational leaders is enhanced via an immersive study tour experience. Cultural competence is critical for leaders of ever-increasing diverse schools.

Theme: Education and Learning in a World of Difference

Understanding Special Education within the Diversity Context
Dr. Bernardo Poli, Urban Education Department, University of Houston-Downtown, Houston, USA

Overview: Special education research is often quantitative. The voices of those who work in the field are often ignored. This paper explores the experiences of novice teachers in special education.

Theme: Education and Learning in a World of Difference

Behavior Support Training for Parents of Children with Down Syndrome: Perceptions, Feedback, and Attitudes
Prof. Eman Gauld, Faculty of Education, British University in Dubai, Dubai, United Arab Emirates
Rawy A. Thabet, British University in Dubai, Dubai, United Arab Emirates

Overview: This paper reports on findings related to a funded project "Tu'alouf," a training program that supports parents of children with Down Syndrome to better manage challenging behaviors.

Theme: Education and Learning in a World of Difference

Room 2: LGBTQ Studies: Addressing Homelessness

It Just Never Worked Out: How Transgender and Gender Expansive Youth Understand Their Pathways into Homelessness
Dr. Jama Shelton, Silberman School of Social Work, Hunter College, New York, USA

Overview: A growing body of research examines LGBT youth homelessness, but knowledge gaps about the experiences of transgender/gender expansive homelessness remain. This paper shares participants’ understanding of their pathways into homelessness.

Theme: Identity and Belonging

Creating Affirming Programs for LGBTQ2S Youth Experiencing Homelessness
Dr. Jama Shelton, Silberman School of Social Work, Hunter College, New York, USA
Dr. Alex Abramovich, Institute for Mental Health Policy Research, Centre for Addiction and Mental Health, Toronto, Canada

Overview: LGBTQ2S youth are overrepresented in the population of youth experiencing homelessness, possessing unique strengths and risks. Based on their research and practice, the authors share strategies for creating affirming programs.

Theme: Identity and Belonging

Room 3: Urban Diversity and Economic Growth

Sustainable Urban Regeneration through Cultural Minorities
Prof. Zohreh Fanni, Urban Geography Department, Shahid Beheshti University, Tehran, Iran (Islamic Republic of)

Overview: This paper rethinks sustainable development analyzing urban regeneration processes and emphasizing cultural diversity in Iran.

Theme: Special Theme 2017: Urban Diversity and Economic Growth

Stokvels as a Community-based Savings Club for Eradicating Poverty: A Case of South African Rural Women
Michael M. Van Wyk, Department of Curriculum and Instructional Studies, University of South Africa, Pretoria, South Africa

Overview: This study explores the life stories of four rural women who have used stokvels in poverty eradication efforts to become social entrepreneurs in their respective communities.

Theme: Community Diversity and Governance
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<td>11:20-12:30</td>
<td><strong>PARALLEL SESSIONS</strong></td>
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<td>Challenges of Diversity Management</td>
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<td>Highlighting Otherness Not Challenging Inequality: A New Approach to Human Resource Management Ethics</td>
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<td>Dr. Hugh Lee, Faculty of Management and Law, University of Bradford, Bradford, UK</td>
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<td>Overview: Equal Opportunities/Diversity monitoring in UK organizations involves deploying tick-box forms to indicate protected characteristics. This paper argues such practice paradoxically harms the very people it purports to protect.</td>
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<td>Can Bureaucracy Defeat Prejudice? Lessons from the Israeli Business Sector's Reaction to Recent Legislation for Employment of People with Disabilities</td>
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<td>Dr. Reut Nadiv, Department of Human Resource Management Studies, Sapir Academic College, Sderot, Israel</td>
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<td>Dr. Shani Kana, Department of Human Resource Management Studies, Sapir Academic College, Sderot, Israel</td>
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<td>Overview: Our findings suggest that bureaucratic compelling systems designed to promote organizational diversity are a two-edged sword. Imposing disabling employee quotas might exacerbate organizational resistance to diversity.</td>
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<td>Managing Diversity and the Bottom Line</td>
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<td>Change Calls for Innovation, Innovation Leads to Progress: Scaling of Bottom of the Pyramid Initiatives</td>
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<td>Alexander Yuriev, Management Department, Faculty of Business Administration, Laval University, Ville de Québec, Canada</td>
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<td>Alicia Bayne, Management Department, Faculty of Business Administration, Laval University, Ville de Québec, Canada</td>
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<td>Gabor Somogyvari, Management Department, Faculty of Business Administration, Laval University, Ville de Québec, Canada</td>
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<td>Overview: Scaling of initiatives targeted at the world’s poorest population appears to be challenging. Contemporary scholars have different opinions on how it should be tackled. This paper performs their profound analysis.</td>
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<td>Measuring Efficiency and Trust in a Corporatized Education Model after Diversity Assessment</td>
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<td>Dr. Debasish Patnaik, Department of Economics, Birla Institute of Technology and Science, Vasco, India</td>
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<td>Prof. Basavadatta Mitra, Department of Humanities and Social Sciences, Birla Institute of Technology and Science, Vasco, India</td>
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<td>Overview: A competency values model is used to answer the question whether despite the most efficient and marketable inputs, the many metrics providing for organization effectiveness reveal cost and performance outcomes.</td>
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<td>Diversity Curriculum and Instruction</td>
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<td>The Use of Feedback Mechanisms to Cater to Learner Diversity in Discipline-specific English Classrooms</td>
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<td></td>
<td>Dr. Natalie Yong, Centre for Applied English Studies, Faculty of Arts, University of Hong Kong, Hong Kong, Hong Kong</td>
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<td>Dr. William L. Bielek, College of Arts and Sciences, University of Nebraska at Omaha, Omaha, USA</td>
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<td>Dr. Troy Romero, Goodrich Scholarship Program, University of Nebraska at Omaha, Omaha, USA</td>
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<td>Internationalness and the Denial of Diversity in International Schooling</td>
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<td>Dr. Walter H. Persaud, Humanities and Languages Division, Mahidol University International College, Salugai, Thailand</td>
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<td>Theorizing Diversity</td>
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<td>Cultural Brokering in a Postcolonial World: Habitus and Learning to Live with Others</td>
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<td>Dr. Severino Minot, Social Development and Policy Program, Faculty of Arts, Humanities, and Social Sciences, Habib University, Karachi, Pakistan</td>
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<td>Overview: Radicalism/xenophobia ought to be addressed in both migrant and receiving communities. Postcolonial cultural brokering may serve as a useful pedagogical tool to promote convivial dynamics in increasingly multicultural societies.</td>
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<td>Diversity of Existence</td>
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<td>Dr. Indira Y. Junghare, Institute of Linguistics, University of Mitoesota, St. Paul, USA</td>
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<td>Overview: This paper analyzes the nature of all-inclusive existence, matter and mind, with an Indian perspective for understanding the diversity in the universe.</td>
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<td><strong>PARALLEL SESSIONS</strong></td>
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<td></td>
<td>Information and Communication Technologies Utilization in Healthcare Organizations: Key Diversity Considerations</td>
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<td></td>
<td>Reshma Prashad, School of Health Policy and Management, York University, Toronto, Canada</td>
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<td>Overview: This paper focuses on how the use of technology in healthcare organizations can further exacerbate existing diversity issues.</td>
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<td>Change Calls for Innovation, Innovation Leads to Progress: Scaling of Bottom of the Pyramid Initiatives</td>
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<td>Alexander Yuriev, Management Department, Faculty of Business Administration, Laval University, Ville de Québec, Canada</td>
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<td>Alicia Bayne, Management Department, Faculty of Business Administration, Laval University, Ville de Québec, Canada</td>
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<td>Gabor Somogyvari, Management Department, Faculty of Business Administration, Laval University, Ville de Québec, Canada</td>
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<td>Overview: Scaling of initiatives targeted at the world’s poorest population appears to be challenging. Contemporary scholars have different opinions on how it should be tackled. This paper performs their profound analysis.</td>
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<td>Measuring Efficiency and Trust in a Corporatized Education Model after Diversity Assessment</td>
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<td>Dr. Debasish Patnaik, Department of Economics, Birla Institute of Technology and Science, Vasco, India</td>
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<td>Prof. Basavadatta Mitra, Department of Humanities and Social Sciences, Birla Institute of Technology and Science, Vasco, India</td>
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<td>Overview: A competency values model is used to answer the question whether despite the most efficient and marketable inputs, the many metrics providing for organization effectiveness reveal cost and performance outcomes.</td>
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<td>Diversity Curriculum and Instruction</td>
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<td>The Use of Feedback Mechanisms to Cater to Learner Diversity in Discipline-specific English Classrooms</td>
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<td>Dr. Natalie Yong, Centre for Applied English Studies, Faculty of Arts, University of Hong Kong, Hong Kong, Hong Kong</td>
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<td>Dr. William L. Bielek, College of Arts and Sciences, University of Nebraska at Omaha, Omaha, USA</td>
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<td>Dr. Troy Romero, Goodrich Scholarship Program, University of Nebraska at Omaha, Omaha, USA</td>
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<td><strong>WEDNESDAY, 26 JULY</strong></td>
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**Wednesday, 26 July**

### PARALLEL SESSIONS

#### Room 1: Diversity Climate and Organizational Inequality

**Diversity Climate and Organizational Inequality:** Does Older Mean a Reduction in Productivity? The Connection between Age Intrapreneurial Behavior and Social Capital on Employees’ Performance  
Dr. Gailit Klein, Department of Economics and Business Administration, Ariel University, Ariel, Israel  
Dr. Batia Ben-Hadar, Department of Economics and Business administration, Ariel University, Ariel, Israel  
Overview: This study investigates the connection between an employee's age and their performance. Findings showed that this connection was mediated by the workers social capital and moderated by their intrapreneurial behaviors.  
Theme: Organizational Diversity

**Diversity Climate and Management Consultants: Are They Agents of Greater Solidarity or of Organizational Inequality?**  
Dr. Shani Kuna, Department of Human Resource Management Studies, Sapir Academic College, Sderot, Israel  
Dr. Ronit Nadiv, Department of Human Resource Management Studies, Sapir Academic College, Sderot, Israel  
Overview: Management consulting has had a prominent role in modern organizations for more than a century. We discuss the dual effect of management consultants on the diversity climate in organizations.  
Theme: Organizational Diversity

**Gender in Military Organizations: Initial Stages of a Gender-based Assessment of Regular Officer Training Plan Selection for Canadian Military Colleges**  
Dr. Grazia Scoppio, Department of Defence Studies, Royal Military College of Canada, Kingston, Canada  
Dr. Nancy Ota, Department of National Defence and the Canadian Armed Forces, Ottawa, Canada  
Yan (Lizzie) Yan, Faculty of Education, Queen's University, Kingston, Canada  
Overview: This paper summarizes the initial stages of a study examining whether gender bias or barriers exist in the recruiting process for Canadian military colleges.  
Theme: Organizational Diversity

#### Room 2: Human Rights, Civil Rights

**Transgender Rights and Restroom Bills in the United States**  
Dr. Stephen J. Sullivan, Department of English and Philosophy, Edinboro University, Edinboro, USA  
Overview: This paper explores the current controversy in the United States over the legal rights of transgender people to use restrooms assigned to the gender with which they identify.  
Theme: Community Diversity and Governance

### COFFEE BREAK

#### Room 1: Analysis and Strategies of Organizational Diversity

**Building a Diverse Solutions Design Team**  
Adrian Kumar, Solutions Design, DHL, Columbus, USA  
Overview: This paper discusses how a diverse engineering team is redefining the supply chain industry and driving record growth while doubling productivity.  
Theme: Organizational Diversity

**Organizational Diversity Commitment Articulated in the Googlers’ Digital Communication Strategy**  
Silvia Ravazzani, Department of Business Communication, Aarhus University, Aarhus, Denmark  
Carmen Daniela Maier, Department of Business Communication, Aarhus University, Aarhus, Denmark  
Overview: Based on a constructive-critical perspective, this paper determines how diversity commitment is discursively articulated and legitimized by Google through a variety of digital media and semiotic modes.  
Theme: Organizational Diversity

**Positive Space Toronto: A Case Study in Building Inclusive Cities through Building Inclusive Workplaces**  
Sabita Randal, Equity, Diversity, and Human Rights Division, City of Toronto, Toronto, Canada  
Overview: This paper explores the experiences of implementing Positive Space Toronto in the Toronto Public Service as an organizational change initiative and shares some lessons learned.  
Theme: Organizational Diversity

**Reframing Diversity Management Practices: Case Studies of Small British Law Firms**  
Juliet Rele, Business School, University of Leeds, Leeds, UK  
Overview: Via creation of "aesthetic diversity," this paper urges firms to reconsider their "shallow" diversity-management thinking, reformulating their understandings to illustrate advantages of tapping into the "deep-level" diversity their employees possess.  
Theme: Organizational Diversity

#### Room 2: Workshops

**Diversity 3.0: Can ISO 26000 Get Us There?**  
Dr. Paul Henry Hawkins, Working Diversity, Inc., Pittsburgh, USA  
Overview: This workshop examines how organizations can deepen the impact of their diversity practice by leveraging ISO 26000, the global standard on social responsibility.  
Theme: Organizational Diversity

**Diversity Programming: Bringing Everyone to the Table**  
Dawit Rumicha, Multicultural Programming, Florida Atlantic University, Boca Raton, USA  
Gabrielle Kind, Multicultural Programming, Florida Atlantic University, Boca Raton, USA  
Overview: This workshop will go into depth on effective multicultural programming in a university setting and development of prudent learning outcomes for each program.  
Theme: Education and Learning in a World of Difference
### Room 3: Gender in Society

**Aims and Objectives of Marriage and Gender Relations in Hindu Society**
Dr. Swasti Alpana, Department of History, Satsya Sai College, University of Delhi, Delhi, India  
*Overview:* This paper highlights the significance of marriage in people's life trajectories and in shaping gender relations embedded in community and religious codes in Hindu society in India.  
*Theme:* Identity and Belonging

**Gender Representation on Canadian Television Networks during Provincial Elections: A Longitudinal Study**
Prof. Marsha Barber, School of Journalism, Ryerson University, Toronto, Canada  
*Overview:* This paper explores gender representation on Canadian television during coverage of the last three provincial elections.  
*Theme:* Identity and Belonging

**Point of No Return? Migrant Women's Life Experiences within Globalization**
Prof. Shu-Man Pan, Graduate Institute of Social Work, National Taiwan Normal University, Taipei, Taiwan  
Asst. Prof. Chi-wei Cheng, Department of Social Work, Tunghai University, Taichung, Taiwan  
*Overview:* Combining multiculturalism and feminist intersectionality theory, this paper explores how immigrant women deal with individual and socio-cultural oppression.  
*Theme:* Community Diversity and Governance

### Room 4: Disability Education and Support

**Applying the Growth Mindset: The Transition to College for Students with Disabilities**
Dr. Dawn Behan, Graduate Programs in Education, Mount Mercy University, Cedar Rapids, USA  
*Overview:* This paper is based on Carol Dweck's work on mindsets and how to apply a growth mindset to college transition practices for students with disabilities.  
*Theme:* Education and Learning in a World of Difference

**Developing Teaching and Learning Support Systems for Visually Impaired Students in Kazakhstan**
Dr. Anna CohenMiller, Graduate School of Education, Nazarbayev University, Astana, Kazakhstan  
Margaret Spires, Utica College, Utica, USA  
*Overview:* We bring attention to issues relating to inclusive education in Central Asia, by discusses the processes of developing learning support services for the first blind student at a Kazakhstan university.  
*Theme:* Identity and Belonging

**Neurodiversity in Post-secondary Classes: Career Pathways, Mohawk College**
Elisabeth Sykes, Liberal Studies, Mohawk College, Hamilton, Canada  
*Overview:* Through a combination of rigorous academic coursework and an unpaid job placement, neuro-diverse Career Pathways students are transformed into life-long learners in the post-secondary environment.  
*Theme:* Education and Learning in a World of Difference

**Friendship with Some Rough Patches: Cooperation of Jagiellonian University's Disability Support Service with Academic Teachers in Providing Educational Support for Students with Disabilities**
Ireneusz Blażek, Disability Support Service, Jagiellonian University Krakow, Krakow, Poland  
Malgorzata Pendea-Bialek, Disability Support Service, Jagiellonian University, Krakow, Poland  
*Overview:* Full inclusion of students with disabilities requires multifaceted cooperation of all functioning within a given space. Disability Support Service team from Jagiellonian University shares their experiences of such collaboration.  
*Theme:* Education and Learning in a World of Difference

### Room 5: Negotiating Diversity in Health Care

**Cultural Competence for Citizen Engagement in Health Policy Development**
Catherine Clutton, College of Medicine, Biology, and the Environment, Australian National University, Canberra, Australia  
*Overview:* This paper discusses how Australian and Canadian policy officers, in national and sub-national jurisdictions, experience engagement with citizens of culturally and linguistically diverse backgrounds in the development of health policy.  
*Theme:* Community Diversity and Governance

**RECEPTION**
<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>8:30-9:00</td>
<td>CONFERENCE REGISTRATION DESK OPEN</td>
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<tr>
<td>9:00-9:15</td>
<td>DAILY UPDATE – DR. HOMER STAVELY, HOST, COMMON GROUND RESEARCH NETWORKS, USA</td>
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<td>9:15-9:50</td>
<td>PLENARY SESSION - NEHA BHARGAVA, PROJECT MANAGER, CIVIC ACTION, TORONTO, CANADA</td>
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<td>9:50-10:20</td>
<td>&quot;Youthful Solutions to Hiring and Retention&quot;</td>
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<td>10:20-12:00</td>
<td>PARALLEL SESSIONS</td>
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<td>Room 1: Experiences with and of the &quot;Other&quot;</td>
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<td>Encounters with the &quot;Other&quot; (Jewish and Arab Graduate Students) and the Development of Intercultural Competence</td>
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<td>Dr. Rabia Sueb, Oranim Academic College, Horshav, Israel</td>
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<td>Prof. Lilach Lev Art, Oranim Academic College, Tivon, Israel</td>
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<td>Overview: This study examines the role of encounters with the &quot;other,&quot; specifically between Jewish and Arab graduate students in the development of intercultural competence.</td>
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<td>Everyday Asianization in the English Language Classroom</td>
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<td>Vijay Ramjattan, Ontario Institute for Studies in Education, University of Toronto, Toronto, Canada</td>
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<td>Overview: This paper explores the everyday Asianization, or Asian-specific microaggressions, that a group of ethnically Asian teachers experience in various English language schools in Toronto, Canada.</td>
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<td>From Non-Traditional Newcomer to Novice Researcher-Scholar</td>
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<td>Dr. Carrie Wastl, Muir College, University of California, San Diego, La Jolla, USA</td>
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<td>Overview: The author argues that re-considering educationally and culturally diverse students as novice researcher-scholars helps them conceptualize themselves as members of the larger academic research community.</td>
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<td>Exploring the Involvement of a School Governing Body in Teaching and Learning in Diverse Disadvantaged High Schools in South Africa</td>
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<td>Dr. Malatho Sedibe, Department of Educational Psychology, University of Johannesburg, Auckland Park, South Africa</td>
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<td>Prof. Chris Myburgh, Educational Psychology, University of Johannesburg, Johannesburg, South Africa</td>
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<td>Overview: School governing bodies, as part of diverse communities, play an important role in any teaching and learning situations. This idea is important in teaching and learning in schools.</td>
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<td>10:20-12:00</td>
<td>Room 2: Workshops</td>
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<td>The Need for Intersectionality: Moving from Theory to Practice</td>
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<td></td>
<td>Brittany Harris, Center for Diversity and Inclusion, Washington University in St. Louis, St. Louis, USA</td>
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<td>Overview: This interactive workshop works to deconstruct the theory of intersectionality in order to better assess and support those whose social identities present vulnerabilities, thus limiting access to resources.</td>
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<td>A Sense of Belonging: How Do We as Educators Diversify Our Curriculum</td>
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<td>Melodie Hollday, University of the Arts London, London, UK</td>
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<td>Overview: How do educators diversify the curriculum? In this workshop, I shall talk about the work Shades of Noir is doing at UAL to embed inclusive pedagogy into the curriculum.</td>
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<td>10:20-12:00</td>
<td>Room 3: Inclusive Education Strategies and Struggles</td>
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<td>Teaching Subject Matters Linguistically Responsive in Multilingual Classrooms: Case Studies and Examples from German Secondary Schools</td>
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<td>Dr. Kristina Prenschel, Faculty of Arts, University of Tübingen, Tübingen, Germany</td>
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<td>Overview: This paper discusses how pre-service teacher students learn to foster second language learning and acquisition of migrant students in German speaking school systems while teaching linguistically responsive subject matter.</td>
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<td>Inclusive Assessment Practices in Vocational Education: A Case of a Technical Vocational Education and Training College</td>
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<td>Palam Richard Nkana, Department of Curriculum and Instructional Studies, College of Education, University of South Africa, Pretoria, South Africa</td>
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<td>Overview: This paper investigates the assessment of students with special needs at the Technical Vocational Education and Training College to include them in the vocational skills programs.</td>
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<td>Adaptive Visioning in High Poverty Schools: Overcoming Challenges to Pursue Equity</td>
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<td>Christopher W. Seeger, Center for International Education, George Mason University, Fairfax, USA</td>
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<td>Overview: Teachers with equity-minded goals often face challenges in the classroom. Some successfully adapt their curriculum and pedagogy to continue the pursuit of their ideal teacher vision.</td>
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<td>Room 4: Colloquium</td>
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<td>Exploring Teachers' Needs for Successful Implementation of Teaching and Learning Policies in Diverse Communities</td>
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<td>Prof. Tebogo Mogashoa, Department of Curriculum and Instructional Studies, College of Education, University of South Africa, Pretoria, South Africa</td>
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<td>Overview: This paper explores teachers' needs for successful implementation of teaching and learning policies in diverse environments.</td>
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**Thursday, 27 July**

**10:20-12:00**

**Parallel Sessions**

**Room 3**

**Community Diversity and Governance**

*Christianity and Korean Nationalism: Soft Power Bargaining Leverage Interdependence between the United States and South Korea amidst the Global War on Terror*

Prof. Benedict DeDominics, College of Social and Behavioral Studies, Widener University, Wilmington, Delaware, USA

*Overview:* The Korean diaspora shows efficacy as an interest group in generating influence in American local, state, and federal policy making processes. South Korea's role as a development model is problematic.

*Theme: Community Diversity and Governance*

**Changing Representation in Leadership? The Landscape of Senior Leadership Representation of Women and Visible Minorities in Two Canadian cities**

Dr. Wendy Cukier, Diversity Institute, Ryerson University, Toronto, Canada

*Overview:* This paper discusses a critical analysis of the landscape of senior leadership diversity in Canada using new data from two of Canada's largest metropolitan areas.

*Theme: Organizational Diversity*

**Room 1**

**Virtual Lightning Talks**

*Transforming School Culture to Improve Students’ Lives: An Urban School’s Solutions*

Dr. Dolapo Adejuyigbe-Nell, Department of Curriculum and Instruction, School of Education, Adelphi University, Garden City, USA

*Overview:* School culture is defined as the quality and character of school life, a shared sense of purpose that may serve to bind or tear apart the foundation of a school.

*Theme: Identity and Belonging*

**Autobiography in the Making: A Trip to the Ivory Tower?**

Dr. Sidonia Jessen Alomana-Nimoh, Gustavus Adolphus College, Saint Peter, USA

*Overview:* This paper, about writing the self into research, seeks answers to key questions such as: how is justice conceptualized in academia?

*Theme: Identity and Belonging*

**Telling All Americans’ Stories in the National Park Service**

Megan Springate, Cultural Resources Office of Interpretation and Education, National Park Service, Washington, D.C., USA

*Overview:* The National Park Service is working to increase its representation of all Americans in its stories, programs, and interpretation.

*Theme: Identity and Belonging*

**12:00-13:00**

**Lunch**

**13:00-14:45**

**Parallel Sessions**

**Room 1**

**Virtual Lightning Talks**

*“When Sleeping Women Wake, Mountains Move”: Globalized Media Messages on the 2017 Women’s March on Washington, DC*  
  
Dr. Guia Calicdan-Apostle, School of Social and Behavioral Sciences, Stockton University, Galloway, USA

*Overview:* This paper discusses a critical analysis of the landscape of senior leadership diversity in Canada using new data from two of Canada's largest metropolitan areas.

*Theme: Identity and Belonging*

*Outreach Activities as Vehicles to Rectify Gender Imbalance in a Science, Engineering, and Computing Faculty*

Dr. Lucy Jones, Faculty of Science, Engineering, and Computing, Kingston University, Kingston upon Thames, UK

*Overview:* This paper offers an example of a faculty approach to promote gender balance and equality across a diverse range of science based courses.

*Theme: Education and Learning in a World of Difference*

*Raising the Attainment of Black Asian Minority Ethnic Students in the Faculty of Science, Engineering, and Computing at Kingston University*

Dr. Neil Williams, Faculty of Science, Engineering, and Computing, Kingston University, Kingston upon Thames, UK

*Overview:* This paper discusses the implementation and evaluation of a framework aimed at raising the progression and attainment of Black Asian Minority ethnic students in a faculty of a UK university.

*Theme: Education and Learning in a World of Difference*

*Ensuring an Inclusive Higher Education: A Case Study of the Inclusive Curriculum Framework Adopted by Kingston University*

Dr. Annie Hughes, Equality, Diversity, and Inclusion Unit, Vice Chancellor’s Advisory and Support Department, Kingston University, Kingston upon Thames, UK

*Overview:* This paper offers a case study of an institutional approach to providing an inclusive curriculum for diverse learners in higher education.

*Theme: Education and Learning in a World of Difference*

*Where Are the African American Chefs?*

Dr. Berkita Bradford, Department of Hospitality Management, Virginia State University, Petersburg, USA

*Overview:* Identifying barriers preventing Blacks from completing culinary school and/or becoming executive chefs, this study advances equal opportunity by developing a pipeline qualified to work as chef instructors in undergraduate programs.

*Theme: Organizational Diversity*
Communicating Health Information to Elderly Immigrants  
Dr. Susan Dullar, School of Social Work, Missouri State University, Springfield, USA  
Overview: This paper gives an overview of the issues faced by older immigrants, relating to communication with health providers in the United States, and provides recommendations for an international audience.  
Theme: Community Diversity and Governance

Relax-her: Breaking the Stigma of Depression and Increasing Screening Using Black Beauty Salons  
Joy Melody Woods, College of Public Health, University of Iowa, Iowa City, USA  
Overview: This study addresses a possible intervention for lowering untreated and undiagnosed depression in the black community.  
Theme: Education and Learning in a World of Difference

A Sixteen-year Longitudinal Study of an Individual with Autism  
Oktay San, Ataturk Education Faculty, Special Education Department, Marmara University, Kadıköy, Turkey  
Overview: This poster discusses a sixteen-year longitudinal study of an individual with autism who is a non-native Turkish speaker and a Turkish citizen.  
Theme: Education and Learning in a World of Difference

Mainstreamed Students' Opinions about Physical Education Lessons  
Dr. Ozcan Karsaaslan, Department of Special Education, Faculty of Education, Marmara University, Istanbul, Turkey  
Overview: This study reveals the thoughts of teachers on mainstreamed students with disabilities towards physical education (PE) lessons.  
Theme: Education and Learning in a World of Difference

Bilingual Education: The Tool to Promote Cultural and Linguistic Diversity  
Dr. Karla Del Carpio Orozco, Department of Hispanic Studies, University of Northern Colorado, Greeley, USA  
Overview: This study shows how cultural and linguistic diversity can be preserved and promoted through education.  
Theme: Education and Learning in a World of Difference

The Educational Value of Social Networks in Teacher Education: Use as a Didactic Tool  
Lina Higueras-Rodríguez, Department of Didactics and School Organization, University of Granada, Granada, Spain  
Overview: This research makes known the educational use of an educational game in social networks and how teachers can use it as a pedagogical tool.  
Theme: Education and Learning in a World of Difference

Investigating Student Teachers' Views of Program Articulation with Diversity: An Empirical Study at Two Urban Universities  
Dr. M. Cristina Cardona-Moltó, Faculty of Education, University of Alicante, Alicante, Spain  
Benita Ticha, Institute on Community Integration, University of Minnesota, Minneapolis, USA  
Overview: Teacher education programs increasingly recognize the importance of addressing student diversity; however, there is still a lack of research on how well those programs are articulated with diversity issues.  
Theme: Education and Learning in a World of Difference

Cabanayal: A Community between Past, Present, and Future  
Dr. Donatella Donato, Free University of Bozen-Bolzano, Bolzano, Italy  
Overview: This study examines the effects of the gentrification process that threatens a district in the city of Valencia and the sense of local community.  
Theme: Identity and Belonging

The Author's Professional Identity in Her Narrative: A Study of "A Many-Splendoured Thing"  
Shujing Qiao, Faculty of Education and Social Work, University of Sydney, Sydney, Australia  
Overview: This study examines how Sayin Hsi's professional identity is displayed and strengthened in her interactions with others, which were unfolded in her autobiography "A Many-Splendoured Thing."  
Theme: Identity and Belonging

Occupational Gender Segregation in the Congolese Labor Market: A Search for a More Gender-neutral Workplace  
Huaneg Tanislav Vaj-Vay, Department of Law, University of Namur, Namur, Belgium  
Overview: Women are more concentrated in the reproductive activities than productive. Thus, there is an underrepresentation of women at the horizontal and the vertical level of the Congolese labor market.  
Theme: Organizational Diversity

Doing and Managing Diversity in the Social Welfare System in Germany: A Case Study of Youth Service  
Schöpner Tina, Social Sciences and Cultural Studies, Justus-Liebig-University of Gießen, Gießen, Germany  
Overview: Clients as well as colleges bring a huge amount of diversity into welfare systems. This study analyzes with an organizational pedagogy how diversity is managed.  
Theme: Organizational Diversity

Cultural Diversity in Project Management: How Project Success Is Perceived in Different Cultures  
Dr. Iveta Ludviga, Business Department, RISEBA University of Business, Arts, and Technology, Riga, Latvia  
Overview: Perception of project success and most frequently adopted leadership styles differ among cultural clusters. However, cultures converge and differences identified by GLOBE tend to disappear in modern project management practice.  
Theme: Organizational Diversity

Monitoring Diversity in the Canadian Armed Forces: Attitudinal Surveys as Performance Measurement Tools  
Max Hlywa, Defence Research and Development Canada, Department of National Defence, Ottawa, Canada  
Overview: This poster introduces new ways the Canadian Armed Forces can use existing tools and surveys to monitor progress toward its goal of reflecting the diversity and values of Canadian society.  
Theme: Organizational Diversity

The Struggle between Awra Amba Community's Exceptional Principles and the Dominant Culture  
Yared Aweghele Kefyalew, College of Agriculture Development, Addis Ababa City Administration, Addis Ababa, Ethiopia  
Overview: This Awra Amba community of Ethiopia is known for its principles. As the local authority of the area is part of the dominant culture, the community has faced injustices decisions.  
Theme: Community Diversity and Governance
PARALLEL SESSIONS

Risk Factors for Increased Anxiety among Japanese Individuals in the Greater Boston Area: Responses after the Boston Marathon Bombings

Megumi Inoue, Department of Social Work, George Mason University, Fairfax, USA

Minato Nishijima, Arbour Counseling Services, Arbour Health System, Allston, USA

Overview: We investigate anxiety levels among Japanese people residing in the Greater Boston area two months after the Boston Marathon Bombings in 2013.

Theme: Community Diversity and Governance

Room 3: Focused Discussions

Beyond Multicultural Education: Rethinking Diversity in Higher Education

Prof. Nhalo Adeosu, Department of Teacher Education and Professional Development, Central Michigan University, Midland, USA

Overview: Among American core values, diversity is not only permissible but desirable and beneficial in a multicultural society. Yet, despite a wide support in literature, diversity remains a self-serving endeavor.

Theme: Education and Learning in a World of Difference

Implementation of Curricular Changes in Medical Education to Address the Needs of People Who Are LGBT+

Dr. John Medeiros, College of Health Professions, School of Physical Therapy, Pacific University, Hillsboro, USA

Overview: People who are LGBT+ frequently face discrimination in healthcare settings. There is a need to evaluate, implement, and assess the effectiveness of medical curricula as it relates to this population.

Theme: Education and Learning in a World of Difference

A New Paradigm: An Integration of Online Education and International Travel

Dr. Amy Stouch, School of Social Work, University of New England, Portland, USA

Dr. Leslie Yaffa, School of Social Work, University of New England, Portland, USA

Overview: This focused discussion investigates the integration of online education and international travel. The overarching goal of this discussion will be to expose participants to alternative views of education.

Theme: Education and Learning in a World of Difference

Crafting a Campus-wide Diversity, Equity, and Inclusion Strategic Plan: Every Unit, Everybody

Prof. Robin Means Coleman, Rackham Graduate College, Department of Communication Studies, University of Michigan, Ann Arbor, USA

Amado Saez, Department of Educational and Counseling Psychology, McGill University, Montreal, Canada

Overview: This focused discussion outlines how to develop a diversity, equity, and inclusion (DEI) strategic plan as well as the social, cultural, legal, and political challenges one might face.

Theme: Organizational Diversity

A Career Development Approach to Employment and Autism Spectrum Disorder

Francesca Danere, Department of Educational and Counseling Psychology, McGill University, Montreal, Canada

Dr. Tara Flanagan, Department of Educational and Counseling Psychology, McGill University, Montreal, Canada

Overview: This study considers self-determination and vocational maturity, as the two theoretical frameworks that support career development, as well as past literature contributing to employment difficulties amongst individuals with Autism.

Theme: Organizational Diversity

Theme: Identity and Belonging

LGBT-inclusive Obstetrics and Nursing Support: Culturally-competent Training for Healthcare Professionals and Students

Dr. Mark Hart, University of Florida, Gainesville, USA

Kelli Selwyn, University of Florida, Gainesville, USA

Overview: The L.I.O.N.S. Project is a community-based intervention for healthcare professionals and students. It is a webinar focused on LGBT health and cultural competency, which encourages innovative and inclusive healthcare practices.

Theme: Identity and Belonging

Unique Entreprising Mind-sets of First-generation Students, Studying at a Major Arts Institution within the United Kingdom: The Future of Further Education

Charisse Chikwiri, University of the Arts London, London, UK

Overview: This discussion explores the enterprising attitudes of first-generation students, succeeding in their creative careers by the principals of their intersectional identities, ultimately, serving to propel the economy of their communities.

Theme: Special Theme 2017: Urban Diversity and Economic Growth

Room 4: Workshop

A Diversity of Possible Responses to Simple-minded Remarks

Johannes Herwig-Lempp, Department of Social Work, Media, Culture, University of Applied Sciences Mersburg, Mersburg, Germany

Overview: In this interactive workshop we will develop different options on how to react operationally if suddenly confronted with racist, sexist, or homophobic remarks in our daily context.

Theme: Education and Learning in a World of Difference

Room 5: Workshop

Strategies for Successful Inclusion in the General Education Classroom

Dr. Ellen Warrington, Education, Mount Mercy University, Cedar Rapids, USA

Overview: This workshop defines and provides examples of flipping the classroom and universal design. Participants will use one strategy with a current curriculum piece.

Theme: Education and Learning in a World of Difference

TRANSITIONAL BREAK
<table>
<thead>
<tr>
<th>Room 1</th>
<th>Mentoring, Apprenticeship, Leadership</th>
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<tbody>
<tr>
<td><strong>Standing in the Gap: Benefits of Cross-racial and Interracial Mentoring</strong></td>
<td>Dr. Wendy Turner-Frey, Center for Social Justice Education, University of Southern Indiana, Evansville, USA</td>
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<tr>
<td>Overview: The authors identify the ways in which interracial relationships have proved beneficial. Rather than focusing on racial difference, this paper discusses circumstances in which people gained from cross-racial mentors.</td>
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<td><strong>The Classroom Story: A Video Collaboration between Faculty and Students to Promote Equity and Inclusion</strong></td>
<td>Dr. Rosanne Limoncelli, Tisch School of the Arts, New York University, New York, USA</td>
</tr>
<tr>
<td>Overview: This paper addresses the challenges of women competing for jobs abroad. As global mobility becomes a determining factor for individual and organizational success, women still struggle to obtain international assignments.</td>
<td>Theme: Education and Learning in a World of Difference</td>
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<td><strong>The Impact of Gender on International Assignment Selection and Organizational Effectiveness: Women's Quest for Expatriate Equality</strong></td>
<td>Dr. Marcel Marx, Forbes School of Business, Ashford University, Sanate, USA</td>
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<td>Overview: This workshop provides a variety of techniques for exploring diversity in a college classroom environment.</td>
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<td><strong>Building Your Community through Financial Education: Mastering Personal Finance Is Key to Stability</strong></td>
<td>Dr. Veronica Huggins, Department of Social Work, University of Southern Indiana, Evansville, USA</td>
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<td>Overview: This paper explores the importance of a culturally competent approach to academic leadership, examining the role of culturally competent leaders, including their insights, characteristics, and leadership styles.</td>
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<tr>
<td><strong>Choose-Your-Group: Exploring the Hidden Layers of Diversity and Their Contributions in Building a High-performing Team</strong></td>
<td>Dr. Marvee Marr, Department of Educational Leadership and Counseling Education, Eastern Kentucky University, Richmond, USA</td>
</tr>
<tr>
<td>Overview: This paper introduces the findings from a qualitative doctoral study comprised of semi-structured interviews and focus groups with twenty-one racialized immigrant women, using a feminist and grounded theory methodology.</td>
<td>Theme: Organizational Diversity</td>
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| Theme: Community Diversity and Governance |
|-------|-------------------------|
| **Variance in Quotas and Women in Legislatures: The Impact of Factors Affecting Quota Implementation on Quota Success** | Abigail Jorgensen, Sociology, University of Notre Dame, South Bend, USA |
| Overview: Quotas can vary immensely in their design and implementation. What structure of quota most encourages the election of women? | Theme: Community Diversity and Governance |

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| Theme: Community Diversity and Governance |
Room 1
Minorities in the Workplace
The Recognition and Utilization of Foreign Qualifications and Competences in the Canadian Labor Market
Silvia Aman, Federal Institute for Vocational Education and Training, Bonn, Germany
Overview: The analysis of the Canadian PIACC data provides results which can clarify the phenomena of skill under-utilization and pay inequity of immigrants in comparison to the domestic Canadian population.
Theme: Community Diversity and Governance

Diversity, Inclusion, Leadership: Exploring Pathways to Career Progression among Visible Minorities in the Banking Sector
Prof. Sébastien Arcand, Department of Management, HEC Montréal, Montreal, Canada
Overview: We introduce results of a study done in a bank in Montréal and Toronto that focuses on the experiences of visible minorities in their career progression and inclusive organizational practices.
Theme: Organizational Diversity

Supplier Diversity in Toronto and Chicago: A Tale of Two Cities
Dr. Paul Larson, Department of Supply Chain Management, University of Manitoba, Winnipeg, Canada
Overview: This paper identifies characteristics of organizations in the Greater Toronto Area (GTA) that have supplier diversity programs, and then compares Toronto and Chicago in terms of supplier diversity initiatives.
Theme: Organizational Diversity

Room 2
Education and Learning in a World of Difference
The Participation Puzzle
Tina McKee, Lancashire Law School, University of Central Lancashire, Preston, UK
Overview: This paper introduces a research project, co-designed with students, promoting inclusivity, to generate empirical evidence on the reasons why some students do not actively attend and participate in their studies.
Theme: Education and Learning in a World of Difference

A Tale of Two Africas: Lessons Learned by United States Professors Working in Collaboration with African Teacher Educators
Dr. Lee Ann Christenson, Department of Early Childhood Education, College of Education, Touson University, Columbia, USA
Dr. Barbara Laster, Department of Reading, Special Education, and Instructional Technology, Touson University, Touson, USA
Overview: This paper illuminates two separate professional development opportunities planned, delivered, and evaluated in collaboration with professors from the U.S. with teachers in Africa, one in Egypt and one in Zimbabwe.
Theme: Education and Learning in a World of Difference

Diversity and Inclusion in Multi-grade Teaching Classrooms
Prof. Tina Christenson, Department of Curriculum and Instructional Studies, University of South Africa, Pretoria, South Africa
Overview: This paper explores how diversity and inclusion are catered for in multi-grade classrooms. Learning should take place in an environment that ensures that all students succeed.
Theme: Education and Learning in a World of Difference

Room 3
Diversity, Governance, Inclusion
Re-imaging Cosmopolitan Living in South Africa: Remembering Forced Removals
Dr. Mogamat Noor Dodos, College of Education, School of Educational Studies, University of South Africa, Pretoria, South Africa
Overview: "Forced removals" destroyed many urban spaces in South Africa as examples of cosmopolitanism. Post-apartheid society lacks historical memory to assist in reimagining South Africa to realize its "unity in diversity."
Theme: Identity and Belonging

Collective Fear: "Ten Years" as a Political Manifesto and Its Dilemma
Wei Shu, Department of Communication, Faculty of Social Science, University of Macau, Macau, Macao Special Administrative Region of China
Overview: This paper illustrates identity formation through the politics of fear in Hong Kong's post-umbrella movement era.
Theme: Identity and Belonging

Civil Society, Ethnic Diversity, and Human Rights Implementation: The Case of Roma People in the Former Yugoslavia
Prof. Paul Chaney, School of Social Sciences, Cardiff University, Cardiff, UK
Overview: This study analyses the position of Roma people in the former Yugoslavia using state and civil society discourse on human rights implementation. It reveals patterns of enduring discrimination and oppression.
Theme: Community Diversity and Governance
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<th>Time</th>
<th>Room 4: Minority Voices</th>
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| 15:45-17:00 | LGBTQ Youth Hack ESL: Queer Youth of Color Contribute to English as a Second Language Curriculum  
Dr. Ruth Koleszar-Green, School of Social Work, Faculty of Liberal Arts and Professional Studies, York University, Toronto, Canada  
Overview: A group of LGBTQ youth gathered to engage in dialogue about ESL curriculum and lack of queer content. These youth gathered data via social media and have lots to say!  
Theme: Identity and Belonging  
|   | Academically Successful Latino Undocumented Students in College: Resilience and Civic Engagement  
Prof. Ali Bektjan, Department of Elementary Education, San Francisco State University, San Francisco, USA  
Overview: This study focuses on academically successful undocumented immigrant college students in the United States, who are also advocating for access to educational opportunities for others.  
Theme: Identity and Belonging  
|   | Healing the Hurting: Giving Self Hope to Racialized Visible Minority Students in the Classroom  
Charles Gyan, Faculty of Social Work, Wilfrid Laurier University, Kitchener, Canada  
Bibi Baksh, Faculty of Social Work, Wilfrid Laurier University, Kitchener, Canada  
Wenjuan Song, Faculty of Social Work, Wilfrid Laurier University, Kitchener, Canada  
Overview: This paper focuses on visible minority students’ responses to classroom racism. It introduces ways in which racialized visible minority students cope with experiences of racism in the classroom.  
Theme: Education and Learning in a World of Difference  
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| 15:45-17:00 | Patient-Provider Concordance and the Intersection of Practice and Policy: The Story of Cincinnati Children’s Medical Center  
Eloiza Domingo-Snyder, Office of Diversity and Inclusion, Johns Hopkins Medicine, Baltimore, USA  
James Page Jr., Office of Diversity and Inclusion, Johns Hopkins Medicine, Baltimore, USA  
Ilana Mittman, Office of Diversity and Inclusion, Johns Hopkins Medicine, Baltimore, USA  
Overview: This study discusses a model addressing patient provider concordance requests providing a clear set of guidelines for how hospitals should handle such requests while complying with laws and policies.  
Theme: Organizational Diversity  
|   | The Careers of Executive Opera Managers of Color in the United States  
Dr. Antonio C. Cuyler, Department of Art Education, Florida State University, Tallahassee, USA  
Overview: This exploratory qualitative study investigates what factors contribute to executives of color achieving their positions in United States opera companies.  
Theme: Organizational Diversity  
|
### Room 1: Cultural Representations

**The Construction of “Singapore” in Singapore Cinema: Race and Language in Singapore Cinema**
Jeanine Lim, Faculty of Arts, School of Social Sciences, Media, and Communications, University of Auckland, Auckland, New Zealand

**Overview:** This paper explores how race and language are addressed in Singapore through the incorporation of "multiculturalism" and how filmmakers negotiate these issues in constructing the Singapore identity on screen.

**Theme:** Identity and Belonging

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**Reel to Real Representations of Diverse Leadership**
Dr. Heather Harris, School of Design, Stevenson University, Baltimore, USA

**Overview:** This paper explores media representations of identities and groups as they relate to depictions of diverse leadership on the original "Star Trek" series, and the first season of "Scandal."

**Theme:** Identity and Belonging

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**Disability, Perception, and Postmodern Photography**
Dr. Timothy Hiles, School of Art, University of Tennessee, Knoxville, USA

**Overview:** This paper addresses how disabled individuals are presented as medical and social anomaly in post-World War II photography and how postmodern photographic artists deconstructed those stereotypical representations.

**Theme:** Identity and Belonging

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**African Identity Crisis: A Contemporary View of the African in a Globalized World**
Kojis Dampney, Royal Roads University, Hamilton, Canada

**Overview:** The continent of Africa can be summed up as a paradoxical enigma. The author introduces the concept of "African Identity Crisis" to explain this problem and offers solutions for Africa.

**Theme:** Identity and Belonging

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**Practice What You Preach: Gender (In)equality in Labor Union Leadership**
Dr. Corliss Brown Thompson, Graduate School of Education, College of Professional Studies, Northeastern University, Boston, USA

**Overview:** This paper explores gender (in)equality in labor union officer positions.

**Theme:** Organizational Diversity

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**Reassessing Diversity in Progressive Education: Dewey in a Twenty-First Century Context**
Dr. Monica Lakhwani, University of Maryland Extension, Maryland 4-H Youth Development, University of Maryland, College Park, USA

**Overview:** This paper explores the intersectionality of scholarly knowledge and personal identity development of United States graduate students in social justice classes and advocates for including global perspectives into the curriculum.

**Theme:** Education and Learning in a World of Difference

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**Global Perspectives in United States Social Justice Classes: Impact on Identity**
Alexandra (Sasha) Watkins, Graduate School of Education, College of Professional Studies, Northeastern University, Boston, USA

**Overview:** This paper explores how identity development of United States graduate students in social justice classes impact their personal identity development.

**Theme:** Education and Learning in a World of Difference

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**Multi-Cultural Dialogue of Jewish and Arab Education Students with Education Students from Other Countries**
Jared Elkind, Department of Educational Studies, Davidson College, Davidson, USA

**Overview:** This paper explores the intersectionality of scholarly knowledge and personal identity development of United States graduate students in social justice classes and advocates for including global perspectives into the curriculum.

**Theme:** Organizational Diversity

### Room 2: Workshops

**Social Justice across the Curriculum: A Deeper Dive**
Dr. Trula Nicholas, Department of Health and Community Studies, Western Washington University, Bellingham, USA

**Overview:** This workshop engages participants by guiding them through an analysis of how they infuse social justice in their courses. Additionally, initial results of a qualitative study will be introduced.

**Theme:** Education and Learning in a World of Difference

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**Increasing Social Capital and Social Justice through Urban Positive Youth Development**
Nia Imani Fields, University of Maryland Extension, Maryland 4-H Youth Development, University of Maryland, College Park, USA

**Overview:** This workshop addresses basic concepts of social justice within urban education, community capitals framework, and experiential activities and evaluation tools to measure the impacts.

**Theme:** Special Theme 2017: Urban Diversity and Economic Growth

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**Third World Resettlement: Phenomenological Study of Refugee Youth**
Dr. Monica Lakhwani, University of Maryland Extension, Maryland 4-H Youth Development, University of Maryland, College Park, USA

**Overview:** This paper explores the phenomenon of resettlement for ethnic Bhutanese refugee newcomer youth. In cultures which differ from Western ones, language anxiety can facilitate or debilitate learners.

**Theme:** Education and Learning in a World of Difference

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**Multicultural Dialogue of Jewish and Arab Education Students with Education Students from Other Countries**
Ruth Bar-Sinai, International Office, David Yellin Academic College of Education, Jerusalem, Israel

**Overview:** This paper presents a seminar in which Arabs and Jewish education students study with education students from other countries, dealing with conflicts and multi-identity issues.

**Theme:** Education and Learning in a World of Difference

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### Room 3: Identity and Belonging

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**Theme:** Education and Learning in a World of Difference
Room 5  Workshop  Making a Campus Multicultural Student Center: The Beginning of Real Inclusion  
Prof. LaBarbara James Wiggall, Department of Landscape Architecture and Regional and Community Planning, College of Architecture, Planning, and Design, Kansas State University, Manhattan, USA  
Gabriel Durand-Hollis, Durand-Hollis Architects, San Antonio, USA  
Hector Martinez-Rosales, Department of Architecture, College of Architecture, Planning, and Design, Kansas State University, Manhattan, USA  
Overview: Diversity is not just about relationships and appreciation of difference, but also the environment in which human interactions take place, supporting dialog and understanding and giving ownership to diverse communities.  
Theme: Education and Learning in a World of Difference

Room 6  Organizational Practices Influencing Diversity  
What Type of Research and Development Employees Use Flextime?  
Prof. Arao Hazuk, Department of Economics and Finance, Tallinn University of Technology, Tallinn, Estonia  
Marko Vilkabas, Department of Economics and Finance, Tallinn University of Technology, Tallinn, Estonia  
Overview: This study discusses the results of a survey among Estonian creative research and development employees demonstrating the patterns of diversity in using flexible working schedules.  
Theme: Organizational Diversity  
Appreciating Diverse Religious and Spiritual Beliefs in the Workplace  
Raymond B. Chiu, DeGroote School of Business, McMaster University, Hamilton, Canada  
Overview: Countering the assumption that religious diversity entails tolerating and accommodating foreign beliefs, this paper explores how religiousness and spirituality are integral elements of psychological functioning in workplace experiences.  
Theme: Organizational Diversity  
Discourse of Diversity in Corporate Japan  
Dr. Sarah Louisa Birchley, Faculty of Business Administration, Graduate School of Business Administration, Toyo Gakuen University, Tokyo, Japan  
Overview: Using diversity statements from six prominent Japanese corporations, this research employs critical discourse analysis to address the dialectical relations between the discourse of diversity in Japanese organizations and society.  
Theme: Organizational Diversity

Room 2  Women and Education  
Investigating Gender Differences in Students’ Attitudes toward Blogs: Item Functioning Analysis  
Dr. Tamer Shahab, English Language Department, Shiraz University of Medical Sciences, Shiraz, Iran (Islamic Republic of)  
Peyman Jalari, Biostatistics Department, Shiraz University of Medical Sciences, Shiraz, Iran (Islamic Republic of)  
Overview: In this study, we applied differential item functioning (DIF) to examine gender differences in students’ attitude towards blogs.  
Theme: Education and Learning in a World of Difference  
Ultra-Orthodox Women in Higher Education: An Israeli Case of Female Empowerment  
Dr. Judith Kahn, Department of Economics and Management, Tel Hui College, Jerusalem, Israel  
Overview: This study identifies and characterizes the obstacles to the establishment of public higher education institutions for ultra-Orthodox women in Israel.  
Theme: Education and Learning in a World of Difference  
Diverse Values in American College Women  
Dr. Elhamian Allen, Psychology Department, University of British Columbia, Vancouver, Canada  
Overview: To educate university teachers, this paper examines diversity of personal and social values in European-American, Russian immigrants, Caribbean immigrants, and African-American college women.  
Theme: Education and Learning in a World of Difference

Room 3  Community Diversity, Inclusion, and Development  
London’s Community Diversity and Inclusion Strategy: Engaging Citizens to Lead the Way  
Kate Graham, Community and Economic Innovation, City of London, London, Canada  
Kinga Kolta, City Manager’s Office, City of London, London, Canada  
Overview: In 2017, hundreds of Londoners came together to make their city more inclusive through a unique community engagement process. This paper shares London’s story and what we learned.  
Theme: Community Diversity and Governance  
Local Responses to Global Issues in Samburu, Kenya and Ladakh, India: (En)gendered Environmental Human Rights Realities  
Dr. Marcheta Wright, College of Arts and Sciences, Lynn University, Boca Raton, USA  
Overview: How do local communities (Samburu, Kenya; Ladakh, India) respond to environmental human rights realities? The nexus of human rights, gender, indigeneity, and environmental issues contextualize an analysis of political agency.  
Theme: Community Diversity and Governance  
A Growing City with a Big Heart: What Is the City of London Doing to Support Rooting of Her Newcomers  
Saleha Khan, Human Resources and Corporate Services, Corporation of City of London, Ontario, London, Canada  
Overview: This paper explores the practices explored and invested in by the communities, service organizations, and the city of London to ensure that London grows and progresses.  
Theme: Community Diversity and Governance  
Cultural Diversity and Social Vicissitude in the Traditional Hutong Communities of Beijing  
Wenwen Xu, College of Architecture and Landscape Architecture, Peking University, Beijing, China  
Overview: This study explores the changes in the Hutong communities of Beijing as they are impacted by modernization and diversity, highlighting their historical tradition from neighborhood cultures to community systems.  
Theme: Community Diversity and Governance
### Friday, 28 July

#### 13:00-14:40 PARALLEL SESSIONS

**Room 4**

**Identity and Belonging**

<table>
<thead>
<tr>
<th>Title</th>
<th>Speaker(s)</th>
<th>Institution(s)</th>
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<tbody>
<tr>
<td>Caribbana as a Site for Cultural Diversity, Nostalgia, and Transnationalism among Second-generation Caribbean Canadians</td>
<td>Dr. Dwaine Plaza, Sociology Department, Oregon State University, Corvallis, USA</td>
<td>Dr. Lauren Plaza, Sociology Department, Oregon State University, Corvallis, USA</td>
</tr>
<tr>
<td>Overview: This paper examines second-generation Caribbean Canadian in Toronto and how they create a transnational identity through their participation in the Caribana festival each year.</td>
<td><strong>Theme:</strong> Identity and Belonging</td>
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<tr>
<th>Title</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>Exploring What Works in Mexican Indigenous Schools</td>
<td>Dr. Laura Mitchell, Department of Urban Education, University of Houston–Downtown, Houston, USA</td>
<td>Dr. Laura Mitchell, Department of Urban Education, University of Houston–Downtown, Houston, USA</td>
</tr>
<tr>
<td>Overview: In Oaxaca, Mexico, teachers are integrating the Zapotec language and culture in the pueblos. This paper describes how they integrate languages and cultures to create culturally responsive schools.</td>
<td><strong>Theme:</strong> Education and Learning in a World of Difference</td>
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<tr>
<th>Title</th>
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<tbody>
<tr>
<td>How to Engage Multicultural Canadians in Outdoor Nature-based Experiential Environmental Education?</td>
<td>Ashoo Anand, Credit Valley Conservation, Mississauga, Canada</td>
<td>Ashoo Anand, Credit Valley Conservation, Mississauga, Canada</td>
</tr>
<tr>
<td>Overview: This study explores ways and techniques that are useful in engaging multicultural audiences in outdoor experiential environmental education programs. Lessons learned from Credit Valley Conservation’s multicultural outreach program are shared.</td>
<td><strong>Theme:</strong> Education and Learning in a World of Difference</td>
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**Room 5**

**Late Additions**

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<tr>
<th>Title</th>
<th>Speaker(s)</th>
<th>Institution(s)</th>
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<tbody>
<tr>
<td>Immigrant Health Disparities: Does Neighborliness Improve Health?</td>
<td>Dr. Kofi Danso, Department of Social Work, Minnesota State University, Mankato, USA</td>
<td>Dr. Kofi Danso, Department of Social Work, Minnesota State University, Mankato, USA</td>
</tr>
<tr>
<td>Overview: This study examines the role of neighborhood social interactions and their impact on the health of immigrants.</td>
<td><strong>Theme:</strong> Community Diversity and Governance</td>
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<tr>
<th>Title</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>A Media Content Analysis of Employment Lookism on a Chinese Job-hunting Reality Television Show</td>
<td>Yuanlu Niu, Workforce Education and Development, Southern Illinois University Carbondale, Carbondale, USA</td>
<td>Yuanlu Niu, Workforce Education and Development, Southern Illinois University Carbondale, Carbondale, USA</td>
</tr>
<tr>
<td>Dr. Cynthia Sims, Academic and Student Affairs, College of Education and Human, Southern Illinois University Carbondale, Carbondale, USA</td>
<td><strong>Theme:</strong> Organizational Diversity</td>
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#### 14:40-14:50 COFFEE BREAK

#### 14:50-16:30 PARALLEL SESSIONS

**Room 1**

**Outreach, Education, Social Welfare**

<table>
<thead>
<tr>
<th>Title</th>
<th>Speaker(s)</th>
<th>Institution(s)</th>
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</thead>
<tbody>
<tr>
<td>Building Bridges: Options and Challenges of Vocational Education and Training across Borders</td>
<td>Dr. Christiane Eberhardt, Federal Institute for Vocational Education and Training, Bonn, Germany</td>
<td>Dr. Denise Humm-Delgado, School of Social Work, Boston University, Boston, USA</td>
</tr>
<tr>
<td>Overview: This paper looks at current developments and potentials of cross-regional vocational education and training and especially patterns of cross-border VET cooperation from a German perspective.</td>
<td><strong>Theme:</strong> Community Diversity and Governance</td>
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<th>Title</th>
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<tbody>
<tr>
<td>People Who Were Incarcerated as Community Assets: Community Health Workers</td>
<td>Dr. Denise Humm-Delgado, School of Social Work, Boston University, Boston, USA</td>
<td>Dr. Denise Humm-Delgado, School of Social Work, Boston University, Boston, USA</td>
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<tr>
<td>Melvin Delgado, School of Social Work, Boston University, Boston, USA</td>
<td><strong>Theme:</strong> Community Diversity and Governance</td>
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<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Quantifying the Realities of the School to Prison Pipeline: The Face of Educational Social Injustice in the Twenty-first Century</td>
<td>Dr. Bev-Freda Jackson, Department of Justice, Law, and Criminology, School of Public Affairs, American University, Washington, DC, USA</td>
<td>Dr. Bev-Freda Jackson, Department of Justice, Law, and Criminology, School of Public Affairs, American University, Washington, DC, USA</td>
</tr>
<tr>
<td>Overview: Decades after the elimination of de jure segregation the face of institutionalized racism thrives through the color of mass incarceration and its feeder phenomena the school to prison pipeline.</td>
<td><strong>Theme:</strong> Identity and Belonging</td>
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</table>
### Room 2
**Faculty and Teacher Diversity Education and Training**

<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
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<tbody>
<tr>
<td>Educating Academic Staff in Managing a Social Kaleidoscope: Managing Diversity in Academic Institutions</td>
<td>Prof. Helena Desivilya Syna, Department in Organizational Development and Consulting, Max Stern Yehezkel Valley College, Einak Yehezkel, Israel</td>
</tr>
<tr>
<td>Diversity in Social Work Education: Addressing Aboriginal Healthcare</td>
<td>Tim Dueck, School of Social Work, Nicola Valley Institute of Technology, Vancouver, Canada</td>
</tr>
<tr>
<td>Educating Academic Staff in Managing a Social Kaleidoscope: Managing Diversity in Academic Institutions</td>
<td>Hali Miller, School of Social Work, Nicola Valley Institute of Technology, Vancouver, Canada</td>
</tr>
<tr>
<td>Overview:</td>
<td>This paper focuses on an action research project to promote academic institution's capacity to constructively manage social students' diversity in an organization operating in a context of a divided society.</td>
</tr>
<tr>
<td>Theme:</td>
<td>Education and Learning in a World of Difference</td>
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### Room 3
**Strategies for Diversity Management**

<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
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<tbody>
<tr>
<td>Employment Needs of Individuals with Visible and Invisible Disabilities in Quebec</td>
<td>Amanda Saxe, Department of Educational and Counseling Psychology, McGill University, Montreal, Canada</td>
</tr>
<tr>
<td>Diversity Management: What Are the Top Hospitality and Tourism Companies Doing Right?</td>
<td>Trishna Gajjar, Rosen College of Hospitality Management, University of Central Florida, Orlando, USA</td>
</tr>
<tr>
<td>The Diversity Equation and the Definition of Diversity</td>
<td>Eric Guthrie, Better ME Better WE, Arlington, USA</td>
</tr>
<tr>
<td>Overview:</td>
<td>This paper describes the results of a qualitative study that examines the differing employment needs of individuals with visible and invisible disabilities in Quebec.</td>
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<td>Theme:</td>
<td>Organizational Diversity</td>
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**FRIDAY, 28 JULY**
**Room 4**

**PARALLEL SESSIONS**

**Addressing Learner Diversity**

*The Kungullanji Program: Creating Pathways and Raising Aspirations for Australian Aboriginal and Torres Strait Islander Researchers*

Jennifer Leigh Campbell, Indigenous Research Unit, Griffith University, Brisbane, Australia

*Overview:* This paper explores the initial findings from the Kungullanji program, a research experience which supports and raises aspirations of Australian Aboriginal and Torres Strait Islander undergraduate student researchers.

*Theme:* Education and Learning in a World of Difference

**An Exploration of Diversity and Hotel, Restaurant, and Tourism Management Major and Minor Grade Point Averages at America's Oldest Historically Black Institution of Higher Education**

Dr. Ivan B. Turnipseed, Hospitality and Recreation Management Department, Cheyney University of Pennsylvania, Cheyney, USA

Dr. Guia Calicdan-Apostle, School of Social and Behavioral Sciences, Stockton University, Galloway, USA

Dr. Berkita Bradford, Department of Hospitality Management, Virginia State University, Petersburg, USA

Herbert Black, Hospitality and Recreation Management Department, Cheyney University of Pennsylvania, Cheyney, USA

Dr. Edward Summers, University Leadership, Long Island University, Brookville, USA

*Overview:* This exploratory study of sixty-six predominantly African American hospitality students focuses on ten primary, secondary, and tertiary dimensions of diversity. The results and preliminary implications are discussed.

*Theme:* Education and Learning in a World of Difference

**Retaining First-generation Students at a Historically Black University**

Dr. Hazel Spears, Department of Social and Behavioral Sciences, Cheyney University of Pennsylvania, Cheyney, USA

Dr. Berkita Bradford, Department of Hospitality Management, Virginia State University, Petersburg, USA

Dr. Ivan B. Turnipseed, Hospitality and Recreation Management Department, Cheyney University of Pennsylvania, Cheyney, USA

Herbert Black, Hospitality and Recreation Management Department, Cheyney University of Pennsylvania, Cheyney, USA

Dr. Guia Calicdan-Apostle, School of Social and Behavioral Sciences, Stockton University, Galloway, USA

Dr. Edward Summers, University Leadership, Long Island University, Brookville, USA

*Overview:* First-generation students are at a high risk of failing to graduate. This brief and economical intervention remedies this trend, saving both students and schools considerable fruitless debt.

*Theme:* Education and Learning in a World of Difference

**Leaders' Utilization of Culture in Transforming Institutions of Higher Learning: Appraising John Kotter**

Prof. Vuyisile Milla, Change Management Unit, University of South Africa, Pretoria, South Africa

*Overview:* This paper discusses a critical examination of John Kotter’s eight stage theories. This is especially applied to South African higher education.

*Theme:* Education and Learning in a World of Difference

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**FRIDAY, 28 JULY**

14:50-16:30 **PARALLEL SESSIONS**

16:30-17:00 **CLOSING & AWARDS CEREMONY**
<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Country</th>
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<tbody>
<tr>
<td>Micki Abercrombie-Donahue</td>
<td>Point Loma Nazarene University</td>
<td>USA</td>
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<tr>
<td>Alex Abramovich</td>
<td>Centre for Addiction and Mental Health</td>
<td>Canada</td>
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<tr>
<td>Dolapo Adeniji-Neill</td>
<td>Adelphi University</td>
<td>USA</td>
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<tr>
<td>Abalo Adewui</td>
<td>Central Michigan University</td>
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<td>Rachel Aleks</td>
<td>Cornell University</td>
<td>USA</td>
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<td>Sidonia Jessie Alenuama-Nimoh</td>
<td>Gustavus Adolphus College</td>
<td>USA</td>
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<td>Rhiannon Allen</td>
<td>University of British Columbia</td>
<td>USA</td>
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<tr>
<td>Swasti Alpana</td>
<td>Satyawati College, University of Delhi</td>
<td>India</td>
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<td>Ashoo Anand</td>
<td>Credit Valley Conservation</td>
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<td>Silvia Annen</td>
<td>Federal Institute for Vocational Education and Training</td>
<td>Germany</td>
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<td>Kalyan Balaven</td>
<td>The Athenian School</td>
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<tr>
<td>Ruth Bar-Sinai</td>
<td>David Yellin Academic College of Education</td>
<td>Israel</td>
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<td>Marsha Barber</td>
<td>Ryerson University</td>
<td>Canada</td>
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<td>Dawn Behan</td>
<td>Mount Mercy University</td>
<td>USA</td>
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<td>Neha Bhargava</td>
<td>CivicAction</td>
<td>Canada</td>
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<td>Ireneusz Bialek</td>
<td>Jagiellonian University</td>
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<td>Sarah Louisa Birchley</td>
<td>Toyo Gakuen University</td>
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<td>William L. Blizek</td>
<td>University of Nebraska Omaha</td>
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<td>Victor Bonilla-Rodríguez</td>
<td>University of Puerto Rico, Rio Piedras Campus</td>
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<td>Ali Borjian</td>
<td>San Francisco State University</td>
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<td>Berkita Bradford</td>
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<td>USA</td>
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<td>Barbara Browne</td>
<td>Te Ara Maranga o Ngati Whatua</td>
<td>New Zealand</td>
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<td>Alicia Buyse</td>
<td>Laval University</td>
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<td>Guia Calicidan-Apostle</td>
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<td>Jennifer Leigh Campbell</td>
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<td>Paul Chaney</td>
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<td>Grace Chang</td>
<td>Common Ground Research Networks</td>
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<td>Mirta Chavez</td>
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<td>Charisse Chikwiri</td>
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<td>Esther Chiner</td>
<td>Universidad de Alicante</td>
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<td>Raymond B. Chiu</td>
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<td>Catherine Clutton</td>
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<td>Lisa M. Coleman</td>
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<td>Caitlyn D’Aunno</td>
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<td>Keren Dali</td>
<td>University of Alberta</td>
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<td>Kojo Dampney</td>
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<td>Francesca Dansereau</td>
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<td>Kofi Danso</td>
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<td>Susan Dollar</td>
<td>Missouri State University</td>
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<td>Eloiza Domingo-Snyder</td>
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<td>Zohreh Fanni</td>
<td>Shahid Beheshti University</td>
<td>Iran (Islamic Republic of)</td>
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<td>Raffaele Fasiolo</td>
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<td>Max Hlywa</td>
<td>Department of National Defence</td>
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<td>Melodie Holliday</td>
<td>University of the Arts London</td>
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<td>Annie Hughes</td>
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<td>Denise Humm-Delgado</td>
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<td>Megumi Inoue</td>
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<td>Bev-Freda Jackson</td>
<td>American University</td>
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<td>Richard Gregory Johnson III</td>
<td>University of San Francisco</td>
<td>USA</td>
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<tr>
<td>Carolyn E. Johnson</td>
<td>Purdue University</td>
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<tr>
<td>Lucy Jones</td>
<td>Kingston University</td>
<td>UK</td>
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<td>Abigail Jorgensen</td>
<td>University of Notre Dame</td>
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<td>Indira Y. Junghare</td>
<td>University of Minnesota</td>
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<td>Judith Kahn</td>
<td>Tel Hai College</td>
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<td>Ozcan Karaaslan</td>
<td>Marmara University</td>
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<tr>
<td>Hanif Karim</td>
<td>British Columbia Nurses’ Union</td>
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Diversity in Organizations, Communities & Nations

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<thead>
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<th>Name</th>
<th>Organization</th>
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<td>Kelli Selwyn</td>
<td>Suwannee River Area Health Education Center/</td>
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<td>Lynn University</td>
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<td>Peking University</td>
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Tenth International Conference on the Inclusive Museum
University of Manchester
Manchester, UK | 15–17 September 2017
onmuseums.com/2017-conference

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

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

Eighth International Conference on The Image
Venice International University
Venice, Italy | 31 Oct.–1 November 2017
ontheimage.com/2017-conference

Aging & Society: Seventh Interdisciplinary Conference
University of California at Berkeley
Berkeley, USA | 3–4 November 2017
agingandsociety.com/2017-conference

Second International Conference on Communication & Media Studies
UBC Robson Square
Vancouver, Canada | 16–17 November 2017
oncommunicationmedia.com/2017-conference

Fourteenth International Conference on Environmental, Cultural, Economic & Social Sustainability
The Cairns Institute,
James Cook University
Cairns, Australia | 17–19 January 2018
onsustainability.com/2018-conference

Fourteenth International Conference on Technology, Knowledge & Society
St John’s University, Manhattan Campus
New York, USA | 1–2 March 2018
techandsoc.com/2018-conference

Eleventh International Conference on e-Learning & Innovative Pedagogies
St John’s University, Manhattan Campus
New York, USA | 2–3 March 2018
ubi-learn.com/2018-conference

Twelfth International Conference on Design Principles & Practices
Elisava Barcelona School of Design and Engineering
Barcelona, Spain | 5–7 March 2018
designprinciplesandpractices.com/2018-conference

Eighteenth International Conference on Knowledge, Culture, and Change in Organizations
University of Konstanz
Konstanz, Germany | 15–16 March 2018
organization-studies.com/2018-conference

Eighth International Conference on Religion & Spirituality in Society
University of California at Berkeley
Berkeley, USA | 17–18 April 2018
religioninsociety.com/2018-conference

Tenth International Conference on Climate Change: Impacts & Responses
University of California at Berkeley
Berkeley, USA | 20–21 April 2018
on-climate.com/2018-conference
**Third International Conference on Tourism & Leisure Studies**  
Hotel Melia Salinas  
Canary Islands, Spain | **17–18 May 2018**  
tourismandleisurestudies.com/2018-conference

**Eighth International Conference on The Constructed Environment**  
Wayne State University  
Detroit, USA | **24–25 May 2018**  
constructedenvironment.com/2018-conference

**Eighteenth International Conference on Diversity in Organizations, Communities & Nations**  
University of Texas at Austin  
Austin, USA | **6–8 June 2018**  
ondiversity.com/2018-conference

**Twenty-fifth International Conference on Learning**  
University of Athens  
Athens, Greece | **21–23 June 2018**  
thelearner.com/2018-conference

**Thirteenth International Conference on The Arts in Society**  
Emily Carr University of Art + Design  
Vancouver, Canada | **27–29 June 2018**  
artsinsociety.com/2018-conference

**Sixteenth International Conference on New Directions in the Humanities**  
University of Pennsylvania  
Philadelphia, USA | **5–7 July 2018**  
thehumanities.com/2018-conference

**Sixteenth International Conference on Books, Publishing & Libraries**  
University of Pennsylvania  
Philadelphia, USA | **7 July 2018**

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**Ninth International Conference on Sport & Society**  
Florida International University  
Miami, USA | **19–20 July 2018**  
sportandsociety.com/2018-conference

**Thirteenth International Conference on Interdisciplinary Social Sciences**  
University of Granada  
Granada, Spain | **25–27 July 2018**  
thesocialsciences.com/2018-conference

**Eleventh Global Studies Conference**  
University of Granada  
Granada, Spain | **29–30 July 2018**  
onglobalization.com/2018-conference

**Aging & Society: Eighth Interdisciplinary Conference**  
Toyo University  
Tokyo, Japan | **18–19 September 2018**  
agingandsociety.com/2018-conference

**Eighth International Conference on Health, Wellness & Society**  
Imperial College London  
London, UK | **20–21 September 2018**  
healthandsociety.com/2018-conference

**Spaces & Flows: Ninth International Conference on Urban and ExtraUrban Studies**  
Marsilius Kolleg, Heidelberg University  
Heidelberg, Germany | **25–26 October 2018**  
spacesandflows.com/2018-conference
Eighteenth International 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. 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.

We invite proposals for paper presentations, workshops/interactive sessions, posters/exhibits, colloquia, innovation showcases, virtual posters, or virtual lightning talks.

Returning Member Registration
We are pleased to offer a Returning Member Registration Discount to delegates who have attended the Diversity Conference in the past. Returning research network members receive a discount off the full conference registration rate.

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