Twentieth International Conference on

Diversity in Organizations, Communities & Nations

Urban Diversities: Exclusion and Inclusion of Immigrants and Refugees at the Local Level

10–12 June 2020 | Virtual Conference

XX Congreso Internacional de

Diversidad en Organizaciones, Comunidades y Naciones

Diversidad Urbanística: exclusión e inclusión de inmigrantes y refugiados a nivel local

10–12 de junio de 2020 | Congreso virtual

UNIVERSITÀ DEGLI STUDI DI MILANO

Dipartimento di Scienze Sociali e Politiche
Department of Social and Political Sciences

COMMON GROUND

Diversidad en Organizaciones, Comunidades y Naciones

Diversity in Organizations, Communities & Nations

Twentieth International Conference on
Diversity in Organizations, Communities & Nations

"Urban Diversities: Exclusion and Inclusion of Immigrants and Refugees at the Local Level"

Virtual Conference | 10–12 June 2020

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ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΑΤΡΩΝ
UNIVERSITY OF PATRAS

UNIVERSITÀ DEGLI STUDI DI MILANO

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COMMON GROUND

International Conference on Diversity in Organizations, Communities & Nations

Curating global interdisciplinary spaces, supporting professionally rewarding relationships

Congreso Internacional de Diversidad en Organizaciones, Comunidades y Naciones

Conservando los espacios globales interdisciplinares, apoyando las relaciones profesionalmente satisfactorias

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
- 2017 - University of Toronto, Chestnut Conference Centre, Toronto, Canada
- 2018 - University of Texas at Austin, Austin, USA
- 2019 - University of Patras, Patras, Greece

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:

- **Douglas Brinkley**, Professor, Rice University, Houston, USA (2006)
- **Lisa Coleman**, Chief Diversity Officer and Special Assistant to the President, Harvard University, Cambridge, USA (2017)
- **Hon. Joan Kirner**, Former Premier of Victoria, Australia (2001)
- **Marcia Langton**, Professor, University of Melbourne, Melbourne, Australia (2000)
- **Walter Mignolo,** Professor, Duke University, Durham, USA (2003)
- **Brendan O'Leary**, Professor, University of Pennsylvania, Philadelphia, USA (2003)
- **Aihwa Ong**, Professor, University of California, Berkeley, USA (2005)
- **Crain Soudien**, CEO, Human Sciences Research Council (HSRC), South Africa (2011)
- **Rob Walker**, Professor, University of Victoria, British Columbia, Canada (2005)

About the Conference

Australian Multicultural Foundation, Carlton, Australia (2001)

Charles Darwin University, Darwin, Australia (2013)

City of Amsterdam, Amsterdam, The Netherlands (2007)

City of Montreal, Montreal, Canada (2008)

Deakin University, Melbourne, Australia (2004–2007)

International Institute for the Inclusive Museum (iiiM) (Network Partner)

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 (2015)

Ulster University, Coleraine, UK (2010)

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)

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. Please visit the CGScholar Knowledge Base (https://cgscholar.com/cg_support/en) to become a partner.

About the Conference

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 International Conference on Diversity in Organizations, Communities & Nations offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 25 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 research network. 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 research network 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 network.

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.

Acerca del congreso

Principios y características del congreso

La estructura del congreso se basa en cuatro principios básicos que impregnan todos los aspectos de la Red de Investigación:

Internacional

El congreso se celebra en diferentes lugares del mundo para proporcionar oportunidades de que los ponentes vean y experimenten diferentes países y ubicaciones. Pero, aún más importante, es el hecho de que el Congreso Internacional de Diversidad en Organizaciones, Comunidades y Naciones ofrece una oportunidad tangible y significativa para tomar contacto con académicos de diversidad de culturas y perspectivas. Este año asistirán ponentes de 25 países, ofreciendo una oportunidad única y sin igual de tener trato directo con colegas de todos los rincones del mundo.

Interdisciplinario

A diferencia de congresos de asociaciones en que asisten delegados con experiencias y especialidades similares, estos congresos reúnen a investigadores, profesionales y académicos de una amplia gama de disciplinas, que comparten su interés en los temas y las preocupaciones de esta red. Como resultado, los temas se abordan desde una variedad de perspectivas, se elogian los métodos interdisciplinarios y se anima el respeto mutuo y la colaboración.

Incluyente

Se da la bienvenida a cualquiera cuyo trabajo académico sea sólido y competente tanto en las redes como en los congresos, sin importar su disciplina, cultura, institución o carrera. Ya sea un profesor emérito, un estudiante graduado, investigador, docente, político, profesional o administrador, su trabajo y su voz pueden contribuir a la base colectiva de conocimiento que se crea y se comparte en estas redes.

Interactivo

Para aprovechar completamente la rica diversidad de culturas, antecedentes y perspectivas representadas en estos congresos, debe haber amplias oportunidades de hablar, escuchar, participar e interactuar. Se ofrece una variedad de formatos de sesión más o menos estructuradas a través de ambos congresos para proporcionar estas oportunidades.

Maurizio Ambrosini

Full Professor of Sociology of Migrations, Faculty of Political, Economic and Social Sciences, University of Milan, Milan, Italy

Maurizio Ambrosini holds a PhD in Sociology (1989) from the University of Parma. He worked as a Researcher and Professor of Sociology of Organizations and Sociology of Work at the Catholic University of Milan, seat of Brescia, from 1989-1998. After this he became Associate Professor of Sociology at the University of Genoa, Faculty of Education Sciences, until 2002 when he achieved a Full Chair in Economic Sociology. And finally, in 2005 he was appointed Full Professor at the University of Milan, where he now holds the Chair of Sociology of Migrations. Since 2013 he is also Chargé d'Enseignement at the University of Nice-Sophia Antipolis (France), where he was also a Member of the Faculty College of the Doctoral School 86, Lettres, Sciences Humaines & Sociales until 2017.

Maurizio Ambrosini holds a sound experience of more than twenty-five years studying and teaching migration issues, and his area of expertise, sociology of migrations, has become one of the most prolific areas of study at the Department of Social and Political Sciences at the University of Milan. He has been Visiting Fellow and Invited Speaker in different institutions and cities around the world. He has developed research projects on topics of irregular migration, labour markets, migration policies at national and local level, and family migrations, and has supervised more than 50 graduate, doctoral students, and postdoctoral researchers. He has been involved as Responsible of Local Units in 4 MIUR-COFIN research programmes of national importance (call 1998, 2003, 2005, 2009), and he has collaborated in several European projects: as Responsible of the Italian research team for the project ACCEPT Pluralism (7th Framework Programme); Associate Partner for the projects TRANSMIGRARED and TRESEGY; and nowadays as Responsible of the Italian units for the projects MIGRAID and PROXIMITY. He is now committed as the head of the Italian unit in the European Project (H2020) MAGYC. Migration Governance and Asylum Crises. His articles have been published in leading international journals such as *Journal of Ethnic and Migration Studies, Ethnic and Racial Studies, Ethnicities, International Migration, European Journal of Migration*, and *Law and Migration Studies*. He is also the author of two monographic books published in English by Palgrave. His handbook "Sociologia delle migrazioni" has been adopted as textbook in several Italian universities, as well as several others of his books.

He is also Member of the Scientific Board of the *Journal of Immigrant and Refugee Studies* (2010 onward) and of several Italian scientific journals; as well as Referee of the most important international scientific journals in Migration Studies (*International Migration Review, Journal of Ethnic and Migration Studies* and *Journal of Ethnic and Racial Studies*, among others). He is Founder and Editor of the journal "Mondi Migranti" (since 2007), the first Italian journal in the field of Migration Studies; Director of the Research Centre Medì of Genoa (since 2003); and Director of the Summer School of Sociology of Migrations of Genoa (since 2005). In his native country he usually cooperates with several Italian public and private institutions, for example ISPI (International Institute of Political Studies), ISMU Foundation, Caritas, Migrantes Foundation, and Dossier Immigrazione. He was Consultant of the Italian Parliament (Schengen commission, 2006-2008); Member of the National Advisory Board for the Integration of Immigrants (2007-2008); and in 2017 he was appointed as an Expert at the National Council of Economy and Labour (CNEL).

Conference Chairs

Eugenia Arvanitis
Assistant Professor of Interculturality & Diversity in Education, University of Patras, Patras, Greece

Dr. Eugenia Arvanitis is Assistant Professor of Interculturality & Diversity in Education at the University of Patras, Greece. She teaches at the Post Graduate Program "LRM Language Education for Refugees and Migrants" of the Hellenic Open University. Dr. Arvanitis has worked for a number of divisions in the Greek Ministry of Education and Religious Affairs (2006–2012), and she has been involved in policy development for intercultural, adult, and immigrant education (e.g. drafting working papers and expressions of interest for major national programs funded by the European Commission through the National Strategic Framework of Reference).

Dr. Arvanitis lived for a decade in Australia gaining valuable experience in multicultural educational and ethnic language maintenance policies. Her PhD research involved an in-depth analysis of teaching practices and educational policies in Australia in the late 1990s with particular emphasis on Greek language classes and after-hours schools in Victoria. During 2001–2004, she was coordinator of the Greek Language and Cultural Studies Program (BA International Studies) at the School of International and Community Studies, RMIT University and the Manager of the Australian-Greek Resource and Learning Center at RMIT University, Melbourne.

Since 2015, Eugenia has coordinated the Forum on Intercultural Dialogue and Learning at the University of Patras, Greece, which attracts funding from Greek organizations and the European Commission. She also acts as an Intercultural Expert at the Intercultural Cities Network, a world-wide program run by the Council of Europe. Eugenia was a visiting researcher and scholar at the National Europe Center, Australian National University, and the Fulbright Foundation at the University of Illinois (2017). She is an Associate & Research Partner in several scientific organisations such as PASCAL International Observatory, the International Association for Intercultural Education, the European Society for Research on the Education of Adults (ESREA), and the University of Illinois (Common Ground: Scholar & Learning by Design project teams). In recent years, she has focused on the dissemination of the Learning by Design. She supports the web based platforms 'Nea Mathisi' and 'Scholar,' which support professional and intercultural learning in school-based activities. This has involved collaborative work with a number of other Greek academics, school administrators, and teachers to co-design and evaluate a set of interactive WEB2 tools aimed at developing cutting edge pedagogical practices that enhance leaner performance and intercultural capacities of both teachers and students.

Steven Vertovec
Founding Director, Max-Planck Institute for the Study of Religious and Ethnic Diversity, Göttingen, Germany
"Urban Diversity, Diversification, And Identity"

Steven Vertovec is founding director of the Max-Planck Institute for the Study of Religious and Ethnic Diversity, Göttingen, Germany (www.mmg.mpg.de). Previously he was professor of transnational anthropology at the University of Oxford and director of the British Economic and Social Research Council's Centre on Migration, Policy and Society (COMPAS).

Prof. Vertovec's research interests surround globalization and transnational social formations, international migration, and contexts of urban diversity. Currently, he is co-editor of the journal, Global Networks, and editor of the Palgrave Macmillan book series, Global Diversities. He is author of five books including Transnationalism (Routledge, 2009) and Super-diversity (Routledge, forthcoming) and editor or co-editor of thirty-five volumes including Conceiving Cosmopolitanism (Oxford University Press, 2003), The Multicultural Backlash (Routledge 2010), Migration and Diversity (Elgar, 2014), the International Handbook of Diversity Studies (Routledge, 2015), and Diversities Old and New (Palgrave, 2015).

Prof. Vertovec has acted as expert or consultant for numerous agencies, including the UK government's Home Office and Department for International Development, the British Council, the European Commission, the G8, World Bank, and UNESCO.

2020 Diversity Pre-Conference Virtual Forum

Refugee and Migrant Education from Local Perspectives

Panel 1: Recognition of refugees' qualifications and prior learning
Moderator: **Rita Bertozzi** (University of Modena & Reggio Emilia)

European Qualifications Passport for Refugees (EQPR)
Samir Heco, Project Officer, Council of Europe Education Department

Refugee Education in times of COVID19: a specific focus on Higher Education
Maren Kroeger, Tertiary Education Officer, Education Section, Division of Resilience and Solutions, UNHCR

How to unleash the potential of migrants' soft skills? The Dimicome project
Annavittoria Sarli, ISMU Foundation (Milan), IRiS Centre (University of Birmingham)

Panel 2: Supporting the continuity of educational carriers
Moderator: **Eugenia Arvanitis** (Universiy of Patras)

Supporting Refugees and Asylum Seekers to Navigate the Continuum of Australia's Education System to Achieve their Aspirations and Prosperity
Lisa Ward, Social Services Director, Access Community Services Limited. AUSTRALIA

Access to Swiss universities for highly qualified people with a refugee background
Ruth Thommen, Co-responsible of Perspectives-Studies
Sabine Zurschmitten, Responsible communication and political work, Switzerland

Manifesto on an Inclusive University
Michele Telaro, Durable Solutions Associate, UNHCR Rome, Italy

French universities faced with the challenge of integrating refugees
Claire Despierres, Senior lecturer, University of Burgundy, Dijon, FRANCE

Refugees as intercultural mediators and interpreters for peers. The Reculm and Inter4Ref projects
Tatiana Saruis, University of Modena & Reggio Emilia, Italy

Refugee and Migrant Education from Local Perspectives

Panel 3: Refugee children in formal and informal settings
Moderator: **Rita Bertozzi** (University of Modena & Reggio Emilia)

Refugee Education: Forming a collective wisdom for dialogue and transformation
Eugenia Arvanitis, University of Patras, Greece

'On the Road. How refugee children perceive formal and informal learning opportunities: two case studies.'
Siska Van Daele & **An Piessens**, Senior researchers (PhD) at the Centre of Expertise 'Pedagogical Support in Daycare and School', KdG, University of Applied Science and Arts, Belgium

Early childhood education in Reception Centers on the Islands of Aegean Sea in Greece
Nektarios Stellakis, University of Patras, Greece

Perceptions of Greek school principals on the social integration of refugee students: a qualitative research
Liza Mavromara, Patricia Gerakopoulou, and **Nicolas Christakis**, National and Kapodistrian University of Athens, Greece

Panel 4: Diversity in communities
Moderator: **Sabrina Rosati** (E35 Foundation for international Projects)

Diversity Atlas
Peter Mousaferiadis, CEO-Founder Cultural Infusion, Australia
Rezza Moieni, Project Director, Cultural Infusion, Australia

New horizons: Unlocking the door to Refugee and Asylum Seeker employment through targeted programs
Teresa de Fazio, Manager, Cultural Diversity Office,Victoria University, Australia

Integrating foreign nationals into the South African economy
Marie-Louise Moodie, Deputy Director General, International Relations in the Gauteng Office of the Premier, South Africa

The advantage of Immigrant Multilingualism in diverse organizations and communities
Nicoletta Manzini, Programme Manager "Plural economies and innovation through Diversity", Mondinsieme Foundation; PhD Candidate, University of Modena and Reggio Emilia – Marco Biagi Foundation, Italy

Emerging Scholars

Samuel Bradley Jr.

Dr. Samuel L. Bradley, Jr. is on faculty at Boston College School of Social Work as assistant professor of macro practice focused on equity, justice, and inclusion. He is an accomplished musician, community activist, and administrator with extensive experience in fundraising and communications. Dr. Bradley has expertise in diversity and inclusion, public health, and program innovation. He is particularly passionate about utilizing design thinking as a strategy for developing innovation in higher education as well as leveraging higher education programs to support health and well-being outcomes in marginalized communities.

Stephanie Cork

Stephanie J. Cork is a Canadian and American trained scholar who recently finished her interdisciplinary PhD in public health & kinesiology. Her critical social theory background supports a research agenda focused on social justice work in organizations. Stephanie has a strong commitment to community service and has led several advocacy projects throughout her academic career. This is reflected in her scholarship, including a forthcoming chapter in the Handbook on Disability Activism. Stephanie will be presenting part of her dissertation research, "Heart Work: The Embodied Experiences of Diversity Workers in the United States Public University System," at the conference in Milan.

Jasmine Cruz

Jasmine Cruz has over 8 years of experience in Human Resources with a primary focus on implementing strategic HR goals in recruitment, retention and employee engagement. In her current role as the Cultural & Health Equity Manager for Montefiore Medical Center, Jasmine is responsible for implementing a comprehensive diversity & inclusion strategy for the Hudson Valley Collaborative DSRIP program. Jasmine earned her Society for Human Resources Senior Certified Professional certificate in May 2019 and hopes to continue to expand her expertise in the diversity & inclusion field. Jasmine completed her master's degree in human resource management with a focus on organizational effectiveness at Manhattanville College. Jasmine Is currently a doctoral candidate for 2021 at St. John Fisher College. Her dissertation topic and research will examine employees decision making process and the impact of mental health stigma if any on employees decision to disclose or not disclose their mental health status in the workplace. Jasmine has a strong passion for changing the way the world talks about mental health and creating a more inclusive work environments by supporting new opportunities to facilitate healthy and sometimes difficult conversations about mental health one talk at a time. Jasmine is a certified Adult Mental Health First Aid USA instructor and uses her skills to work every day to combat mental health stigma, achieve equity and support inclusivity for all individuals in the workplace. Outside of work, school, being mother to daughters Alexis, Ariana and Alyse Bella, Jasmine enjoys pushing herself as a long-distance runner. Jasmine recently trained and completed the 2019 Berlin, Chicago and NYC marathon where she ran to promote mental health awareness and raise money for the American Cancer Society.

Cristina Cruz González

Tiene Grado en Pedagogía en la UGR y el Máster de Profesorado de Enseñanza Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idioma, en la especialidad de Orientación Educativa. A lo largo de su trayectoria universitaria ha realizado distintas becas de carácter formativo, tanto de apoyo y servicio técnico de departamentos y administraciones de la propia universidad, como becas de carácter más práctico en el ámbito educativo. Además, cuenta con una beca de iniciación a la investigación otorgada por la propia Universidad de Granada. Actualmente es Contratada FPU (Formación del Profesorado Universitario) en la UGR, por lo que da docencia y a la vez desarrolla su tesis doctoral. Ha participado como comité organizador y científico en varios congresos internacionales.

Charles Gyan

Dr. Charles Gyan holds a master's of philosophy degree in social work from the University of Ghana and a PhD in social work from Wilfrid Laurier University in Waterloo. He works as an assistant professor of social work at the Faculty of Social Work, University of Regina. The primary focus of Charles' research is on social and gender diversity dimension of community development. Other areas of research interests include transnational/international social work practice, refugees and immigrants' sense of belonging and their perceptions and measures of resilience, poverty and social inequality, and the use of quantitative and mixed methods. He uses varied research methodologies to produce knowledge that questions and disrupts oppressive colonial and gender discourses.

Emerging Scholars

Daniel Hernandez
Daniel Hernández works at the Intercultural Center of Universidad Iberoamericana Mexico and is a member of the 'EMIGRA' research group of UAB Spain, where he is also a PhD candidate in education. He holds a BA in modern languages, an international joint MA in multilingualism from Universidad de Deusto/Universitat de Barcelona/Universitat Pompeu Fabra/Freie Universität Berlin, and an MA in intercultural education from UNED Spain/UAb Portugal. He has been involved in language teaching for more than a decade at universities in Mexico, Germany, Spain, and Portugal. He has also worked for indigenous rights and the protection of minority languages. His research focuses on language policy, indigenous/minority languages, and education.

Kate Linklater
Kate Linklater recently completed her doctorate at Western Sydney University in Australia. Her doctoral thesis was focused on diversity and difference in the New South Wales Police Force and resulted in a framework to guide strategies for increasing inclusion in the policing workplace. Kate has been the research officer at the Police Association of New South Wales since 2018. Prior to this appointment, she was a police detective, spending most of her career investigating major crimes including drug supply, high level fraud, and terrorism. Kate also lectures policing and social sciences students at WSU.

Carmen Lucena Rodríguez
Personal docente investigador de la Universidad de Granada, contratada Predoctoral LEY 14/2011 FPU del Departamento de Didáctica y Organización Escolar. Pertenece al Grupo de Investigación "FORCE y a la red de investigación sobre liderazgo y mejora de la educación (RILME). Participa en el proyecto I+D+i sobre "identidad de la dirección escolar". Su línea de trabajo versa sobre "liderazgo y mejora educativa".

Kia Marie Lor
Kia M. Lor is a political refugee, bilingual speaker, and first-generation low-income college student who was born in a refugee camp in Thailand, then raised in St. Paul, Minnesota, United States. Lor is interested in the development of international, multicultural, and diversity in education. As an intercultural educator, Lor improves the campus climate for students and faculty by developing, implementing, and managing high-impact intercultural initiatives aimed at campus internationalization through the lens of language learning. Lor holds an MS in education degree in intercultural communication from the University of Pennsylvania, and a BA in communication from the College of St. Benedict & St. John's University in Minnesota. Lor is currently the assistant director of language and intercultural learning at Wesleyan University in Middletown, Connecticut, United States.

Katherine Moore
Dr. Katherine Moore is a lecturer in the School of Management, QUT Business School, Brisbane, Australia. Her PhD was in the area of management, focusing on the legitimization of disability employment practices in a large retail organisation. She also holds qualifications in human resource management and psychology. Katherine is a passionate advocate for inclusive human resource practices that encourage sustainable employment outcomes for our society's most vulnerable members. Her research focuses generally on the employability of vulnerable groups, with a specific focus on people with disability, youth, and the aging population, as well as the organisational mechanisms that support sustainable employment outcomes for these cohorts. Katherine is also interested in the extent to which the changing landscape of work will impact on the employability of people with cognitive, developmental, and neurological impairments. Prior to an academic career, Katherine worked as an employment consultant in the disability employment field, primarily assisting people with moderate to high support requirements. This practical experience has also motivated her to explore the effectiveness of human resource practices of intermediary employment service providers in the third sector. As a result, she was invited to respond to a Senate Inquiry into the appropriateness and effectiveness of employment service providers in Australia. Katherine's work has been published in quality journals in the human resource management, disability, youth, and social policy fields, and she is on the editorial board for the journal, Equality, Diversity and Inclusion: An International Journal.

Emerging Scholars

Daria Müller Velasquez,
Daria Müller Velasquez is a doctorate student and a researcher working in the field of fashion studies with a particular interest in 'Made in Italy' fashion at the HSE Art and Design School, National Research University Higher School of Economics, Moscow, Russia. Aside from her scientific work, Daria is a skilled project manager (currently team lead of CUMULUS 2020 conference), and she enjoys developing complex ideas into creative and measurable projects. Previous projects have seen Daria collaborate with the Italian Institute of Culture and Bank of Italy, and she has also curated several projects in collaboration with art and design studios in Milan and Rome, Italy. Daria is currently living and working in Berlin, Germany.

Victory Osezua
Victory Osezua is a PhD candidate at the Health Promotion and Behavioral Sciences Department in the School of Public Health and Information Sciences, University of Louisville, Kentucky, USA. She earned a bachelor's of science from Covenant University, Nigeria, and a master's of public health from the University of Louisville. Victory's research explores the social inequities and social structures that affect the well-being of under-served youth using community-based participatory research methods. Victory Osezua is originally from Nigeria and enjoys singing, traveling, and volunteering with community-based organizations.

Hayley Pierce
Hayley Pierce is an assistant professor of sociology at Brigham Young University. She received her PhD in demography from the University of California, Berkeley. Her broad research focus is maternal and child health and well-being. This includes the relationship between health care, policy, community, and the status of women and children and how that influences health and utilization of services. Some recent works include: reproductive health of camp-living Palestinian refugees in Jordan, how adverse childhood experiences alter subsequent life experiences (health, fertility intentions, school attendance, and delinquency), and how parental cohabitation or marital status alter child health outcomes.

Kayte Thomas
Kayte Thomas received her Bachelor of Social Work from Meredith College and her Master of Social Work from North Carolina State University. She is a licensed clinical social worker in North Carolina and a certified clinical trauma professional. Her diverse experience includes birth defects advocacy, developmental disability support, mental health, and refugee resettlement. Kayte is a passionate advocate for social justice and enjoys guiding new social workers through clinical supervision and her adjunct professor role at Baylor. Her research is focused on trauma and resiliency in Syrian refugee mothers and she is interested in global issues of maternal health as well as inter-generational trauma transmission. She hopes to transition to a full time professor role in the near future.

Tracy Wharton
Dr. Wharton is a licensed clinical social worker in the states of Florida and Alabama. She is an assistant professor at the College of Health Professions & Sciences and at the College of Medicine at the University of Central Florida and is the interprofessional training and clinic team leader for the School of Social Work. She is a supervisor at two inter-professional healthcare clinics that serve uninsured individuals and families in the Orlando area, including the Apopka "pop-up" clinic for migrant farm workers that won an award for inter-professional training and community service from the US Public Health Service in 2017. Her research focuses on healthcare access and quality of care for vulnerable and marginalized people.

Emerging Scholars

Ari Wibowo

Ari Wibowo is a master candidate at Leadership and Policy Innovation Program – Graduate School, Universitas Gadjah Mada. He is Indonesian. He works as one of the teaching teams in the faculty of human ecology and is a researcher at the Center for Agrarian Studies – IPB University. He has a focus on studies related to policy innovation, political ecology of natural resources, indigenous peoples, and local communities. He is also a scholar activist for research-based policy advocacy in government and NGOs.

Amal Yousef Omar Alqawasmi

Amal is a comparative private law theme researcher and a PhD candidate in legal pluralism in the School of Law at the University of Milano – Bicocca. She earned her first PhD in Islamic jurisprudence and its foundations from the University of Jordan, where she published two monographic books: The Legal Ruling, Which Concerns Muslim Minorities' Personal Status and Legal & Religious Consequences of Immaterial Harm- a comparative study, both in Arabic. She is also currently collaborating with the University of Milan and with SSML Carlo Bo Institute to teach the Arabic language, beside her writings in Aljazeera Media Network blogs.

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Virtual Presentations (English)

Alternative Sense of Belonging among 'Non-White' Minorities in Australia: Intergroup Relations in a Northern Suburb of Adelaide

Ritsuko Kurita, Associate Professor, Department of English, Kanagawa University, Japan

This paper examines a growing sense of belonging amongst Indigenous people, African and Vietnamese peoples of refugee background in one of Adelaide's northern suburbs, focusing on intergroup relations in everyday practice. In Australia, where the criteria for citizenship has long been premised on 'Britishness' and 'whiteness', 'blackness' or 'non-whiteness' continues to prevent some members of minority groups from acquiring a full sense of belonging as Australian citizens. However, this study demonstrates that a cross-group sense of 'being non-white' shared by these groups has sparked a tentative and vague sense of belonging rooted in shared experiences of colonialism, racism and derogation, as well as pride and strength in challenging adversity. Horizontal citizenship, or 'citizenship from below', has the potential to traverse differences between collective identities under multiculturalism and offer an alternative to existing forms of vertical citizenship state-imposed upon minorities whose national membership is frequently questioned.

Cultural Assumption and Identity: Exploring the 25 Types of Diversity As An Agent Of Change

De'Andrea Matthews, Director of Diversity and Inclusion, School of Medicine, Wayne State University School of Medicine, United States

The dimensions of individual differences are vast. The vehicle created to explore this is the 25 Types of Diversity. This session engages participants in a way that everyone can contribute by recognizing critical aspects of diversity through self-identification while challenging cultural assumptions. The 25 Types of Diversity presents primary and secondary characteristics, with primary being the more obvious physical/visual characteristics, and secondary being the invisible/unseen, yet very important indicators of our identities. These are the characteristics that shape our perspectives, values and beliefs. Included in the session are linguistic diversity, religious diversity, geographic diversity, educational and informational diversity to name a few. Each of the 25 Types of Diversity will be explained and demonstrated through engaging audience participation, concluding with inclusive remedies to improving recognition, access, and ultimately equity.

Differential Risk of Mental Health Outcomes, Sexual Risks, and Relational/Sexual Violence among Youth Based on Gender Identity and Sexual Orientation: Evidence for the Importance of an Intersectional Analytic Approach

Shanna Kattari, Assistant Professor, School of Social Work, University of Michigan, United States

Research has consistently shown that lesbian, gay, bisexual, queer (LGBQ) and transgender/non-binary (trans/NB) adolescents are at increased risk for a number of mental health concerns, sexual risks, and relational violence. However much of the existing literature either conflates sexual orientation and gender identity by combining the two groups into one analytic category or silos sexual orientation and gender identity treating them as separate and unrelated constructs. Using an intersectional analytic approach whereby we create categories of sexual orientation by gender identity (e.g., transgender heterosexual, cisgender LGBQ), we use a representative sample of high school aged youth to examine a number of behavioral health outcomes, sexual experiences, sexual risks, and relational violence to provide a more nuanced pattern of risks so that youth service providers are better prepared to effectively engage LGBQ and trans/NB young people. Across all categories of risk and experiences examined (e.g., depressive symptoms, suicidality, non-suicidal self-injury, age of sexual debut, condom usage, forced sex), we find a wide range of differences in likelihood rates underscoring the importance of using an intersectional approach to understanding the levels of risk facing LGBQ and trans/NB adolescents.

Experiences of Social Inclusion and Exclusion among Refugee Youths from the African Great Lakes Region

Victory Osezua, Doctoral Candidate, University of Louisville School of Public Health, United States

This study explores and describes social inclusion and exclusion among emerging adult refugees from the African Great Lakes region fleeing the war in the Democratic Republic of Congo. A constructivist grounded theory approach was used to conduct and analyze twelve in-depth interviews with refugee youth aged 18–25 years old. Initial, focused, axial, and thematic coding were employed to develop a context-specific framework of meanings and strategies associated with social inclusion and exclusion of refugee youth. This study explained participants' experiences in three categories: before migration in refugee camps, after migration to the United States, and overlapping experiences pre-and post-resettlement. Before resettlement, participants described social exclusion as injustice, lack of refugee policies, and limited resources in refugee camps. Social exclusion after resettlement was described as having limited English language skills and experiencing loneliness and culture shock. Loss of identity, discrimination, and dehumanization led to social exclusion experiences pre-and post-resettlement. Participants employed intrinsic strategies to promote social inclusion such as spirituality, ignoring discrimination experiences, and having the motivation to succeed. At a community level, participants used pre-migration privileges, refugee community resources, and social support to promote social inclusion. Resilience and social interactions were overlapping inclusion strategies through the resettlement journey. This study findings highlights practice and policy recommendations. Schools and community-based programs should employ cultural competency in program planning. The findings also suggest that refugee youth value mentorship from youth refugees who have successfully navigated the resettlement process to establish social inclusion through community building.

Immigration in the Post-Truth Era: The Discourse Of Privilege Surrounding Syrian Refugees In Turkey

Serdar Tuncer, Researcher in Residence, Department of Communication, University of Ottawa, Canada

Turkey has become the country that currently hosts the greatest number of refugees in the world. This overwhelming reality has also affected the discourse around immigrants and those in the country. In addition, it has been inevitably influenced by the current Post-Truth winds. The aim of this paper is to address some of the most common discourse surrounding the most prominent immigrant group in Turkey – Syrian refugees – and to understand the transition from a discourse of 'welcomed guest' into 'privileged people' – [They] live way better than [us] – as a part of 'othering'. To do so, Discourse-Historical Approach (DHA) (Reisgl & Wodak, 2001) of the prominent discourses around refugees in Turkey was implemented through fact-checking platform. We have chosen news and social media contents related to Syrian refugees in Turkey on the fact-checking website teyit.org. Our analysis shows that the most widespread strategies in the negative representations of Syrian refugees are 'Privileged in Terms of Economy' and 'Privileged in Terms of Rights'. These can be defined as discourse processes through which these groups of people are systematically referred to and constructed, as one unwanted privileged group of people that are 'milking' a country's resources. Our analysis also raises the need for further studies of this new type of discourse we have labelled 'privileged discourse' surrounding immigration in regard to the role it plays in the inclusion process.

Language and Identity Making Case of Second-Generation Iranian-Americans

Sheyda Ashrafi, Researcher, San Francisco State University, United States

For many young second-generation Iranian-American, describing their identity is not as easy as it is for their parents. Parents were born and grew up in Iran, they were active members of their societies, and they have family and friends in Iran. Some of them are still thinking about going back to Iran, and because they know the language, they can relate to the Iranian culture more than their children. Many second-generation Iranian Americans were born in Iran, some of them can understand Persian, and many of them know about the Persian culture, too; but how do they recognize themselves as Iranians. The purpose of this study is to use definitions of "identity" and "bilingualism" to explore the role of a language in identity-making, as well as the ways Persian helps Iranian-American children to recognize themselves as Iranian. For this goal, studies related to bilingualism and identity-making for different ethnicities and cultures has been reviewed. Also, five bilingual, Iranian-American second-generation youth were interviewed to share their experience and the struggle they had with identity-making as Iranian children in the United States. According to the literature review and interviews, the dominant language, in this case, English, also has a vital role in shaping the identity because the education system is in English, and their peers also speak English. Four participants of this study believe that learning Persian has helped them to be more connected to their Iranian background, and as a result, identify themselves as Iranian.

Virtual Presentations (English)

Link between Internalized Cultural Oppression and Creativity?

Anh Tran, Artist, Art Educator, Redwood City, United States

The stereotypes that create the internalized biases can result from our culture or personal experiences. These stereotypes come in a variety of forms (Schneider, 2004). Race, gender, age, social class, are other ways we categorize others, these categories have their own specific stereotypes. This may lead to more noticeable forms of racism, sexism and heterosexism (Schneider, 2004). The internalized cultural oppression possibly caused by these stereotypes was theorized to have a negative impact one's sense of individuation, which can simultaneously influence one's creative expression. Looking at participants' symbol-making through art therapy and Jungian's approach, this research investigates the possible internalization of negative stereotypes (or the internalized cultural oppression), and how they may impact one's ability to creatively express oneself. The data resulted in mixed conclusions, suggesting further areas of research. The research represents an important movement in studying one's identity that is shaped by how they cope through environmental stressors, including the study of the personal barriers from discovering one's own creativity.

MyHeritage Genetic Ancestry Test: Building and Representing Identities Between Race, Ethnicity, and Nation

Giorgia Riconda, Postgraduate Student, Sociology and Social Research, University of Milan, Italy

In recent years, DNA tests that generate personalized genetic ancestry stories through the use of biogeographical categories have become increasingly popular. Although this genealogical practice is often described as a form of recreational genetics, it is undoubtedly a "deep play"(Geertz, 1973 in Salvucci, 2018). This is because, in the moment in which "the globalised rhetoric of technoscience meets the intimacy of personal genealogies" (Nash, 2004 in Tyler, 2008), who owns the use and control of genetic technology also dominates the definition of identities (Hauskeller, 2013). Employing discourse analysis and netnography, the purpose of this paper is to use the decolonial perspective to study the identity representations developed by MyHeritage. In particular, I analyze the genetic ancestry company's website and blog, and some marketing resources including advertisements and promotional videos. Results show that the company builds a contradictory identity imagery not free of forms of essentialisation and racialization.

Tabunka Kyousei - Ideologies of Multiculturalism and Integration in Japanese Education

Isabel Saenz Hernandez, PhD Candidate, Department of Geography and Sociology, University of Lleida, Spain

Despite the common idea of Japan as a monoethnic territory, the country has a long history of foreign immigration: 'oldcomers' that arrived from former Japanese colonies and a more recent phase of 'newcomers'. Both have struggled to integrate into Japanese society that has mainly endorsed policies of invisibilization of minorities and assimilation. This paper analyzes the possibilities and limitations of the rising notion of multicultural coexistence (tabunka kyousei), particularly in education. The term intends to highlight the diversity in Japan, not by othering multiculturalism, but by challenging the concept of 'Japaneseness' as homogeneity. We argue that Japanese schools promote equal treatment, disregarding the inequality in resources, needs, and background of students. Contrary to the notion of multicultural coexistence, schools rarely problematize inequality between "Japanese" and "foreigners," often promoting superficial exchanges between the two. In addition, we argue that schools expect immigrant students to internalize Japanese culture and traditions, rather than developing their heritage language, and perpetuate the dichotomy between who is recognized as Japanese and who is not. The literature shows that those with integration profiles, where both the ethnic and host culture are included, present numerous benefits such as higher self-esteem and wellbeing, and maintaining and developing the heritage language can also foster the acquisition of the host language. Assimilation policies, however, may hinder students from developing these strategies. Finally, we highlight the possibilities of recent change of education policies that now place a bigger focus on the integration of immigrant students, specifically emphasizing the importance of cultural affirmation.

Visual Aesthetic of National Identity

Daria Müller Velasquez, National Research University Higher School of Economics, Russia

The current research is devoted to the concepts of 'Made in Italy' and 'Made in Russia' and their roles in the building of national identity. The paper reflects on the ideas of articulation of national identity through the prism of fashion photography in Vogue Italia and Vogue Russia fashion magazines. In order to understand how the phenomenon of 'Made in Italy' and 'Made in Russia' can be characterized today, the study is focused on collecting relevant data and explaining how the 'Italian' and 'Russian' have been translated over the years and exported beyond the spatial confines of the nation. Besides, the paper sheds light on how creativity helped Italian and Russian Vogue magazines to represent the 'nation' and to become one of the most influenced fashion magazines in the world. The methodology employed in the paper includes expert interviews and a visual content analysis. The empirical base of the research begins with the very first issues of Vogue Italia and Vogue Russia, then goes through analyzing the essential issues, released in 1988 and 2008, and finally leads us to the deep understanding of the recently released issues. Specific creative strategies and their adaptation to the Italian and Russian market are being identified both qualitatively and quantitatively with the purpose to highlight the dominant characteristics of the 'Made in Italy' and 'Made in Russia' phenomenon in fashion industry.

Theme 2: Education and Learning Worlds of Differences

Consulting Artifacts: Contributing to Organizational Efforts at Access and Inclusion

Jill Schinberg, Assistant Professor, Department of Arts Administration, University of Kentucky, United States

The International Association of Venue Managers (IAVM) exists "[t]o educate, advocate for, and inspire public assembly venue professionals, worldwide." Nearly one hundred years old, this professional membership association for the events and entertainment industry works continuously to improve its own diversity, equity, and inclusion (DEI) practices. IAVM provides a number of educational programs that address these issues explicitly, including Venue Management School (VMS), a two-year professional development program that serves as a pipeline to association leadership. In response to recent feedback from VMS participants, IAVM hired a scholar-practitioner to consult on its efforts toward making future years of VMS more inclusive. The consultancy involves revisions to program materials and pedagogies, including the application of universal design of learning principles to help ensure the accessibility and inclusivity of instructional materials and learning spaces. By examining this ongoing consultancy, this study reflects on the use of an emerging consultant-ethnographer methodology. It discusses the context and methods for the VMS inclusivity project, illustrates the origins of the consultant-ethnographer approach, and shares the available deliverables to date (e.g. resource guide and checklist for inclusive teaching). Yet uncodified, this methodology has the potential to achieve better results when inclusion is a central focus of a consultancy and beyond.

Crossing Borders: Deepening Collaboration between NGOs Serving the Immigrant Community through Community-Based Learning

Marcy Campos, Director, Center for Community Engagement & Service, American University, United States
Ludy Grandas, American University, United States

Metropolitan areas, such as Washington, DC, are a hub for diverse immigrant communities. From the late 1970s (the Cold War era) to the current time, Central Americans have arrived in the DMV (DC, Maryland, and Virginia) area. University courses with community-based learning (CBL) at their core offer students the opportunity to deepen their understanding of the push and pull factors that drew people from "Northern Triangle" countries (El Salvador, Guatemala, and Honduras) to this area. By engaging directly with the nongovernmental organizations which serve the local Latin community, students expand their global competencies and explore ways to address the myriad of challenges faced. NGOs are key to promoting the integration of migrants, refugees, and asylum speakers. Groups such as United We Dream which supports "dreamers," Trabajadores Unidos, which works with day laborers, and the Congregation Action Network which address sanctuary, detention, and deportation, help students understand the current climate faced by the immigrant community and the role of both direct service and community organizing. Two specific courses provide the basis for this powerful pedagogy: "The Latino Community of the DC Metropolitan Area" and "Spanish Topics: Latina/o Migration, Identity, and Labor." We examine the key elements that make this experience impactful and reciprocal, building strong campus-community collaboration and bridging differences related to class, race, and ethnicity. At the height of the national debate over immigration policy, this pedagogy brings a critical issue to life.

Virtual Presentations (English)

Engaging Diverse Student Groups in Post-Secondary Language and Literature Courses Immigrant Students

Jen Bouchard, Faculty World Languages and Cultures, Normandale Community College, United States

This poster focuses on the creation of multimodal resources to support teaching on topics related to diaspora in post-secondary language and literature classrooms in diverse settings. Special attention is paid to best practices for developing multiliteracies, engaging students in critical analysis and inquiry, and empowering students to create multimodal compositions related to diaspora. The poster includes specific examples of open-source multimodal resource sites created by the presenters, such as: www.africanvoicesofparis.com, www.nccdiaspora.com, and www.vietnameseamericanliterarystudies.com.

Facilitating Successful Transitions: Tips from Students with Disabilities and Their Families

Kimberly Frazier, University of South Carolina, United States

Transition is the process of moving from secondary school to post-secondary community-based living (IDEA, 2004) and poses challenges for all young adults but is particularly demanding for individuals with significant disabilities. Adolescent to adulthood transition services have the potential to increase positive outcomes for people with significant disabilities, thereby better ensuring that they live full, included adult lives. It is vital that speech-language pathologists, along with other school and community-based support professionals, act in concert with families and youths to develop and implement successful transition services. This study focuses on best practices for successful transitions from the perspective of students and their families.

Inclusion of Young Children: Opportunities For Access, Equity, And High Quality Early Childhood Programs

Marisa Macy, Early Childhood Development and Education, School of Teacher Education, University of Central Florida, United States

Learning begins long before a child enters a school. Unfortunately, high quality inclusive education is often lacking. Young children with disabilities are increasingly served in inclusive early childhood environments (Sandall, Hemmeter, Smith, & McLean, 2005). It is imperative that children have access to effective teaching practices that meet their special needs. The effort to include young people with disabilities has undergone a shift over the past four decades from working for individual rights and access to inclusive services and programs, toward creating quality inclusive services and programs. Among the many barriers to quality early childhood programs, two barriers stand out as continuing to need attention in the twenty-first century. The first barrier is the quality of inclusive settings. The Cost, Quality, and Child Outcomes Study Team (1995) reported in their evaluation of U.S. early childhood programs most were rated as having "poor to mediocre" quality. Children with disabilities are often placed into early childhood programs where the primary teacher or provider has limited training in working with diverse groups of children. The second barrier is the manner in which child learning is facilitated. A typical inclusive classroom represents a wide range of young learners. With group designed programs and classrooms, professionals are not always equipped with tools to meet individual educational and developmental needs of children. Quality inclusive early childhood programs are places where teachers know and use effective teaching strategies designed to maximize development and learning (Bricker, 2000). This session will share information about early childhood inclusion.

Interrupting Exclusion through Microaggressions On College Campuses

Brandi Lawless, Associate Professor, University of San Francisco, United States Yea Wen Chen, Associate Professor, School of Communication, San Diego State University, United States

The purpose of this study is to expand participants' understanding of what microaggressions are, how they manifest in academic spaces, what material consequences occur for people who experience microaggressions, and how to improve communication by eliminating microaggresive communication. Specifically, this paper focuses on the ways students and faculty become targets for microaggressions with regard to race, ethnicity, citizenship, age, sex, gender, and disability status. We also offer advice and recommendations from empirical data from 26 female-immigrant faculty members in the U.S.

Immigrant Students: Assets to the Social Studies Curriculum

Rina Bousalis, Assistant Professor of Social Studies Education, Florida Atlantic University, United States

Immigrants come from all over the world to live in the United States for a number of reasons. Of the many who enter the U.S. each year, a greater portion are youth who have little or no ability to speak English and who are placed in K-12 mainstream classrooms. Although the task of teaching social studies to immigrant youth can be daunting for educators, rather than considering newcomers as a hindrance, immigrant students should be viewed as assets to the social studies classroom. Immigrant youth, particularly refugees, who have witnessed conflict and violence in their homeland, possess first-hand knowledge of the geographic, historical, political, and economic causes of events. As social studies is based on perspectives, immigrant students are primary resources from which other students can learn. Since social studies highlights aspects of culture, immigrants can offer insight about their language, religion, and traditions, much of which others generally lack understanding. Immigrant students are pools of knowledge that social studies textbooks cannot replicate. Immigrants should be viewed as enriching resources for the social studies curriculum, as well as individuals who have the potential to inspire others with their knowledge and commended for bringing authenticity to historical and contemporary events and issues. The purpose of this study is to consider ways in which immigrants can benefit the social studies classroom and how students, as well as teachers, can learn from immigrants who come from different backgrounds.

Merging Indigenous With Non-Indigenous Values for Authentic Continuous Improvement

Linda Manning, President, Culture-Scapes Consulting and Training, Canada

Long before LEAN, Sigma6, or other continuous improvement models were published, Indigenous civilizations used evidence-based, results oriented, respectful and inclusive approach for continuous process improvement under uncertainty. Today's organizations continue to struggle with incorporating social capital, shared purpose, and organization-wide engagement—key factors in successful continuous improvement that are also embedded in Indigenous philosophy. This session discusses a model built on Indigenous practices that inform the development of continuous improvement approaches that foster understanding of the impact of process change on stakeholders and long-term sustainability, as well as inform leadership development. Examples are included of how this model can be applied to development, implementation and validating outcomes for improving student engagement, retention and graduation, with a focus on Indigenous students.

No More Glass Ceiling? Women Leadership in Male Territory

Sandra Miranda Lopes, Associate Dean, School of Communication and Media Studies, University of Madrid, Spain

Leadership is a topic that always aroused interest and covers gender issues, to the extent that women have to stood out, albeit slowly, in labour market, namely in top positions, even if their private live, their role as wives and mothers, prevents them from having greater professional ambitions. The purpose of this investigation is to research the profile and skills of female officers as leaders in predominantly male institutions, giving particular emphasis to issues pertaining to gender, leadership, and communication style used to interact with their subordinates. The empirical research is based on a qualitative method, with semi-structured interviews to a representative sample of female army officers. The main findings indicate that a transformational style is adopted by the officers with assertive and aggressive communication styles.

The Building Refugee Initiatives To Develop Goals For Educational Success Program: A Mentorship Model For Improving Refugee Access To Higher Education

Kayte Thomas, Adjunct Professor, Social Work, Baylor University, United States

Conflict and displacement by nature separate individuals from academic settings, and access to education for refugees is therefore a matter of social justice concern. Studies indicate that refugees disproportionately lack access to college education, despite having a desire to attend. Additionally, refugees are not only receptive to peer mentorship programs but are actually requesting them when asked about their educational needs.The BRIDGES program (Building Refugee Initiatives to Develop Goals for Educational Success) is a research-based design intended to support high school juniors and seniors who are either refugees or children of refugees in gaining a deeper understanding of the college entrance process while becoming more acquainted with the expectations of the college setting. This program pairs refugee high school students with college mentors in an innovative cross-cultural model of service learning. It aims to address and reduce the structural barriers in place that hinder access to higher education for refugee learners. The BRIDGES program has already been implemented at the community college level in the United States and is easily replicable at any college or university setting worldwide.

Urban Diversities and U.S. Bilingual Education

Mariana Alvayero Ricklefs, Assistant Professor, Department of Curriculum and Instruction, Northern Illinois University, United States

This is a critical and historical study of bilingual education policy and practice in the U.S. The study objectives were: a) to examine major national and international factors that generated changes in bilingual education policies and practices, and b) to analyze racializing and linguistic ideologies underlying such changes. The study demonstrates that shifts in education policies and practices followed nuanced ideological patterns, swaying in an inclusion-exclusion continuum, throughout decades. The study is relevant today because hegemonic ideologies have gained a renewed strength in the country's present political climate of hate-speech toward minorities and bias against immigrants and asylum seekers. However, this situation is not unique to the U.S context. The study also considers the diversity "backlash" predominant in other countries around the world. The study ends with implications and recommendations framed within a scope of agency and hope.

Using an Appreciative Intercultural Model of Leadership to Co-create and Implement a University-wide Cultural Diversity Strategy

Dr. Teresa De Fazio, Manager, Cultural Diversity Office, Victoria University, Australia

Education is recognised as the transformative agent that has the potential to affirm an individual's sense of social connectedness and identity, and empower both individuals and communities. Modern tertiary education has a particularly powerful role in its complex interactions with its many stakeholders. Social expectations are that universities should lead both the thinking and modeling of scholarly, vocational, and social practices which respond to various dimensions of diversity. The paper is based on a case study of how one Australian university designed and is currently implementing a unique, university-wide cultural diversity strategy that has influenced policy, curriculum, instruction, and other elements of organisational culture and practices. The study explores how the power of the appreciative model of intercultural leadership can lead to significant cultural shifts around diversity and cultural inclusion. The Australian University is significant for its student and staff diversity, including, multicultural, indigenous, international, social class, and gender. It has a strong community focus in Melbourne, which has a high representation of migrant, refugee, and emerging communities. Based on an appreciative model of intercultural leadership, the University's cultural diversity strategy has engaged the community to co-create and embed inclusive and proactive practices in its multitudinous activities. Specifically, the strategy reaches across the four main areas of university work: student scholarship and extra-curricular experiences, staff experiences, research frameworks and practices, and community engagement to frame and drive an innovative educational cultural inclusion agenda.

Virtual Presentations (English)

Accommodation Of Religious Differences In The Workplace And The Risks Of "Veiled" Discriminations: An Analysis Of The Judicial Discourse In The European Landscape

Adelaide Madera, Associate Professor at the University of Messina, Italy

The sector of labor law is increasingly becoming a battleground between demands of religious accommodation of the employees, the legitimacy of the limits to religious freedom, depending on the organizational needs of an enterprise, and the risk of forms of religious discrimination. The definition of the boundaries to the right of "being themselves" in the workplace has to be explored: some Islamic practices (headscarves, prohibition for women of shaking hands) often cause conflicts with employers, a sort of "identity radicalization" on both sides, and risks of marginalization of Islamic women. New tensions emerge between the claims of the employees to manifest their convictions and the opposite "employer's ... right to cultivate the corporate image of its choosing", giving rise to the need to implement good practices aimed at safeguarding competing rights in the workplace. The paper is aimed at providing a survey of the contribution offered by the judicial discourse (supranational courts, domestic courts) in view of a deeper understanding of the potentials, the limits and the conflict areas of the complex relationship between social inclusion/integration of minorities, religious identity, substantial equality, and neutrality policies in a multicultural and democratic landscape which is experiencing increasing socio-political developments. The present paper investigates these new challenges in European countries, where religious pluralism is at stake, and new strategies of management of religious diversity, verifying whether, and to what extent, the "voie citoyenne" (informal negotiations and dialogue between all the stakeholders) could be a better solution than the judicial trajectory.

Challenges in Organizational Diversity

Pamela Gray Daniel, B.A. Theater & Speech Communications, Clark Atlanta University, United States

Our lens for Understanding and Implementing Diversity and Inclusion in America, historically has been negative, punitive if you will. Our country was built on separation in living and workplace so it stands to reasons that any attempt to change that would be met with opposition. It has been only 50 + years since Title VII, the section of the Civil Rights Act that prohibits workplace discrimination. Laws had to be created to force people to treat others not like them as equals. This means from the onset no one understood the benefits of diversity. It was a forced value to avoid punitive results. My goal is to give participants an opportunity to put on a lens that allows us to see diversity in full focus so that we can see its benefits clearly, embrace it, and integrate it fully into life practice. Laws never changed people. When we move past intellectualizing diversity and move towards implementing diversity into our everyday lives. We make changes that will shift society more than any law could. This workshop suggests practical ways to get diversity from your head into your heart. Diversity isn't the right thing to do, it is the thing that makes us all better. We must be intentional. This session is designed to help participants to escape from their intellectual thoughts and approach to diversity through intentional practice facilitated through games and activities. We will explore dimensions of diversity and participants will be to challenged to see the perspective of others.

Data-driven Diversity: Using Your Skills to Make a Difference

LaShana Lewis, Director, St. Louis Equity in Entrepeneurship Collective, United States

Data is all around us. From calculating projections to influencing meaningful decision-making, the impact data has on the way we live and work is increasing rapidly. But, what does this mean for data processes and the business world as a whole, when not everyone has a seat at the table? This study outlines the importance of diversity in business and how you can consider data through the lens of diversity and inclusion, using your skills as a data professional to raise awareness and make lasting change.

Virtual Presentations (English)

Entrepreneurship and the Issues of Survival and Sustainability in a Diverse Environment

Erasmus Kofi Appiah, Doctor, University of The Witwatersand, South Africa

Entrepreneurship is a major element driving private sector of economies. This phenomenon, when managed properly, generates the needed employment and growth within the society. However, the increase of various ethnic, cultural, religious, and racial groups in societies poses a challenge to the survival and sustainability of entrepreneurship. This trend has been compounded by the upsurge of globalization translating into entrenched differentiated markets and diversity. The diverse nature of sub-Sahara Africa presents a significant challenge to entrepreneurs in this regard. This paper demonstrates that effective management and in-depth understanding of diversity within the sub- Sahara Africa by entrepreneurs will assist them to adequately manage their enterprises and serve the differentiated market, ensuring their survival and sustainability. In this regards, three concepts of diversity and inclusion are explored to validate the argument. The paper employs an exhaustive literature review to contribute to the debate. The paper, therefore, posits that entrepreneurship under-girded by effective management of diversity and inclusion within the societal context under discussion is a lever that spurs survival, sustainability, and the capability of entrepreneurs to serve differentiated markets

Managers' Attitudes on Diversity and Effects on Their Leadership Behaviour

Knifka Linda, Research Associate, Osnabrueck University of Applied Sciences, Germany

For many years, large companies in Germany have been engaged in diversity policies with the aim of, for example, increasing employee satisfaction and thus reducing staff turnover. Due to the shortage of skilled workers, small and medium-sized enterprises (SMEs) are also increasingly engaged in diversity management. However, there have been no systematic studies on this so far. Therefore, this contribution deals with the following research questions: (1) What perception of and attitude towards diversity do managers have? (2) What effects do these have on leadership behaviour? The aim is to gain a deeper understanding of the phenomenon of diversity and to uncover contextual conditions for SMEs. As part of the EFRE project DIAMANT, 80 guideline-based interviews with managers in SMEs in Germany are being conducted. Based on a deliberate random sampling, about 20 interviews will be considered and evaluated by qualitative content analysis to answer the questions. Initial results show that managers are important to successfully implement diversity management. Furthermore it seems that there are discrepancies between the first and second hierarchical levels with regard to problem awareness and willingness to implement. This is the first qualitative study that describes the broad spectrum of perceptions and understanding of diversity among managers in SMEs in Germany. With this, companies can (further) develop support structures to maintain the quality of the company's performance. For example, training opportunities should be offered, like sensitisation training, to enable managers to perceive the different individuals in teams. Further recommendations for action are currently being developed.

Using Culture to Change Culture: The Inclusion Capital Framework

Kate Linklater, Western Sydney University, Australia

Organisational culture within police agencies is often described in the literature as resistant to change. With the expectation that police forces are more representative of the community they work in, calls for an increase in diversity have resulted in varying strategies to make this occur. However, even where diversity has been increased, this has not necessarily resulted in the inclusion of all individuals in the workplace. As such, strategies to increase diversity need to be tailored to the culture of policing workplaces. Using a constructivist grounded theory methodology, this research employed semi-structured interviews with New South Wales Police Force officers to ascertain their perceptions and experiences of difference and diversity in the ranks. The data from these interviews was used to analyse overall themes within police culture, rather than focusing on individual diversity category characteristics. The result was a framework that explains how officers accept their colleagues in the workplace, and how each officer can navigate this landscape to increase their own levels of acceptance. It explains why some individuals, regardless of difference or diversity characteristics, are more included in the policing workplace than others. More importantly, it provides a framework for police managers to increase levels of inclusion in the workplace, ensuring that the burden does not continue to be met by the individual. In using this framework, it is possible to encourage a more inclusive police culture that values diversity, without trying to enforce it.

White Superiority And Black Helplessness As Stereotypes In International Corporate Communication?: Theoretical Remarks And Results Of A Picture-Based Content Analysis Of Twenty-Five Corporate Websites On Five Continents

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The purpose of this paper is to analyze if and to what extent ethnicity and race are used as stereotypes in Corporate Communication by leading companies on all continents around. Though there is a lot of research on stereotypes in ethnicity and race on one side and about international Corporate Communication on the other side, these subjects are only rarely put together for a joint, interdisciplinary effort. This paper combines the Stereotype Content Model of Cuddy, Fiske and Glick (2007) together with the approach to international Corporate Communication as proposed some years ago by Sriramesh and Vercic or Sievert. Based on these theoretical foundations, a mainly quantitative content analysis of website imagery of the five revenue strongest companies of one country on each continent (USA, Germany, South Africa, Australia and China) was conducted between May and July 2019. Within the research, the starting page and the first website level were analysed, leading to 564 research units (= images). A key finding, still the overpowering usage 'white superiority' was the stereotype of choice for most companies (50%), followed by stereotypes about the black race being 'poor' and 'unintelligent'. However, also many differences between countries could have been made visible. As a practical implication, many useful hints for Corporation on how to avoid stereotypes in their communication can be given. Combining two fields of academic research (stereotype theory and international Corporate Communication) this paper is also contributing another field of innovation by interdisciplinary cooperation to the academic community.

Workforce Mobilisation to Boost a Culture Of Respect, Safety, And Genuine Inclusion: Engaging The Critical Mass Is Key To Success

Wendy Lundgaard, CEO and Principal Consultant, Win-win Workplace Strategies Pty Ltd, Australia

Building an inclusive workplace to enable diverse talent to thrive is on most organisations' wish lists. Leaders are encouraged to adopt inclusive practices, however until all employees acknowledge and accept that they too play a vital role in an inclusive workplace culture the probability of success will remain elusive. Research on inclusive leader traits abound, however the critical cohort of mobilised employees is often overlooked. Few 'inclusion' initiatives reach the employee level. Yet one's peers often witness discrimination, harassment through everyday sexism, casual racism, and disrespectful jokes. Employees can struggle to know what to do. This workshop will invite input, ideas, and share commentary from workshop participants on our prototype By-stander Action for Inclusion Model ™. We bring together research on workable, personalised interventions whilst at the same time consider identity and safety of critical allies. It is not a one-size-fits all response. Thus our session involves participants in examining this model using the lens of impact on culture / impact on persons through the lens of passive and pro-active interventions. The session showcases ways to mobilise leaders as champions and engage the whole workforce to adopt by-stander actions as an alternative to high cost re/training. Attendees are encouraged to bring along smart phone with internet connection to experience the technology first hand.

Theme 4: Community Diversity and Governance

Analysis of Cultural Diversity Concept in Different Countries Using Fractal Analysis

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While discussions about the importance of cultural diversity are abundant, there is a significant knowledge gap in how to measure it. This comprises research into the development of a set of quantified dimensions of diversity that can be bench-marked, compared over time, evaluated against adjustable variables, and used to provide recommendations. Our research began with a literature review to identify existing models for measuring diversity. This data was used to identify the best model for quantifying three key parameters of the cultural diversity: ethnicity, language, and beliefs. In this paper, we review current measuring methods of cultural diversity and then we will introduce a new index for measuring cultural diversity of groups based on three distinct measures of ethnics, languages, and worldviews (beliefs) of community members. This index has been developed in a digital tool called Diversity Atlas.

Hostility to the World Metropole: National Identity-Based Populism versus Cosmopolitan Global Integration

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Globalization has generated significant trends in self-identity evolution, with a significant minority of national publics at home in and benefitting from the individual career and prosperity benefits of globalization. Another large minority reacts with varying degrees of hostility to the perceived threat to their traditional status as the core cultural community within nation states. This reaction produces the Viktor Orban's Fidesz movement in Hungary, the Law and Justice Party phenomenon in Poland, and the Donald Trump phenomenon in the US, Brexit, as well as populism in Russia and China. This paper considers today's environment, and how the cosmopolitan global community has developed into an identity community that is the new global urban environment. Populism reacts with jealously to a threat to traditional cultural supremacy within the political community, as the core culture setting the romanticized, stereotyped standards of ideal behavior. New transnational authority centers have emerged and are emerging, increasingly challenging the utilitarian relevance of these traditional norms. The reaction to urbanism in the late stages of the Habsburg and Romanov empires, including militant authoritarianisms of the left and right, reacting to the perceived humiliation by the urban metropolitans, has parallels today with militant Islamism and European and American national populisms. Politics increasingly focuses on symbolic satisfaction of populist demands for recognition of their grievances. The economic vested interests in globalization continue to promote additional integration for greater capital accumulation. The result is increasing tension between macroeconomic performance and political legitimation of public policy, relying increasingly on populist exclusionary appeals.

Muslim Identity in Family Law In Europe: A Question Of Legal Pluralism

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With the increasing numbers of immigrants to Europe, a new concern has emerged in regard to their religious identity and its effect on their life, and on the new community to which they have immigrated. In this focus, Islam as the religion of a remarkable number of immigrants, has raised an important legal issue in European communities, which is Muslim family law, and the demands of a new consideration of applying it within the European family law legal system, as a natural consequence of living in modern and plural countries, where every resident has the right to protect their religious and cultural identity. On the other hand, there is deep worry from the European countries themselves towards this kind of protection of religious identity through applying Muslim family law; as this could lead to a parallel community inside, and negatively affect social cohesion. All this has brought tension in some cases and critical discussions in others. According to the awareness of what is needed to be achieved, and what is possible to be realized, this paper analyses and evaluates the following questions: 1-Which space has been given under the protection of human rights to religious identity in family laws? 2-To what extent do family laws in Europe accommodate, or not, Muslim religious identity? 3- What risks do we have in responding, or not, to Muslim religious identity in family laws, in governing pluralistic community?

Virtual Presentations (English)

Various Initiatives of Civil Society Network In Policy Advocacy On Tenurial Conflict Resolution Of Small Islands: A Case Study In Pari Island, Kepulauan Seribu, Dki Jakarta Province, Indonesia

Ari Wibowo, Master Cand. in Leadership & Policy Innovation Programe, Graduate School - Universitas Gadjah Mada

This research intends to look at various initiatives in resolving coastal and island-based agrarian conflicts between the Pari Island Communities and the BPA Company. This paper shows that the inhabitants of Pari Island who have migrated since the early 1900s to the island have proven that they have increased their livelihoods through fisheries, coastal cultivation, and sustainable ecotourism. The mindset of the development agenda that tends to favor large scale investment has ignored the diversity of local development practices, resulting in the discrimination and exclusion of coastal communities. Pari Island is part of Kepulauan Seribu which has a long history of structural conflicts (ownership, control, distribution, and access) based on sea, coastal, and island-based tenure that have occurred since the 1990s and that have not been resolved until now. Various initiatives have been carried out at the levels of policy, regulation, mediation, and the offer of agrarian reform of marine, coastal, and small island issues. The efforts involve many parties, such as community, civil society organizations, private sector, and central-local government. However, the efforts to resolve tenurial conflicts have not been comprehensively resolved yet. In a critical agrarian perspective, there are four mandatory requirements in sustainable tenurial management, namely guarantee of access, protection of rights, protection of production systems, and protection of ecosystems. The urgency of the study is to show the variety of policy advocacy initiatives by social movements and their limits in natural resource political policy in Indonesia.

Virtual Presentations (English)

Civil Society Actors Promoting Reception in Times of Xenophobia: Interactions and Low Visibility Actions at the Local Level

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Literature on multi-level governance (MLG) has mainly focused on vertical dynamics, that is relations between different scales of governance, rather than those horizontal (interaction between public and non-public actors). This timely research provides insights on the role of civil society actors in asylum governance, and paying particular attention to horizontal dynamics. In the context of the ongoing H2020 project MAGYC, the paper delves into 30 interviews with local governmental actors, journalists in local newspapers, representatives of civil society organizations and refugees themselves in Northern Italy. In analysing the role of and the interactions between public and non-public actors, it is argued that when promotion and implementation of reception and integration projects are far from being feasible, civil society actors may opt to establish relationships and dialogue with those opposing migration indicating tolerance in order to avoid conflicts. Pro-migrant actors organise meetings at the municipality or neighbourhood level in order to guarantee, for instance, the well-functioning of a (new) reception center. They adopt a low visibility model of action to avoid conflicts; for instance, they may not make overtly known the opening of a new reception center, or they may prefer to organise events promoting integration in private spaces, rather than in public squares. Interpersonal relations at the local (or neighbourhood) level are of great relevance. It is thus argued that such patterns could contribute to reducing people's prejudices and fear related to immigration and refugees and generating trust.

Conflicting Construction of Diversity in Social Service Organizations: Migration as both Resource and Problem

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Social service organizations (SSO) play a fundamental role within national welfare systems. In a trans-nationalizing and globalizing society SSO and their performances are changing. But how do these organizations deal specifically with migration? Debates on these questions can be found in terms such as "intercultural opening", "diversity management" or "diversity and inclusion." It is striking that the focus of the debates is often on the clients and not the organization itself. Diversity in the field of migration in relation to organizational culture in the field of SSO is still largely unexplored. Using the current case study of my doctorate I show how social transformation processes were addressed in an SSO. The case study was based on grounded theory methodology and combined several methods to obtain empirical data. Social statistics were produced quantitatively based on a survey. Qualitative data were collected in a total of 14 expert interviews at all levels of the organization. The analysis of the interviews showed that the respondents had a contradictory picture of migration. Among colleagues, migration is seen as an additional competence for e.g. "socialized skills" such as language. At the same time, migration of the clients is seen as a problem for the organization. Migration becomes a barrier because e.g. communication problems arise due to language. I consider the background and meanings of the different assessments of migration in social service organizations.

Decision Making on Internal Geographical Allocation of Immigrants and Refugees in Greece

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One of the long-term challenges for the policy makers in the migrants' host countries is the optimal geographical dispersion of the newcomers so as to strengthen their integration outcomes and serve the crucial goal of social inclusion. Almost five years after the outburst of the migration crisis though, there is still an ongoing political debate on the appropriate placement policy of the immigrant and refugee population arriving in Greece. This paper focuses on the evaluation of the internal redistribution policy of immigrants and refugees in Greece as described by the current reception and accommodation scheme implemented in the country. Our main focus is to check whether broader socio-economic phenomena ranging from the access to labor market, housing, education to the concentration of social networks have been taken into consideration by the national authorities while planning and implementing the dispersion policies. Furthermore, we delve into the outcomes of such policies with regard to the concerns arisen by the local authorities and communities. Combining indicative indicators for the aforementioned areas of interest, the longitudinal data will be processed with the well-known multi-criteria analysis method PROMETHEE. The outcomes of our research will be used to unveil the effectiveness of the implemented immigrants' and refugees' allocation policies in Greece, compare it with other European countries' immigrants' and refugees' placement practices, illuminate the reasoning for the current settlement and provide the decision makers with policy suggestions on alternative allocation policies. This paper is prepared in the framework of the H2020 project MAGYC.

Virtual Presentations (English)

Diversity in Adult Education: Metropolitan Area City College Based Programs

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Even since the thirty-third President of the United States Harry Truman stated in his 1947's commission report that public two-year colleges should expand responsibilities to benefit local communities' educational needs, many city colleges - mostly public junior colleges have included adult education as part of their program offerings. Adult education generally cover general education development (GED) programs and English as Second Language (ESL), often serves underrepresented population who live in socially economically vulnerable conditions. City colleges possess many unique advantages that can benefit local education attainment and bring opportunities for economic development. Their convenient locations and low cost associate degree programs along with certificate vocational training programs make city colleges' education not only assessable and affordable but labor market favorable. These characters give city colleges a great potential to develop programs that may bring benefits to adult education programs having students with diverse cultural and socioeconomic background. This study focuses on how a metropolitan area's city college can help adult GED students and ESL students to advance their opportunities in education and employment in a culturally diverse urban environment through the college's health science career pathway programs. The study compares GED and ESL programs' student population with the metropolitan area's demographic characters, reveal differences and similarities in employment status, career intention and learning obstacles between the two types of programs' students. We believe this paper will help us better understand today's diverse population and demonstrate how a city college can support adult education programs to meet diverse student needs.

Objects in Migration: An Ethnographic Study Of The Tibetan Community In India

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The 14th Dalai Lama Tenzin Gyatso's flight from Tibet in 1959, after the Tibetan Uprising at Lhasa had over 80,000 Tibetans enter India seeking refuge. The Tibetan diaspora in India which has since risen to 94,203, presently holds over 35 settlements all around the nation. In these settlements, inhabitants maintaining a very strong sense of identity. The identity continues to be conserved by the community at large by upholding and sustaining the refugee status; the language; cultural practices (food practices, clothing preferences, craft production etc.); domestic, communal and monastic ritual practices; intra-community relationships and most importantly the inherent imagination of the lost homeland of Tibet and the mysticism, beauty and eventual oppression associated with it. The paper, attempts to undertake an analysis of this larger abstract Identity through the investigation of Tibetan materiality which has remodeled itself according to the Indian social and geographical set up. The project aims to cognize this complex and multi layered identity by undertaking an analysis of both the materials which are idiosyncratic to this community as well as their larger role in impacting and forming the identity. The materials, which this project has looked into include objects of religious, communal, or ritualistic nature, domestic products of daily usage and materials of commercial nature. The paper, while focusing on materiality and a contemporary community, has undertaken an archaeological ethnography, which included interviews, participant observation, as well as archival work, done in both Delhi (Majnu ka Tila aka Samyeling Buddhist Colony) and Dharamshala (McLeod Ganj).

Visualizing Vietnam and America: Remembering the Past and Present in Graphic Memoirs

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This paper examines G. B. Tran's Vietnamerica and Thi Bui's The Best We Could Do in a comparative framework. Both graphic memoirs weave together the authors' personal experience growing up in the United States with their familial history and the public history of the Vietnam War and its aftermath. Both books reveal the narrators' feeling of disconnection with their refugee parents and with their Vietnamese heritage while growing up, their reactions to and experiences of visiting Vietnam as adults, and their efforts to piece together fragments of familial history. The authors' narrative and artistic styles differ: Tran's drawings favor a direct approach, vibrant colors, and explosive details while Bui's work leans towards subtle storytelling, demure color tones, and quiet expressions. Collectively, these works help construct a new framework the historical narrative of the Vietnam War and contribute to the existing body of literary and cultural productions representing the complexity and nuances of Vietnamese American experience.

Virtual Presentations (Spanish)

Alternativa emprendedora comunitaria del Refugio de vida silvestre Isla Santa Clara, El Oro (Ecuador)

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El compromiso de la academia es colaborar al desarrollo sostenible y sustentable del país, cumpliendo con las funciones sustantivas. Es la artífice gestora de la armonía entre la el refugio de vida silvestre de la Isla Santa Clara ubicado en el cantón Santa Rosa, Provincia de El Oro, y los recurrentes visitantes que acuden a sus atractivos turísticos a través de la capacitación continua y los modelos de gestión contextualizados a la conservación de los recursos naturales, calidad de vida e intercambio cultural. La visión comunitaria es el posicionamiento internacional como destino indispensable al visitar Ecuador. La misión de la Universidad Metropolitana Sede Machala en el presente proyecto es la concreción de dicho anhelo mediante la intervención académica, generando alternativas emprendedoras comunitarias garantistas del Buen Vivir, atribuyendo significados a procesos de transformación cultural, adaptándose a la sistematización económica global, conservando la esencia de los recursos no renovables y especies en peligro de extinción como bastión garantista de reservas de fauna a nivel global.

Alumnos con desconocimiento del español en España

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España, en las últimas décadas, se ha convertido en una sociedad de acogida de inmigrantes. Esta situación ha transformado la realidad social, y con ella, los centros educativos españoles en espacios multiculturales. Por eso ha surgido la necesidad de desarrollar nuevas políticas, que sean eficaces e interculturales, con el propósito de favorecer la inclusión del nuevo alumnado. El objetivo del presente estudio es realizar un análisis de la medida principal de atención al alumnado inmigrante que se incorpora al sistema educativo español con un déficit lingüístico y/o desfase curricular. La medida tiene nombres distintos dependiendo de la Comunidad Autónoma; en Murcia tienen el nombre de "Aulas de Acogida". Un gran número de investigadores en este campo critican esta medida tachándola de segregacionista. Además, entienden que sacar los alumnos del aula de referencia no es una medida inclusiva para los discentes. Asimismo, hay unanimidad en que la formación específica del profesorado que atiende a estas aulas es escasa. La finalidad de este trabajo es dar a conocer la situación actual de la acogida del discente inmigrante en España, analizando en profundidad las comunidades que tienen más experiencia en la acogida de este colectivo. Finalmente, se terminará exponiendo la situación y necesidades del profesorado de estas aulas específicas.

El Buen Vivir-Sumak Kawsay: El Buen Vivir visto desde la mujer montuvia

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Ecuador, desde el año 2008, ha reconocido ser un "Estado constitucional de derechos y justicia, social, democrático, soberano, independiente, unitario, intercultural, plurinacional y laico". Un Estado que ha marcado un hito nacional e internacional al instaurar en su política doméstica al Buen Vivir-Sumak Kawsay como pilar de su accionar; una nación constituida por mestizos, blancos, afroecuatorianos y montuvios; estos últimos poco conocidos, pero con un largo raigambre cultural que data desde 1524 por la mezcla entre blanco, negro e indígena. Un ser social con una voz que resiste, con un pensamiento mítico y una cosmovisión propia en el contexto del Buen Vivir. Conocer su universo, sus motivaciones, su rol social y su sentir permite darse cuenta de que el montuvio es el grupo poblacional más grande del país después de los mestizos y que la mujer en la sociedad montuvia es la guardiana de la tradición, la creadora de espacios de vida, un referente de amor para sus hijos y protagonista de un proceso de reivindicación de derechos de las mujeres que viven en el campo de la costa del Ecuador. El montuvio y la montuvia se juntan como la pareja indisoluble que forma la ceiba y el viento, cada uno distinto, pero ambos ligados el uno al otro, allí junto hembra y macho son uno solo con los mismos derechos y libertades.

Virtual Presentations (Spanish)

El recreo un espacio para la inclusión: Una experiencia de Aprendizaje-Servicio

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Esta comunicación presenta el proyecto Recreos Cooperativos e Inclusivos llevado a cabo por la Facultad de Ciencias Humanas y de la Educación de Huesca. Se trata de una experiencia de Aprendizaje Servicio (ApS) que se inició como experiencia piloto en el curso 2011-2012 y que se ha extendido a todos los colegios de la ciudad de Huesca. Un total 12 de centros participan actualmente. El objetivo esencial de este proyecto es mejorar la inclusión y procesos de socialización en los centros educativos de infantil y primaria, potenciando los valores de convivencia, respeto, igualdad de sexos, no discriminación por razón de raza, ni condición física o psicológica, etc., a través de la dinamización de los recreos con juegos cooperativos. Los estudiantes de Magisterio, durante sus prácticas escolares, se ocupan de esta dinamización de una manera sistemática y planificada. De este modo, los colegios participantes reciben ayuda para dar respuesta a esta necesidad detectada de dinámicas marginadoras y segregacionistas que se dan en el patio de recreo, consiguiendo con esta intervención que se generen interacciones sociales más positivas de las habituales, así como fomentar la inclusión. Y los alumnos de magisterio desarrollan numerosas competencias transversales y específicas esenciales para su desarrollo profesional.

Estudio socio-iconográfico de la adquisición de capital social en la formación identitaria de un grupo de aficionados al tango argentino en Rumanía

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La profecía de la individualización de destino se ha cumplido. Desprovisto de los lazos tradicionales que antaño le brindaba la red de apoyo y protección, el individuo moderno se ve obligado a llevar una lucha personal para lograr, por vías alternativas, el capital social indispensable al ser humano. La presente ponencia se propone comunicar la tesis doctoral que estamos finalizando en la Universidad de Alicante. Partiendo de conceptos de la Teoría de la Modernidad Líquida y de la Teoría de las Cadenas de Rituales de Interacción, nuestra tesis está inspirada en el proceso de adquisición de capital social de un grupo de aficionadas al tango de una ciudad de Rumanía. La metodología reposa en la observación participante y en la fotosociología, y utiliza como técnica principal el análisis de contenido visual, con la asistencia del programa Atlas.ti. Concretamente, sobre una muestra de 750 fotografías, seleccionadas entre las publicadas en la página de Facebook de la entidad promotora del tango en dicha urbe, hemos aplicado una ficha de codificación original, con el propósito de extraer datos significativos sobre las dimensiones del capital social adquirido a través de esta vía por los integrantes de la comunidad estudiada.

Hacia una vida independiente: Un proyecto de Aprendizaje-Servicio con alumnos de la Facultad de Ciencias Humanas y de la Educación y jóvenes con diversidad funcional

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Para dar respuesta a las demandas de la sociedad actual es necesario llevar a cabo cambios en los procesos de enseñanza-aprendizaje. Uno de los métodos que cumple con este objetivo y que además es apropiado para la capacitación de docentes es el Aprendizaje-Servicio (ApS), definido como práctica que "combina el servicio a la comunidad con el aprendizaje reflexivo de conocimientos, habilidades y valores". Este tipo de experiencias, pues, forman de una manera global al alumno y promueven una participación ciudadana atendiendo a las necesidades de la comunidad. Por ello, durante el curso 2005/2006 nació el proyecto "Hacia una vida independiente" basado en esta metodología y que plantea la convivencia de estudiantes de la Facultad de Ciencias Humanas y de la Educación con personas con diversidad funcional en diferentes pisos de la ciudad de Huesca a lo largo de un curso escolar. Formando parte de esta experiencia, no solo se lleva a cabo un aprendizaje integral por parte de los alumnos, sino que permite a los jóvenes con diversidad funcional desarrollar una mayor autonomía en determinadas actividades de la vida diaria y mejorar sus relaciones interpersonales favoreciendo, de este modo, su inclusión y participación en la sociedad.

La experiencia migratoria de las mujeres árabe-musulmanas: Vulnerabilidad e integración

Alejandra Icardo Ruiz, EAE Business School, España

La experiencia migratoria de las mujeres es diferente, porque su condición de mujer y migrante las hace más vulnerables. En su destino siguen lidiando con situaciones adversas que dificultan la integración y la cohesión social. Para Europa, el mundo árabe-islámico tiene una gran importancia en diferentes campos, sobre todo desde el punto de vista del entendimiento entre culturas y civilizaciones. Es importante ser capaces de abrazar una cultura inclusiva y cohesionada, de superar los retos que nos plantean las migraciones y la globalización. Vivir en un mundo globalizado supone promover sociedades abiertas y tolerantes. El miedo hacia lo desconocido nos hace adoptar una postura más escéptica y susceptible de romperse en cualquier momento bajo una situación de desconfianza que nos haga perder el control. Los diferentes acontecimientos sucedidos nos han llevado a adoptar una postura reticente a abrir nuestras fronteras y a trabajar sobre la base del problema, la educación. En este contexto, nos encontramos con una de las crisis migratorias más importantes de la sociedad reciente, donde manejamos la situación sin importarnos los derechos humanos que pierden estas personas en los procesos migratorios. Las mujeres, además, por la cultura y la religión que profesan, suelen tener posturas más conservadoras, ausentes y sin voz. Darles voz a las mujeres y trabajar conjuntamente, como puede ser mediante la integración y la apertura a la sociedad de residencia actual, es uno de los grandes retos a los que nos enfrentamos desde las comunidades occidentales que reciben los movimientos migratorios.

La influencia del género en posiciones de liderazgo: Directoras que desafían estructuras organizacionales tradicionales en el contexto español

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Este estudio consiste en una investigación de carácter cualitativo que pretende analizar los factores influyentes en la construcción de una identidad de liderazgo en directoras de centros educativos españoles. La metodología empleada consiste en estudios multi-caso, a través de un enfoque (auto) biográfico-narrativo, con el fin de adentrarnos en la dimensión más humana e íntima de las participantes y analizar cuáles fueron los obstáculos percibidos a la hora de acceder y promocionar hacia posiciones jerárquicas de poder. Nuestros resultados indican que todas las directoras consideraron el factor género como un factor limitante a la hora de obtener un puesto de responsabilidad y liderazgo. A la vez, se obtuvieron evidencias de que el liderazgo desempeñado por nuestras directoras participantes tenía rasgos comunes entre sí, acentuando en él los valores de compromiso, cooperación, empatía y escucha activa. Basándonos en estos hallazgos, se propone una mayor investigación dirigida a esta temática, además de un mayor reconocimiento político y social de esta problemática. De esta manera, sería conveniente que desde niveles estatales e internacionales se propusieran medidas que lucharan contra este tipo de discriminación y promovieran la paridad en este tipo de estructuras organizacionales.

Liderar para la justicia social en un contexto vulnerable: Estudio de caso de un director de escuela

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La presente investigación, desarrollada en un contexto vulnerable en el territorio español, tiene como propósito analizar la actuación de un director que ha conseguido buenos resultados escolares y que actúa bajo el paraguas de justicia social. Esta investigación se llevó a cabo a través de un estudio de caso, a través de una metodología cualitativa y desde un paradigma interpretativo con énfasis autobiográfico y narrativo. La recopilación de información se llevó a cabo a través de entrevistas en profundidad y observaciones de campo a los informantes clave: el director del centro y sus compañeros de trabajo. Los resultados indican que el director presenta una solidad y fuerte identidad característica fundamental para el buen desarrollo profesional y las prácticas de liderazgo. Además, se exponen los rasgos fundamentales que lo definen como un líder escolar exitoso. A la vez, se muestran las estrategias utilizadas por el director para empoderar al alumnado dentro de un contexto de dificultad y arrastrar a toda la comunidad educativa a su empeño por una educación que ayude a paliar las desigualdades: (1) Dar protagonismo al alumno con nuevas metodologías basadas en proyectos. (2) Formar comunidades profesionales de aprendizaje. (3) Abrir las puertas del centro a la comunidad. Conforme a estos hallazgos, el estudio pretende servir de ejemplo para otras escuelas desfavorecidas. Además se apuesta por incitar a las administraciones a incluir medidas reales para acabar con las desigualdades sociales, especialmente en contextos vulnerables y se apuesta por ofrecer formación a directores en temas de justicia social.

Organización inclusiva y educación científica: Necesidades formativas del profesorado

Sofía Torrecilla, Universidad Complutense de Madrid, Madrid, España

La Comisión Europea indica que poseer una comprensión básica de las ciencias es una destreza necesaria para cualquier ciudadano europeo. Numerosos informes internacionales abogan por la modernización de la enseñanza de las ciencias en los centros escolares. La educación científica permite a todo el alumnado, incluyendo a quienes presentan discapacidad intelectual, tener un mayor conocimiento del mundo que les rodea y participar de forma más activa en la sociedad. La UNESCO establece como uno de los principales objetivos la transformación y progreso de la educación para garantizar que sea inclusiva y de calidad. El proyecto I.amAble pretende abordarlo, proporcionando al alumnado universitario de ciencias y educación la oportunidad de completar su formación mediante el diseño y desarrollo de talleres inclusivos de ciencias dirigidos a estudiantes de Secundaria y Educación Especial. El impacto educativo y social no solo se da en los estudiantes universitarios y en el alumnado al que va dirigido, sino que este tipo de organización y trabajo en red de manera inclusiva tiene a su vez un impacto en familias y el profesorado implicado. En la presente comunicación reflexionamos acerca de las necesidades formativas del profesorado para trabajar de manera eficaz la ciencia en entornos inclusivos. En la línea de las variables PASS y SCREAM relacionadas con la eficacia docente, nos preguntamos si el proyecto puede ser un modelo para el progreso hacia una organización educativa eficaz que permita al profesorado abordar la diversidad de los estudiantes de manera óptima en la enseñanza-aprendizaje de las ciencias.

Virtual Presentations (Spanish)

Población indígena Wounaan: Las consecuencias de la migración a Bogotá

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Objetivos: Identificar las razones que llevaron al pueblo Wounaan a migrar a la ciudad de Bogotá y describir las problemáticas que los afectan después de establecerse en Bogotá. Metodología: Estudio cualitativo mediante cinco entrevistas a comuneros del Cabildo Wounaan, un grupo focal y tres talleres con la comunidad asociada al cabildo. Las grabaciones fueron transcritas y sistematizadas con categorías analíticas que permitieron dar cuenta de la forma en cómo los sujetos participantes en la investigación entienden las afectaciones relacionadas con su desplazamiento a Bogotá. El pueblo Wounaan, desde el año 2000, tiene un fenómeno migratorio hacia Bogotá, principalmente por la violencia por parte de grupos armados en sus regiones de origen. Esta migración se realiza de manera progresiva a la localidad de Ciudad Bolívar, donde con el paso del tiempo establecen un núcleo de asentamiento. La percepción de la población Wounaan con respecto a las ayudas proporcionadas por el estado es de falta de apoyo institucional debido al desconocimiento y exceso de procesos burocráticos de las instituciones, dificultades para la comprensión de la lengua española y la falta de documentos de identificación. Identifican deterioro en su bienestar por factores como el cambio de clima, la contaminación ambiental, cambios en la alimentación, en la vivienda. A pesar de la adaptación que ha tenido esta comunidad al llegar a Bogotá, se evidencian las afectaciones del desplazamiento forzado, lo que limita su desarrollo como comunidad indígena y su bienestar. Esto evidencia la falta de la garantía de sus derechos como comunidad indígena.

Simbiosis del sistema familia y sistema empresa en la permanencia de organizaciones informales

Carlos Alberto Jiménez Bandala, Universidad Nacional Autónoma de México, México

Desde la Teoría Organizacional, la empresa que requiere crecer debe pasar de una estructura familiar a una corporativa, pues son los elementos afectivos y consanguíneos obstáculos para el desarrollo. Las perspectivas críticas de los Estudios Organizacionales han analizado los intrincados entre los sistemas familia y empresa con mayor apertura y proponen vínculos indisolubles. En este trabajo mostramos que es la simbiosis familia-empresa la que permite la sobrevivencia de organizaciones informales. Lo hacemos a partir de analizar 32 empresas familiares mediante una metodología cualitativa. Los resultados demuestran que los elementos simbólicos y afectivos tuvieron una mayor incidencia en la decisión de permanencia, incluso por encima de resultados financieros.

Una educación que una, no que separe

Karla Del Carpio Ovando, Profesora, University of Northern Colorado, Estados Unidos

Son diversos los retos a enfrentar en la sociedad de hoy, siendo la exclusión, la discriminación y el racismo algunos de ellos. Es posible decir que lo que acontece dentro de la escuela es simplemente reflejo de aquello que sucede en la sociedad. En otras palabras, los desafíos de la sociedad actual se manifiestan en lo que sucede dentro de la institución escolar, por ejemplo, en cómo y qué se enseña, cómo se trata a los alumnos y cómo se definen los roles tanto del docente como del estudiante. Hoy más que nunca se necesita reflexionar con respecto al rol de la escuela, el docente y la educación en general con el fin de contribuir a la mejora de una sociedad más justa, inclusiva y enriquecedora; una sociedad en la cual cada individuo se sienta respetado y valorado. Se necesita una educación inclusiva y armoniosa que abrace la diversidad lingüística y cultural de todos especialmente de las minorías como los pueblos originarios. En esta presentación se enfatiza la necesidad de retomar la cosmovisión de las comunidades indígenas, su lengua y cultura para así alejarse del prejuicio del hombre "civilizado"; alejarse de la ideología divisoria entre el "yo" y el "otro". En esta charla se proporcionan, pues, algunas sugerencias de cómo fomentar y promover una educación inclusiva donde el estudiante y el docente trabajen de forma colaborativa y las diferencias se vean como un recurso en lugar de un problema.

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Diversity in Organizations, Communities & Nations Research Network

Exploring the forms and futures of human difference and diversity

⬢ About the Research Network

Founded in 2000, the Diversity in Organizations, Communities & Nations Research Network is brought together by a shared interest in human differences and diversity, and their varied manifestations in organizations, communities and nations.

Present

The annual International Conference on Diversity in Organizations, Communities & Nations is built upon three key features: Internationalism, Interdisciplinarity, and Inclusiveness. Delegates include leaders in the field, as well as emerging scholars and practitioners, 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.

Publish

The Research Network enables members to publish through two media. First, network members can enter a world of journal publication. The Diversity in Organizations, Communities & Nations Journal Collection provides a framework for member based double-blind peer review, enabling authors to publish into academic journals of the highest standard, but also to participate in the validation of knowledge that is produced by the Research Network. The second publication medium is through the Diversity in Organizations, Communities & Nations Book Imprint, where we publish cutting edge books in print and electronic formats.

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When you join the eDiversity in Organizations, Communities & Nations Research Network, you become part of an international network of scholars, researchers, and practitioners. Membership makes our independent organization possible. As a Diversity in Organizations, Communities & Nations Research Network member you have access to a broad range of benefits, tools, and resources:

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Themes & Tensions

Theme 1: Identity and Belonging
Making sense of individuals, communities and societies

Living Tensions:

- Dimensions of Individual Differences – Ethnicity, Gender, Race, Socio-Economic, Indigenous, Religion, Sexual Orientation, Disability
- Historical Meaning – Cultural History, Oral History, and Cultural Renaissances
- Dynamics of Diversity – Inclusion, Exclusion, Assimilation, Integration, Pluralism
- Exclusionary 'isms'– Racism, Sexism, Heterosexism, Ageism, Ableism, Nationalism, Capitalism
- The '-isms' with Agendas: Feminism, Anti-Racism, Multiculturalism
- Who Counts? – Social Justice, Injustice, and Redress
- Media Representations – Authenticity and Stereotypes

Theme 2: Education and Learning Worlds of Differences
Teaching and learning difference

Living Tensions

- Inclusive Education – Dimensions of Individual Differences in Learning
- Educational Policies and Practices – Curricular and Instructional Frameworks for Diversity
- Ethics in Education – Participation, Inclusion, and Difference
- Educating Teachers – The Role of Institutions, Administrators, and Community Members
- Power of Contexts – Language Diversity and Learning New Languages
- In Situ Learning – Service or Experiential Learning and Intercultural Understanding
- Global Frames – Multicultural, cross-cultural, international and global education

Theme 3: Organizational Diversity
Building, sustaining, and valuing diversity in organizations

Living Tensions

- Planning for Diversity – Inclusive Employment Policies and Practices
- Beyond Legislative and Regulatory Compliance – Disabilities, Workplace Harassment, Discrimination
- Designing Spaces – Access and Accommodation of Diverse Meeds
- Cultural Mediation – Negotiating 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
The processes of governance and democracy in diverse communities

Living Tensions

- Democracy and Diversity – Questions of Representation and Voice
- Defining Necessities and Insuring Access – Housing, Medicine, Food, Water
- Considering Fames of Justice – Human Rights, Civil Rights, and the Law
- Mainstreaming or Integration – Services Based on Unique Cultural Identities
- Politics of Community Leadership – Challenges for Local Government
- Capacity Development – Self, Governance and Local Sovereignty
- Intercultural Relations – Tourism, Travel, Exchanges, Missions

Scope and Concerns

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 a 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 gender – 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 that 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.

Diversity as a Program of Action

'Diversity' is a program of action 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 historical and contemporary responses to 'difference' are 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.

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.

Scope and Concerns

Globalization and Diversity

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

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

Today's agendas of difference, diversity, divergence, and globalization play themselves itself through in 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 Subjectivities

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, either normal or deviant but remediable. What is universal today is a humanity of personalities in the plural (the full range of our differences) and in the multiple (the layered complexity of the differences within us). Every individual is a unique intersection of attributes whose nature and source may 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.

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The **CGScholar** platform is developed by the Common Ground Media Lab, the research and technology arm of Common Ground Research Networks.
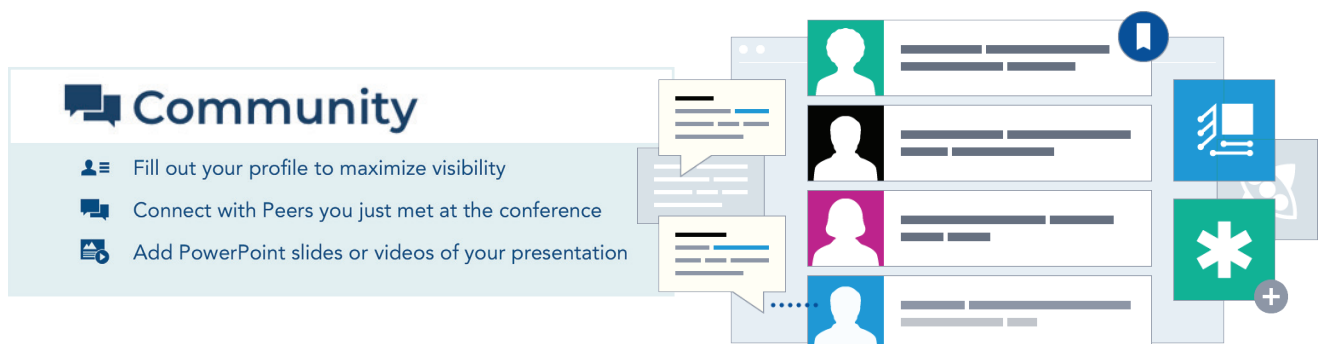
The **CGScholar** platform is today being used by knowledge workers as diverse as: faculty in universities to deliver e-learning experiences; innovative schools wishing to challenge the ways learning and assessment have traditionally worked; and government and non-government organizations connecting local knowledge and experience to wider policy objectives and measurable outcomes. Each of these use cases illustrates the different knowledge communities that **CGScholar** serves, while also opening spaces for new and emerging voices in the world of scholarly communication.

Our Supporters and Partner

As they say, "it takes a village." **CGScholar** is a suite of apps based on the theoretical work of world-renowned scholars from the College of Education and Department of Computer Science at the University of Illinois Urbana-Champaign and the generous support of:

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The Common Ground Media Lab is the research and technology arm of Common Ground Research Networks. Common Ground Research Networks has been researching knowledge ecologies and building scholarly communication technologies since 1984.

Since 2009 we have had the fortune of being based the University of Illinois Research Park while building our latest platform – **CGScholar**. This is a suite of apps based on the theoretical work of world-renowned scholars from the College of Education and Department of Computer Science at the University of Illinois Urbana-Champaign. **CGScholar** has been built with the support of funding from the US Department of Education, Illinois Ventures, and the Bill and Melinda Gates Foundation.

The **CGScholar** platform is today being used by knowledge workers as diverse as: faculty in universities to deliver e-learning experiences; innovative schools wishing to challenge the ways learning and assessment have traditionally worked; and government and non-government organizations connecting local knowledge and experience to wider policy objectives and measurable outcomes. Each of these use cases illustrates the differing of knowledge that **CGScholar** serves, while also opening spaces for new and emerging voices in the world of scholarly communication.

We aim to synthesize these use cases to build a platform that can become a trusted marketplace for knowledge work, one that rigorously democratizes the process of knowledge-making, rewards participants, and offers a secure basis for the sustainable creation and distribution of digital knowledge artifacts.

Our premise has been that media platforms – pre-digital and now also digital – have often not been designed to structure and facilitate a rigorous, democratic, and a sustainable knowledge economy. The Common Ground Media Lab seeks to leverage our own platform – **CGScholar** – to explore alternatives based on extended dialogue, reflexive feedback, and formal knowledge ontologies. We are developing AI-informed measures of knowledge artifacts, knowledge actors, and digital knowledge communities. We aim to build a trusted marketplace for knowledge work, that rewards participants and sustains knowledge production.

With 27,000 published works and 200,000 users, we have come a long way since our first web app in twenty years ago. But we still only see this as the beginning.

As a not-for-profit, we are fundamentally guided by mission: to support the building of better societies and informed citizenries through rigorous and inclusive social knowledge practices, offering in-person and online scholarly communication spaces.

CGNetworks.org/MediaLab

Red de Investigación de Diversidad en Organizaciones, Comunidades y Naciones

Explorar las manifestaciones y el futuro de las diferencias humanas y la diversidad

undado en el año 2000, el Congreso Internacional sobre Diversidad en Organizaciones, Comunidades y Naciones cuenta con una larga historia congregando a académicos, gobierno y estudiantes que desarrollan actividades prácticas; todos ellos con un interés en común por las cuestiones relativas a la diversidad y a la comunidad. El Congreso considera el concepto de "diversidad" como un aspecto positivo en un mundo y una sociedad globalizados. La diversidad refleja, en muchos aspectos, el orden mundial de nuestro presente, pero existen vías para abordar esta realidad sin tener que recurrir a alternativas perniciosas, esto es, el racismo, los conflictos, la discriminación y la inequidad. La diversidad, en cuanto a forma de existencia social, puede proyectarse de manera que amplíe el ámbito de la experiencia humana. Este Congreso pretende explorar el amplio espectro que abarca lo que entendemos por diversidad, así como examinar las diferentes modalidades de diversidad presentes en situaciones de la vida real como consecuencia de convivir en comunidad. Se aparta de afirmaciones simples como "la diversidad es buena" y apoya, en cambio, una noción de diversidad que contemple sus diferentes matices; en cuanto a los efectos y al uso que se da a la diversidad en las diferentes comunidades y en el momento presente: la era de la globalización. Además de tratar sobre la diversidad lingüística, cultural, étnica y "racial", el Congreso también se ocupa de otras manifestaciones de la diversidad (bien establecidas a día de hoy), como son las dinámicas interseccionales de género, la orientación sexual, la (dis) capacidad y el trasfondo tanto local como socioeconómico.

El Congreso Internacional sobre Diversidad en Organizaciones, Comunidades y Naciones se fundamenta en cuatro pilares clave: internacionalismo, interdisciplinariedad, inclusión e interacción. Concurren a la sede desde insignes eruditos hasta académicos emergentes, provenientes desde todos los rincones del planeta y representantes de una heterogeneidad de disciplinas y perspectivas que abarcan un amplio espectro. La gran variedad, en cuanto a tipos de sesión y modalidades de presentación que pone a su alcance, ofrece múltiples oportunidades para estimular el debate sobre las cuestiones fundamentales y consustanciales a este ámbito de estudio, y propicia el establecimiento de relaciones con académicos que proceden de culturas y áreas temáticas de diversa índole.

Publicaciones

Al participar en el congreso, los miembros de la Red de Investigación de Diversidad en Organizaciones, Comunidades y Naciones tienen la posibilidad de publicar en la *Revista Internacional de Diversidad en Organizaciones, Comunidades y Naciones*, en cuyo proceso de edición se concibe la revisión por pares desde una perspectiva constructiva e integradora.

Beneficios de la afiliación

Como miembro de la Red de Investigación, tiene acceso a una amplia diversidad de herramientas y recursos para su propio trabajo:

- Suscripción digital a las revistas en español y en inglés de la Red durante un año.
- Suscripción digital a la librería durante un año.
- Publicación de un artículo al año (previa revisión por pares).
- Participación como revisor en el proceso de revisión por pares.
- Suscripción al boletín digital de la comunidad, con noticias de la Red de Investigación.
- Opción de añadir un vídeo de presentación al canal de YouTube de la Red de Investigación.
- Acceso gratuito a la red social Scholar, incluyendo:
  ◊ Perfil personal y portafolio de publicaciones.
  ◊ Interacción y creación de comunidades académicas.
  ◊ Facebook y Twitter opcional.
  ◊ Uso complementario de la red en sus clases mediante la interacción con la comunidad Scholar, asistencia y asesoría en la revisión por pares y puesta en común de obras publicadas.

Tema 1: Identidad y pertenencia

Los individuos atribuyen significados a sus personas, o los significados les son atribuidos por otros mediante procesos de categorización social. En ocasiones, estos procesos se clasifican como excluyentes, bien por la base afectiva de persona a persona o por exclusión sistémica o estructural. De aquí provienen clasificaciones como el racismo o el sexismo. En otros casos, se prescriben remedios inclusivos para las injusticias de las diferencias, incluyendo ejemplos como igualdad, acceso, multiculturalismo, tolerancia y reconocimiento.

- Dimensiones de las diferencias individuales (etnicidad, género, raza, socioeconómica, indígena, religión, orientación sexual, discapacidad)
- Historia cultural, historia oral y renacimiento cultural
- Dinámicas de la diversidad (inclusión, exclusión, asimilación, integración pluralismo)
- Justicia social, injusticia y remedios
- Representaciones mediáticas de grupos y culturas
- Relaciones interculturales
- Experiencias con "el otro" (turismo, viaje, intercambios, misiones humanitarias)
- "Ismos" excluyentes: racismo, sexismo, heterosexismo, edadismo, capacitismo, nacionalismo, capitalismo
- Los ismos con agendas: feminismo, antirracismo, multiculturalismo, socialismo

Tema 2: Educación y aprendizaje en un mundo de diferencias

Los distintos trasfondos y atributos de los estudiantes tienen un enorme impacto en su compromiso con el aprendizaje y sus resultados educativos y sociales. Las diferencias atraviesan las dimensiones materiales (clase social, localización geográfica y familia), corpóreas (edad, raza, sexo y sexualidad, y capacidades mentales y físicas) y simbólicas (cultura o etnicidad, idioma, género, afinidad y persona). En esta área temática exploramos las estrategias para negociar estas diferencias, desde las microdinámicas de la pedagogía a las agendas del currículum, los matices de la evaluación, las estructuras organizativas de la institución educativa y sus relaciones con las comunidades a las que sirve.

-
- Dimensiones de las diferencias individuales en el aprendizaje
- Educación inclusiva
- Políticas educativas y prácticas referentes a la diversidad
- Marcos institucionales y curriculares para la diversidad
- Docentes, administradores, miembros de la comunidad en diversidad
- El papel de la ética en la educación
- Diversidad de idioma y aprendizaje de nuevos idiomas
- Aprendizaje experiencial y comprensión intercultural
- Educación multicultural, intercultural, internacional y global

Tema 3: Diversidad Organizacional

La "gestión de la diversidad" ha surgido como una agenda diferenciada en los negocios y economía de la diversidad. Este enfoque se centra en la diversidad organizacional en las organizaciones públicas, privadas y comunales, incluyendo la cultura del lugar de trabajo, reclutamiento y promoción, desarrollo de recursos humanos, equipos de trabajo y relaciones con clientelas diversas. Incluye la exploración del impacto del gobierno y las políticas regulatorias del lugar de trabajo. Explora la diversidad local y global, así como el amplio rango de tipos de diversidad existentes en lugares de trabajo, desde el género a la orientación sexual, la cultura y el idioma, la incapacidad.

- Gestión: Políticas de empleo y prácticas
- Más allá de la conformidad legislativa y regulatoria: incapacidades, lugar de trabajo, acoso, discriminación
- Diseño relativo al acceso y acomodación de las diferentes necesidades
- Mediación: Presupuestos culturales y resultados prácticos
- Mercados y diversidad: Nichos de mercado, personalización y valores de servicios
- Nivelando el campo de juego: economía global, comercio justo, subcontratación e igualdad de oportunidades

Tema 4: Diversidad en la comunidad y gobierno

Este tema examina los procesos de gobierno y democracia en las diversas comunidades. Explora las consecuencias del movimiento global humano (Ej: Inmigrantes, refugiados) en las comunidades locales y el desarrollo en la respuesta de las políticas y prácticas multiculturales. También investiga el autogobierno de la comunidad y el desarrollo capacitario de la comunidad.

- Democracia y diversidad: cuestiones de representación y voz
- Definir las necesidades humanas y asegurar el acceso: hogar, medicinas, alimentos, agua
- Derechos humanos, derechos civiles
- Corrientes o integración versus servicios basados en identidades culturales únicas
- Políticas de liderazgo comunal: desafíos para el gobierno local
- La globalización de los derechos humanos y la soberanía local

Enfoque e Intereses

Diferencia e identidad

Al comienzo de la modernidad, las organizaciones, comunidades y naciones intentaron ignorar las diferencias. Cuando no podían ser ignoradas, eran llevadas al otro lado de una frontera geográfica o institucional o puestas bajo la división normativa de "desviación". La diferencia se acentuaba por la categorización y la separación. En momentos ligeramente más abiertos, se imponían normas restrictivas de entrada condicional, como la asimilación o la integración. En ambos casos, sin embargo, la semejanza individual se establecía como la norma para el bienestar de la comunidad.

Este es un típico catálogo de dimensiones de la diferencia: condiciones materiales (clase social, lugar, familia); atributos corpóreos (edad, raza, sexo, orientación sexual y habilidades físicas y mentales) y diferencias simbólicas (afinidad y persona, cultura, idioma, idioma y género, incluyendo en este concepto una amalgama de género e identidad sexual). Estas fueron las categorías que delimitaron las líneas de separación e inclusión en el pasado

Hoy en día, cada vez más estas categorías han sido el centro de agendas de reconocimiento de la diferencia o de programas que remedian las injusticias históricas persistentes. Se presentan en la modernidad tardía como realidades demográficas insistentes. Estas diferencias se han convertido en realidades vivas y normativas, reforzadas por una concepción expansiva de los derechos humanos.

Sin embargo, tan pronto como empezamos a negociar con buena fe las diferencias, nos podemos ver confundidos por estas mismas categorías. Descubrimos que los grupos demográficos empleados en primer lugar para reconocer las diferencias son demasiado simples para nuestras necesidades. Hallamos que estamos tratando con un rango inagotable de posibilidades interseccionales, por ejemplo, cuando se encuentran el género, la raza y la clase. Afrontamos las especificidades del mundo real alineando artificialmente a las personas que formalmente parecen encuadrarse dentro de la norma categórica ostensible.

De hecho, si tomas alguna de estas categorías, descubrirás que la variación dentro del mismo grupo es mayor que la variación media entre grupos. No hay normas simples. Antes bien, te encontrarás en presencia de diferencias que sólo pueden atisbarse desde un nivel que desafía la categorización misma: diferentes narrativas vitales (experiencias, lugares de pertenencia, redes), diferentes personas (apegos, orientaciones, intereses, posturas, valores, perspectivas, disposiciones, sensibilidades), y diferentes estilos (estético, epistemológico, erudito, discursivo, interpersonal).

La demografía puede hablar de grandes fuerzas históricas, grupos o movimientos, pero no habla lo suficiente como para proporcionar una heurística suficientemente sutil o para guiar nuestras interacciones cotidianas. Las categorías demográficas también aparecen en listas que, en tiempos tan sensibles a las diferencias, con demasiada frecuencia suenan como una letanía simplista. ¿Qué hacemos para elevarnos sobre la simpleza y las acusaciones —a veces justificadas— de trivial "corrección política"? Por el bien de la historia, necesitamos tratar con la demografía, mucho más en el día de hoy.

La diversidad como programa de acción

La diferencia es el resultado de las identidades y realidades humanas que se dan en el mundo social. La diversidad es un programa de acción. Es el corpus de las agendas normativas, donde la diferencia se convierte en la base de proyectos sociales dirigidos a la inclusión. Aquí es donde la diferencia, la realidad insistentes, transforma a la diversidad en un agente de cambio. Muchas respuestas históricas y contemporáneas a la diferencia difícilmente son dignas de dicho nombre — racismo, discriminación y desigualdad sistémica—. Como agenda normativa y programa social, la diversidad se posiciona en contradicción a los sistemas de exclusión, separación o asimilación.

Agencia y divergencia

Y otra distinción. La diferencia es un objeto social. La diversidad es el modo de reconocimiento de dicho objeto. La divergencia describe una dinámica peculilar de ciertos contextos sociales, como las sociedades de los pueblos originarios y la fase de despliegue de la modernidad. Estos son lugares donde hay una tendencia endógena, sistemática, activa y continua de los agentes sociales individuales y de los grupos por diferenciarse. Está en contraste directo con las primitivas sociedades modernas donde la norma era la homogeneidad, o en el mejor de los casos, el reconocimiento testimonial de la diferencia. Hoy vivimos en un tiempo que permite mayor rango de agencia y nos permite hacernos más diferentes. Y porque podemos, lo hacemos. Valgan de ejemplo el arco iris o las identificaciones de género y expresiones de la sexualidad en la nueva plasticidad corporal; o las sombras de la identidad étnica en yuxtaposición con la identidad que desafía nuestras concepciones heredadas de vecindad; o el lugar que muestra sus peculiaridades a los turistas; o la panoplia de identidades apoyadas por los nuevos —y participativos— medios; o el inmenso rango de productos que se anticipan a cualquier número de identidades del consumidor y las reconfiguraciones de los productos efectuadas por los consumidores mismos.

Globalización y diversidad

La agenda normativa de la diversidad ha adquirido gran pujanza cuando entramos en un periodo que podemos llamar "globalización total". Este es el momento en que lo global se convierte en un dominio primario de la acción y representación del comercio, gobierno y personalidad. Ha habido otros momentos de la globalización, ciertamente. Primero hubo un momento en el que las sociedades cazadoras y recolectoras vivieron en la mayor parte de las tierras habitables del mundo. Después vino la agricultura, escritura y formación de sociedades en los cuatro continentes, de modo tan desigual que los gobernantes podían permitirse ordenar la construcción de edificios lo suficientemente grandes como para dejar las ruinas de la civilización, Después vino el imperialismo moderno, el industrialismo y el nacionalismo. Ahora ¿estamos en una nueva fase?

Si hay una nueva fase, es una donde no hay lugar que no pueda ser alcanzado por el transporte moderno, en la conversación mediante las comunicaciones modernas, en la representación a través de los medios modernos o por productos y servicios en los mercados modernos. Y puesto que pueden alcanzar, casi invariablemente son alcanzados. El hecho incipiente de la globalización total trae consigo una agenda normativa de la diversidad: la agenda del globalismo.

Las agendas contemporáneas de diferencia, diversidad, divergencia y globalización se generan a sí mismas en el centro del emergente orden mundial —el núcleo del comercio, el gobierno y la personalidad—. Aquí las paradojas surcan el mundo de las diferencias: la paradoja de la convergencia que estimula la divergencia y la paradoja de la universalización que estimula la diferencia.

Economía de la diversidad

En el dominio de la producción, distribución e intercambio, las diversas fuerzas de trabajo actúan en organizaciones que desafían las fronteras nacionales y luchan para llevar el capital y las comodidades a los confines de la tierra. Lejos de la lógica fundacional del capitalismo (producción en masa, mercados masivos, el mínimo común denominador lógico de la mano de obra no especializada y la estandarización de los consumidores), el nuevo comercio habla de personalización en masa, complementariedades entre las personas de diferentes tipos, la búsqueda de nichos de mercado y la cercanía a los clientes en toda su variabilidad.

Podríamos ir tan lejos como para afirmar que una nueva lógica de sistemas podría emerger aquí. Un tipo de "diversidad productiva". Para hacer tal afirmación habría que ir más allá —o incluso prescindir— de los regímenes de acción afirmativa y conformidad regulatoria demográficamente definida. También habría que establecer una agenda equitativa para la vida productiva en la cual los acercamientos minimalistas a la diversidad y los acercamientos crecientes a la desigualdad sean, por lo general, una mejora respecto de la discriminación irreflexiva.

Diversidad de gobierno

En el reino de la vida cívica, las comunidades locales y nacionales negocian diariamente las diferencias que surgen de la inmigración, los movimientos de refugiados, asentamiento y reclamaciones aborígenes a la propiedad y soberanía. Al mismo tiempo, cada vez más las comunidades reconocen y negocian una plétora de diferencias intersectantes y, en ocasiones, contrarias.

Enfoque e Intereses

Ir más allá del multiculturalismo al nivel nacional y local, puede ser posible creando un tipo de pluralismo cívico, un nuevo modo de vivir en comunidad basado en múltiples capas de soberanía y múltiple ciudadanía. Esto no sólo trasciende el antiguo civismo —la nación estado de individuos idénticos más o menos intercambiables y su retórica legitimadora del nacionalismo—, sino que también promete ir más allá de formas triviales y marginales de nacionalismo para renovar la naturaleza y forma de los derechos humanos.

Diversas personalidades

La diferencia se asienta en nuestra consciencia, nuestras epistemologías, nuestras subjetividades y nuestros medios de producción de significado. Ya no podemos asumir que exista una personalidad universal, normal o desviada, pero remediable. Hoy en día, lo que es universal es una humanidad de personalidades en plural (todo el rango de nuestras diferencias) y la multiplicidad (las capas de complejidad de las diferencias dentro de nosotros). Todo individuo es una única intersección de atributos cuya naturaleza y fuente pueden identificarse con grupos y socialización. Este tipo de género, este tipo de raza, este grupo socio económico es la suma de nuestras personalidades en lo plural y lo múltiple. Juntas, se manifiestan con la complejidad de nuestras disposiciones, nuestras sensibilidades, nuestras identidades.

Comité Científico

La Red de Investigación de Diversidad en Organizaciones, Comunidades y Naciones agradece la entusiasta colaboración y constante respaldo que le brindan los siguientes académicos y profesionales de categoría mundial

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⬭ Scholar

La plataforma CGScholar está desarrollada por Common Ground Media Lab, que es el equipo investigador y tecnológico de Common Ground Research Networks.

La plataforma CGScholar se usa hoy en día por los trabajadores del conocimiento de distinta índole, como las facultades en las universidades para compartir la experiencia de aprendizaje digital; escuelas innovadoras que quieren poner a prueba las formas tradicionales de aprendizaje y evaluación, así como las organizaciones sin ánimo de lucro e instituciones del estado que aplican los conocimientos locales y la experiencia para alcanzar los objetivos estratégicos más amplios y resultados concretos y cuantificables. Cada uno de estos casos prácticos menciona a diferentes comunidades de conocimiento para las que sirve CGScholar y además abre entornos para las nuevas voces emergentes en el mundo de la comunicación académica y científica.

Nuestros patrocinadores y colaboradores

Como se suele decir, "es labor de todos". CGScholar es un conjunto de aplicaciones que se fundamentan en las indagaciones teóricas de los científicos de renombre a nivel mundial de la Escuela de Educación y Departamento de Ciencias de Computación de la Universidad de Illinois en Urbana-Champaign y el constante apoyo de:

National Science Foundation — BILL & MELINDA GATES *foundation* — ILLINOIS — ies INSTITUTE OF EDUCATION SCIENCES — ILLINOIS VENTURES

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Common Ground Media Lab es el equipo investigador y tecnológico de Common Ground Research Networks. Common Ground Research Networks ha ido investigando la ecología del conocimiento y la tecnología para crear una comunicación académica a partir del año 1984.

Desde 2009 hemos tenido la suerte de tener basarnos en la Universidad de Illinois Research Park, cuando estábamos elaborando nuestra última plataforma CGScholar. Se trata de un conjunto de aplicaciones que se fundamentan en las indagaciones teóricas de los científicos de renombre a nivel mundial de la Escuela de Educación y Departamento de Ciencias de Computación de la Universidad de Illinois en Urbana-Champaign. CGScholar ha sido creada con el apoyo del Departamento de Educación de EE.UU., empresas de Illinois y la fundación de Bill y Melinda Gates.

La plataforma CGScholar se usa hoy en día por los trabajadores del conocimiento de distinta índole, como las facultades en las universidades para compartir la experiencia de aprendizaje digital; escuelas innovadoras que quieren poner a prueba las formas tradicionales de aprendizaje y evaluación, así como las organizaciones sin ánimo de lucro e instituciones del estado que aplican los conocimientos locales y la experiencia para alcanzar los objetivos estratégicos más amplios y resultados concretos y cuantificables. Cada uno de estos casos prácticos menciona a diferentes comunidades de conocimiento para las que sirve CGScholar y además abre entornos para las nuevas voces emergentes en el mundo de la comunicación académica y científica.

Nuestro objetivo radica en la síntesis de estos casos prácticos para crear una plataforma que puede llegar a ser un mercado fiable para el trabajo intelectual, que sea capaz de democratizar el proceso de creación del conocimiento, de beneficiar a los participantes y ofrecer una base segura para la creación y distribución sostenible de los artefactos digitales del conocimiento.

Partimos de la premisa que las plataformas de los medios – pre-digitales y ahora también digitales – normalmente no han sido diseñadas para estructurar y proporcionar la economía del conocimiento estricta, democrática y sostenible. El Common Ground Media Lab busca potenciar nuestra propia plataforma CGScholar para explorar las alternativas que se basan en un diálogo exhaustivo, el feedback reflexivo y ontologías del conocimiento formales. Estamos desarrollando las medidas basadas en los datos de inteligencia artificial de los artefactos del conocimiento, los protagonistas del conocimiento y las comunidades del conocimiento digital. Nuestro objetivo es crear un Mercado fiable para el trabajo intelectual que beneficia a cada uno de los participantes y mantiene la producción del conocimiento.

Contando con más de 27 000 trabajos publicados y 200 000 usuarios, hemos recorrido un largo camino desde nuestra primera aplicación web hace veinte años. Pero incluso ahora lo vemos como si fuera solo un inicio.

Como una organización sin ánimo de lucro, nuestra misión consiste en lo siguiente: apoyar la creación de una sociedad mejor con ciudadanía mejor informada a través de las prácticas del conocimiento riguroso y socialmente inclusivo, ofreciendo los entornos para la comunicación científica y académica presencial y online.

CGNetworks.org/MediaLab

Diversity in Organizations, Communities & Nations Journal Collection

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

Collection of Journals

Diversity in Organizations, Communities & Nations Journal Collection
Exploring the forms and futures of human difference and diversity.

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

Founded:
2000

Publication Frequency:
Quarterly (March, June, September, December)

H-Index: 3

SJR Score: 0.102
2018 SCImago Journal Rank

Acceptance Rate:
29% (2019)

Website:
ondiversity.com

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, LGBTQ 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

Eugenia Arvanitis, Assistant Professor of Interculturality & Diversity in Education, University of Patras, Greece

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 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.

Collection Titles

The International Journal of Diversity in Organizations, Communities & Nations: Annual Review

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

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

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

Indexing: Educational Psychology & Administration Directory (Cabell's), Education Source (EBSCO), Genamics Journal Seek, Management Directory (Cabell's), Scopus, Ulrich's Periodicals Directory

About: *The International Journal of Diversity in Education* compares strategies for negotiating cultural differences in the classroom, from the microdynamics of pedagogy, to the agendas of curriculum and assessment.

The International Journal of Organizational Diversity

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.

Submission and Publication Process

The Publication Process

Step 1: Review the Requirements
All article submissions must meet the requirements listed: https://cgscholar.com/cg_support/en/docs/38. Before submitting your article, please thoroughly review these requirements and revise your article to follow these rules. Initial submissions that do not meet these requirements will be returned to the author(s) for revision.

Step 2: Upload the Submission
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Step 3: Initial Submission Accepted for Peer Review
Submitted articles are then verified against the article requirements. If your article satisfies these requirements, your identity and contact details are then removed, and the article is matched to two appropriate reviewers and sent for review. Please note, during this time authors are eligible to be selected as reviewers. Full details regarding the rules, expectations, and policies on peer review can be found on our Publication Ethics page: http://cgnetworks.org/journals/publication-ethics.

Step 4: Peer Review Decision
When both reviewer reports are returned, and after the reviewers' identities have been removed, you will be notified by email and provided with the reports. Articles that have been rejected once in the peer review process are allowed a second opportunity to be reviewed by two new reviewers. To be reviewed by two new reviewers, you will need to make revisions based on the comments and feedback of the first round of review, and these changes must be detailed using a change note: https://cgscholar.com/cg_support/en/docs/41-change-note. If an article is not accepted by peer review after this second opportunity, it will be withdrawn from consideration.

Step 5: Membership Confirmation
If your article has been accepted or accepted with revisions, it will enter the membership confirmation stage. We require at least one author associated with the article to have a unique Network Membership or conference registration: https://cgscholar.com/cg_support/en/docs/33-how-to-register. Please note that a paid conference registration includes a complimentary Research Network membership. The benefits of network membership are listed here: https://cgscholar.com/cg_support/en/docs/65-membership-benefits.

Step 6: Publication Agreement
Next, you will be asked to accept the Publishing Agreement. If you are interested in Hybrid Open Access, this step is the best time to register for Open Access publication: https://cgnetworks.org/journals/hybrid-open-access.

Step 7: Prepare the Final Submission
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Step 8: Final Checks
Once we have received the final submission of your article, our publishing department will review your final article submission.

Submission and Publication Process

Step 9: Copy Editing and Proof Inspection

If the final submission meets the final submission requirements, the article will enter copy editing. During copy editing, our editorial staff will note minor problems with citations, references, grammar, spelling, or formatting. The author(s) will be responsible for correcting these noted problems. Careful adherence to the article template and the citation style guide will greatly minimize the need for corrections. After all copy editing notes have been resolved, we will create a typeset proof for the author(s) to inspect.

Step 10: Article Publication

Individual articles are published "Online First" to our CGScholar bookstore: https://cgscholar.com/bookstore. After online-first publication, complete journal issues follow annually, biannually, or quarterly, depending on the journal. Online-first published articles include a full citation and a registered DOI permalink. Be sure to keep your CGScholar profile up-to-date (https://cgscholar.com/identity) and add your ORCID iD (https://orcid.org/register) to maximize article visibility.

Submission Timeline

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

- Submission Round One – 15 January
- Submission Round Two – 15 April
- Submission Round Three – 15 July
- Submission Round Four – 15 October

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International Award for Excellence

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 18

Mogamat Noor Davids, University of South Africa, Pretoria, South Africa

For the Article

"Re-imagining Cosmopolitanism in Post-Apartheid South Africa: Reviving Historical 'Cosmubuntuism' in Forced Removal Spaces for a Democratic Future," *The International Journal of Community Diversity*, Volume 18, Issue 1

Abstract

While the colonial-apartheid governance was obsessed with "segregation" as a policy imperative, culturally diverse communities were established in many South African urban spaces. When the National Party came to power in 1948, these culturally mixed spaces became prime targets for destruction as they represented the antithesis of apartheid segregation: integration. With the promulgation of the Group Areas Act (1950), places like District Six, South End, Fietas (Pageview), and many others, were bulldozed to the ground and their inhabitants were forcibly removed to resettle in separate, racially exclusive townships. Given the post-1994 democratic transformation and its subsequent struggle to undo the legacy of colonial-apartheid, those cultural mixed spaces represent the best examples of what contemporary South Africa needs to aspire to become a democratic society. Considering the contestation around the concept "cosmopolitan" to describe culturally integrated living spaces, this paper defines those historical communities as "cosmubuntu" communities, emerging from pre-colonial Ubuntu communities. An argument is constructed that "cosmubuntu" communities go beyond Eurocentric cosmopolitanism, but also grew out of the Khoi-san expression "!ke e: /xarra //ke"—"diverse people unite"—which informs the African humanist philosophy of Ubuntu: "I am human through other humans" Using the historical case study methodology, this article conceptualises "cosmubuntuism" and illustrates its manifestations in three communities destroyed by forced removals: Fietas (Pageview), District Six, and South End. Forced removals literature is employed to answer the research question: what are the manifestations of "cosmubuntuism" in pre-apartheid South Africa and how can this concept encapsulate "unity in diversity" in a post-apartheid South Africa? Recommendations are made to integrate the history of "cosmubuntuism" and forced removals in a post-apartheid curriculum.

Revista Internacional de Diversidad en Organizaciones, Comunidades y Naciones

Explorar las manifestaciones y el futuro de las diferencias humanas y la diversidad

Revista Internacional

La *Revista Internacional de Diversidad en Organizaciones, Comunidades y Naciones* tiene como objetivo crear un marco intelectual de referencia y apoyar el debate interdisciplinar acerca del impacto que ejercen las diferencias culturales y la diversidad en las sociedades de la actualidad.

La revista es relevante para los académicos e investigadores provenientes de un amplio espectro de disciplinas dentro de la ciencias sociales, para los profesores universitarios y los educadores, así como para cualquier persona con interés e inquietud por las ciencias sociales.

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Los artículos que se publican en la *Revista Internacional de Diversidad en Organizaciones, Comunidades y Naciones* han superado la revisión por pares de académicos que forman parte activa de la Red de Investigación de Diversidad en las Organizaciones, Comunidades y Naciones. Puede tratarse de participantes que asistieron a congresos en la actualidad o en el pasado, colegas que redactaron para la publicación o académicos que, voluntariamente, han volcado su destreza y conocimientos en la revisión de los artículos; todo ello tras superar los criterios de selección del equipo editorial de Common Ground. Tanto el compromiso mantenido con la red de investigación, como el sistema de evaluación de Common Ground, de naturaleza cooperativa y basado en criterios estrictamente definidos, son los caracteres distintivos y diferenciadores de la *Revista Internacional de Diversidad en las Organizaciones, Comunidades y Naciones*, con respecto de aquellas que aplican un método de evaluación de naturaleza vertical y centrado en el editor.

Los artículos de la *Revista Internacional de Diversidad en Organizaciones, Comunidades y Naciones* se asignan a los revisores tomando en cuenta sus intereses, conocimientos y experiencia académica. Como reconocimiento de su trabajo, pueden solicitar el certificado oficial.

Diversity in Organizations, Communities & Nations Book Imprint

Aiming to set new standards in participatory knowledge creation and scholarly publication

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At the conference you are able to hold a meet and greet with delegates to promote your book.
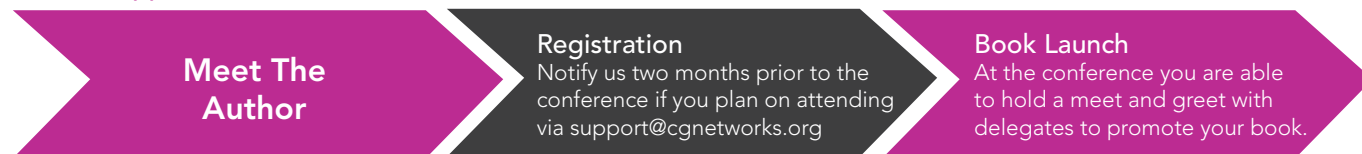
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Newly published authors are encouraged to send in a five minute video about themselves that will allow them to interact with their readers. Once approved, the video will be uploaded to scholar, and shared through Common Ground Research Networks social media.

- What made you write about this subject?
- What is your favorite chapter of the book?
- What is your writing process like?
- What is the message that you would take away from your book?

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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

Beyond the Difference: The Importance of Inclusive Leadership

Grethe van Geffen
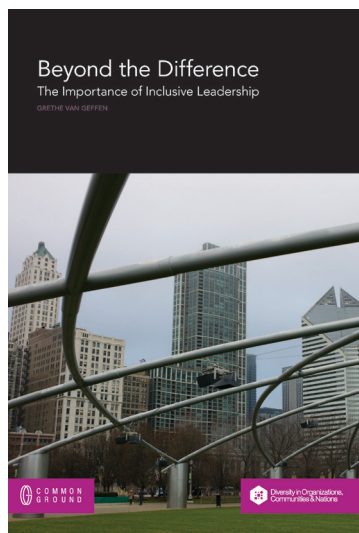
Day after day, organisations are confronted with new incidents concerning diversity and inclusion. They suddenly find themselves in the frontline of daily news – mostly unprepared. Pressure in society, also from media and politicians, urges them to come up with an immediate, well thought-out response. The majority of today's leaders did not start their career in a diverse organisation. Nevertheless, they find themselves in the middle of diversity storms.

Beyond the Difference is about leadership in a time where values seem to conflict and major societal developments threaten social cohesion. What can leaders do to make progress in a context of paradoxes, uncertainty, and dilemmas? This book supports managers and policy makers toward an effective and successful approach of inclusive leadership in their organisation. It also offers you the tools you need to create an inclusive climate in your organization.

"One must dare to appoint people who are very different. Of course, explanation is needed when such appointments are made. Also discuss uncertainty; inclusive leadership means that leaders dare to be vulnerable."
—Fawzia Nasrullah, CEO of Dutch youthcare institution Youké

"You become an inclusive leader when you do your work with passion: it's that simple! Once you have tasted the richness of the international, you understand more. The corporate philosophy should be that the company performs better as the leadership becomes more inclusive. However, when there is nothing to suggest that the role and activities of the inclusive leader are recognized and valued, it is not going to work."
—Marij Urlings, director of Domain Education & Innovation, Inholland University of Applied Sciences.

Author Bio:

Grethe van Geffen is expert in diversity & inclusion, decision-making processes, and change management. She has published 13 books and numerous articles. Her company, Seba (1997), has broad experience in different sectors such as health care, police force, large corporations, local and national government, and NGOs. She has given workshops in Austria, Belgium, China, Denmark, Germany, Great Britain, Jordan, Malawi, Morocco, the Netherlands, Poland, Tunisia and the United States of America and is fluent in four languages. Private activities include chairmanship of the Dutch Mensa Foundation and board membership of the Amsterdam Andalusian Orchestra.

Book Imprint

Outside In: Voices from the Margins

Barbara A. Baker and Joyce de Vries (eds.)

Part of the antiquated organizational structure of many institutions of higher education, particularly in the Deep South, is that they continue to be administrated by mostly men, setting up conceptual challenges to the very inclusion, diversity, and equity for which the universities are seemingly calling. This volume addresses this irony by granting the power of speaking one's own truth to those who have most closely experienced the repercussions of exclusion, particularly from the decision-making and policy-setting arenas of university administrations. The narratives included in *Outside In: Voices from the Margins* are written by academic practitioners who claim their agency within their work environments by acknowledging that they have experienced this exclusion because of some facet of their humanness such as their gender and/or ethnicity. The essays provide specific examples of instances, events, and situations in which the authors found themselves outside of the majority, often shut out of the like-minded comradery and typically hierarchical movement through academe that perpetuates a predominantly male leadership. By contextualizing these experiences within their academic disciplines and indicating the effect that their exclusion has had on their teaching, outreach, and research projects, the authors have created experientially-infused discipline content intended to drive change within their areas of expertise, across their disciplines, and throughout their academic communities. In so doing, the authors summon a collective intention to move from their perceived positions outside of the decision-making spheres of academe toward the full possibility of inclusion for themselves and future generations of academics.

Editor Bios:

Barbara A. Baker, Executive Director of the Women's Leadership Institute at Auburn University, has published five books and several articles on topics ranging from leadership to literature. A member of Auburn's graduate faculty, she teaches course in Women's Leadership, Women's and Africana Studies, Community and Civic Engagement, and in the Honors College.

Joyce de Vries is professor of Art History and former Director of Women's Studies (2011–2017) at Auburn University. Her research focuses on women, diversity, and inclusion in academia; feminist analysis of contemporary visual culture, and gender, material culture, and the domestic realm in Early Modern Italy.

Previously Published Books

## Diversity in Organizations, Communities & Nations Book Imprint
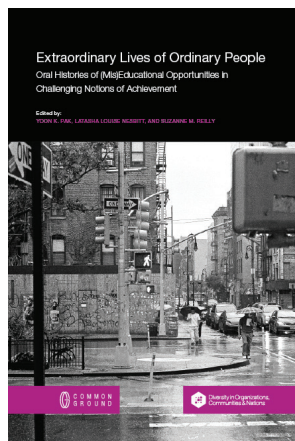
Extraordinary Lives of Ordinary People: Oral Histories of (Mis) Educational Opportunities in Challenging Notions of Achievement

Yoon K. K. Pak, LaTasha Louise Nesbitt, and Suzanne M. Reilly (eds.)

DOI: 10.18848/978-1-61229-923-5/CGP

This book is aimed at researchers in education and in the social sciences discipline interested in expanding understandings of educational experiences as a formation of systemic inequity through oral histories.
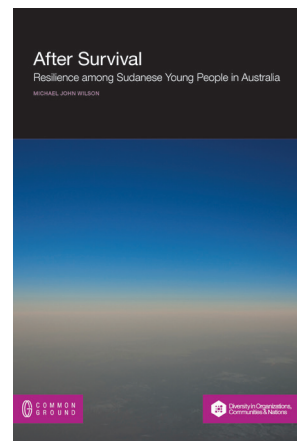
After Survival: Resilience among Sudanese Young People in Australia

Michael Wilson

DOI: 10.18848/978-1-61229-697-5/CGP

The life experiences of Sudanese young people in Australia provide us with excellent and engaging examples of how humanity more generally can develop and maintain capacities of resilience in response to human-induced and environmental crisis, both now and into the future.

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

Meaghan Katrak

DOI: 10.18848/978-1-61229-798-9/CGP

This book examines social work and its engagement with an Indigenous community in north west Victoria, Australia from the late 1960's from an historical perspective.
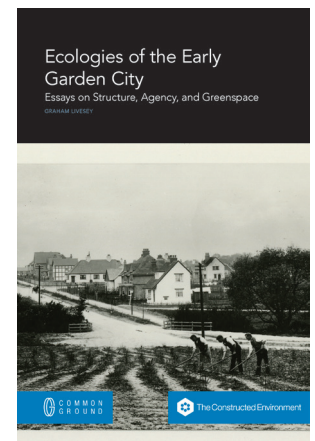
Welcoming the Stranger: Narratives of Identity and Belonging in an Iranian Diaspora

Mammad Aidani

DOI: 10.18848/978-1-86335-765-4/CGP.

This book allows Iranians to speak through their stories of displacement and cultural trauma. Their voices bring to the fore questions about identity, hospitality, displacement and language which challenge how the West welcomes people who 'come knocking on the door'.

CG COMMON GROUND

Founded in 1984, we are committed to building new kinds of knowledge communities, innovative in their media and forward thinking in their messages.

Heritage knowledge systems are characterized by vertical separations—of discipline, professional association, institution, and country. Common Ground Research Networks takes some of the pivotal challenges of our time and curates 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 Research Networks are meeting places 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.

Common Ground Research Networks offer integrated programs of action: international conferences, scholarly journals, book imprints, and online dialogue spaces using our path-breaking social knowledge software, *CGScholar.com*

Aging & Social Change Research Network

The Arts in Society Research Network

Books, Publishing & Libraries Research Network

Climate Change: Impacts & Responses Research Network

Communication and Media Studies Research Network

Constructed Environment Research Network

Design Principles & Practices Research Network

Diversity in Organizations, Communities & Nations Research Network

e-Learning & Innovative Pedagogies Research Network

Food Studies Research Network

Global Studies Research Network

Health, Wellness & Society Research Network

The Image Research Network

The Inclusive Museum Research Network

Interdisciplinary Social Sciences Research Network

The Learner Research Network

New Directions in the Humanities Research Network

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Organization Studies Research Network

Religion in Society Research Network

Spaces & Flows Research Network

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Technology, Knowledge & Society Research Network

Tourism and Leisure Research Network

Nuestra misión

Common Ground Research Networks tiene como objetivo animar a todas las personas a participar en la creación de conocimiento colaborativo y a compartir ese conocimiento con el mundo entero. A través de nuestros congresos académicos y revistas revisadas por pares, construimos Redes de Investigación y proporcionamos plataformas para interactuar a través de diversos canales.

Nuestro mensaje

Los sistemas de patrimonio del conocimiento se caracterizan por sus separaciones verticales: de disciplina, asociación profesional, institución y país. Common Ground Research Networks asume algunos de los retos fundamentales de nuestro tiempo y construye Redes de Investigación que cortan de manera transversal las estructuras de conocimiento existentes. La sostenibilidad, la diversidad, el aprendizaje, el futuro de las humanidades, la naturaleza de la interdisciplinariedad, el lugar de las artes en la sociedad, las conexiones de la tecnología con el conocimiento, el papel cambiante de la universidad, todas estas son preguntas profundamente importantes de nuestro tiempo que requieren un pensamiento interdisciplinar, debate global y colaboraciones intelectuales e interinstitucionales.

Common Ground es un lugar de encuentro para las personas, las ideas y el diálogo. Sin embargo, la fuerza de estas ideas no consiste en encontrar denominadores comunes. Al contrario, el poder y la resistencia de estas ideas es que se presentan y se examinan en un ámbito compartido donde tienen lugar las diferencias: diferencia de perspectiva, de experiencia, de conocimientos, de metodología, de orígenes geográficos o culturales o de afiliación institucional. Estos son los tipos de entornos académicos, vigorosos y solidarios, en los que se llevarán a cabo las deliberaciones más productivas sobre el futuro. Nos esforzamos en crear los lugares de imaginación e interacción intelectual que nuestro futuro merece.

Nuestros medios de comunicación

Common Ground Research Networks crea Redes de Investigación que se reúnen en congresos anuales. Entre congreso y congreso, los miembros de cada red también se mantienen en contacto durante el año mediante Redes de Investigación online, a través de procesos formales de publicación académica—revistas arbitradas mediante revisión por pares—, o a través de conversaciones informales en blogs. Los congresos fomentan el más amplio espectro de discursos posibles, animando a todos y a cada uno de los participantes a aportar sus conocimientos y perspectivas al debate común.

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